**Name**: Christopher Lazarski

**Course/Grade**: Global Studies / Grades 9-10

**Lesson Title**: Globalization

**Overview:** This unit introduces students to the idea of Globalization and its impact on their lives.

**Length of Time:** 3 weeks.

**Global Competencies**:

Globally competent students will identify an issue, generate questions and explain its significance.

Globally competent students will explain the impact of cultural interactions.

Globally competent students will articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

Globally competent students will reflect on how effective communication affects understanding and collaboration in an interdependent world.

Globally competent students will identify and create opportunities for personal or collaborative action to improve conditions.

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  *from Wisconsin Department of Public Instruction Social Studies Academic Goals.*  A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world  A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development  B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world  D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy  D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world.  D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.  D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.  E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  T1: Explain the cultural and economic impact of globalization on themselves and their community.  T2: Recognize and evaluate their place and role in a global economic system.  T3: Evaluate controversial topics by gathering evidence from different sources.  T4: Recognize the perspective of different people regarding a topic. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1: People trade goods and services for logical reasons.  U2: Countries, communities and individuals all have a “comparative advantage” over other countries, communities and individuals.  U3: The economies of different nations have become increasingly connected in the past 50 years.  U4: Globalization has a large impact on my life in high school and my community.  U5: The internet and related technologies have contributed to globalization.  U6: Outsourcing has had an impact on both the people of the Milwaukee, Wisconsin and the United States as well as specific communities in other countries.  U7: Globalization can be seen as both positive and negative development. | ESSENTIAL QUESTIONS    E1: Why do people trade goods and services instead of making everything themselves?  E2: What are the benefits and problems associated with trade?  E3: Why are some products made overseas and some products are still made in the United States?  E4: How connected are the economies of different nations and how has this changed over time?  E5: What has caused globalization to happen in the last 50 years?  E6: What does “globalization” mean?  E7: How does globalization impact my life and my community?  E8: How does globalization impact the lives of people in other countries and their communities?  E9: Since globalization is a controversial topic, what is the best way to evaluate and measure the impact of globalization? |
| ***Acquisition*** | |
| *Students will know…*  K1: The definition of Globalization.  K2: The impact of globalization on different countries.  K3: The definition of the term “comparative advantage” and how it relates to economics and their own lives.  K4: Globalization affects the daily lives of people in American and other countries.  K5: Technology has played an important role in globalization.  K6: The concept of outsourcing.  K7: The effects of the increased border security in the U.S. | *Students will be skilled at…*  S1: Identifying the origin of an object.  S2: Asking probing questions which will lead to a greater understanding of the concept.  S3: Describing the concept of “comparative advantage” as it relates to themselves as well as global trade.  S4: Reading, analyzing and evaluating geographic tools related to economic globalization.  S5: Drawing inferences from data related to economic globalization.  S6: Explaining how economic globalization affects every-day Americans.  S7: Describing the role of technology in increasing the interdependence.  S8: Explaining the impact of globalization on the future of students at Wauwatosa West High School. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Gathers information regarding the scope and impact of Globalization in local and global contexts. 2. Evaluates facts and information about Globalization. 3. Communicate ideas about the impact of Globalization in the community 4. Gathers and evaluates information from primary and secondary sources. 5. Establish an opinion about the impact of Globalization. 6. Use primary and secondary sources as evidence and support for opinion about globalization. 7. Analyzes differing points of view. Displays understanding of both sides throughout the discussion. Summarizes position on globalization. | TRANSFER TASK(S):   1. **Evaluating Your Life and Globalization:**  You have inspected and documented numerous items you brought to class and discussed the results. You will find at least 10 items of clothing and 5 food items in your home. You are to complete the worksheet asking you to document the type of object, brand name and country of origin. You will also complete the cholorpleth map shading the map based on the number of items from each region. You will also create to “why” or “where” questions using the information. 2. **Reporting on Globalization in our community:** Globalization has been the most transformative event of the last 100 years. Your task is to describe and assess the impact of Globalization on students, people and businesses in the Milwaukee area. You will also describe the impact of Globalization on students and young people. You will be using information gathered in class as well as information you gather independently. You will be taught the basics of news reporting. You will evaluate different examples of news reporting, the methods of journalists and examine how journalistic writing is different from expository writing. You will use basic reporting techniques to be write an in-depth news article about the impact of Globalization on individuals and groups in our community. 3. **Globalization Editorial:** Throughout the unit you have learned that Globalization has transformed what we wear, how we communicate, where we work and the types of businesses we run. You have also documented how Globalization has had an impact on the individuals in our community. It is now time for you to express how you think globalization should impact the lives of students and attempt to influence the behavior of your community or fellow students. You will write an editorial. An editorial is a researched conclusion that seeks to influence the behavior of individuals or groups. Prompt Option #1: Although Globalization has changed every aspect of our lives – from the clothing we wear, to the food we buy, to the jobs we work at - Globalization has not had an impact on the organization or curriculum of Wauwatosa West High School. Prompt Option #2: Wauwatosa West students are not aware or preparing themselves for a future in a globalized world. for Globalization You will evaluate editorial writing, read several examples and use a simple process to , the learning of students and how students think about what types of jobs or lives they will be living in 5, 10 or 15 years? 4. **Globalization Perspectives and Interviews:** You will prepare 21 in-depth interview questions for an individual community member who has been impacted by Globalization. You will work with your teacher and group members to identify individuals to be interviewed. You will collect answers – direct quotations from the individual, record and share the interview with the members of your team. Team members will compare contrast and assess their interviews. 5. **Global Perspectives**: Compare your life with the lives of people working in garment factories in Bangladesh. <http://www.npr.org/blogs/money/2013/12/03/247360855/two-sisters-a-small-room-and-the-world-behind-a-t-shirt> | |
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| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  **Lesson 1: Introduction to Globalization. Bellringer:** Students watch, answer question and discuss first segment of ABC news “Made in America.” **Activity:** Student groups inspect the labels on their clothes and other items. Students record and share the items to a class list. Teacher leads class discussion to categorize objects and creates a list of questions to be answered based on the items in the list. **Unit assessment introduced:** **News Gathering and Reporting:** throughout unit students will gather information to report on the question, “What is the impact of Globalization on the people of Milwaukee County? Is globalization good or bad for the people of Milwaukee? What are the negative aspects of Globalization and what can be done to help people respond to negative impacts of globalization? **HMW:** Students catalog 10 non-food and 5 food items and label world cholorpleth map. Students write two additional questions based on items and bring a small image of item to class and the country of origin.  **Lesson 2: What is Globalization?** **Bellringer:** students place images on wall map and reflect on distribution of types of products and definition of Globalization. **Activity:** In leveled reading groups, students read and process, reading selection from Choices International Trade: Competition and Cooperation in a Globalize World Part 1. Class defines Globalization. Students watch and discuss second segment of ABC news “Made in America”. **HMW:** None  **Lesson 3: What is Journalistic Writing?** **Bellringer:** students compare and contrast and discuss a news article and an essay. Teacher presents information about how to write journalistically. Teacher distributes Assessment#1: The Impact of Globalization on Our Community journalism writing assignment. Students record, collect and gather information throughout unit and write a news article about the impacts of Globalization and Our Community. Assignment requires using information in class as well as interviewing various stakeholders – workers, educational policy experts, “global” corporations in Milwaukee – Badger Meter, Briggs and Stratton, Harley Davidson, P & H Crane, etc., and other leaders. Student groups will be assigned a company. Information may be collected and presented to students – i.e. background information, impact on education – i.e. skills gap etc. Students will work on the project throughout the unit.  **Lesson 4:** **What do people think about Globalization?** **Bellringer:** Students read and discuss Forbes opinion writer reaction to “Made in America” video. Respond to prompt. Teacher distributes Assessment #2: How can our community respond to globalization? What should Wauwatosa West students know about Globalization and how should it impact their behavior? Teacher and students discuss editorial writing. Exemplars, worksheet and assignment outline distributed. The editorial will examine an issue and try to get readers to create a change in a current situation by presenting evidence to show why the change is necessary. Students watch and discuss a series of short videos to explore the tension about Globalization. (Did you know 3.0, Globalization: Your Living It, Made in America). Teacher leads class discussion with students regarding the tension of Globalization. **HMW:** Students complete an Author Says/I Say reading activity about iconic American corporations now doing business overseas. (Made In The USA: Not Anymore).  **Lesson 5: Why do people trade?** **Bellringer:** NBA/Rapper Statistics: Comparative Advantage. How does this related to the discussion Made In The USA: Not Anymore. **Activity:** Choices Curriculum: Why do people trade? Simulation. Two student groups/countries. Each country makes bread and computers. Students trade with each other to illustrate “comparative advantage” Return to homework assignment (Made in the USA: Not Anymore) **HMW:** Choices Reading Part 1: Understanding Trade: Pages 2 – 12 and Graphic Organizer.  **Lesson 6: Giving Context to Globalization. Bellringer:**  Teacher instructs students on reading strategy and assignment to be completed. Students engage in group reading activity using Choices Curriculum: Understanding Trade: Pages 2 – 12. Students complete graphic organizer.  **Lesson 7: Globalization and Global Products – Sneakers. Bellringer:** West graduate Chris Hui and shoe design business. Use TCI The Global Sneaker: From Asia to Everywhere. Steps 1 – 5. Supplement reading with images and clips – inc. BBC “the box”, Sneaker Culture: “Just for Kicks”. **HMW:** Use the outline of the Nike Air Force One to design your own sneaker.  **Lesson 8: Globalization and Global Products – T-shirts. Bellringer:** Introductory clip from Planet Money: T-Shirt story. Students complete web quest to view and analyze the Planet Money: T-Shirt story. Complete assignment for homework.  **Lesson 9: Researching Milwaukee Global Products: Bellringer:** Students will finalize their research on the global company they have been assigned. Students upload their document to Google site.  **Lesson 10: Impact of Globalization: Positives and Negatives. :** | | |