

Unit Title: Globalization – Socially, Culturally and Ethically...Should We?
Time Frame: 3 lessons totaling 5 days, performance task totaling 2-3 days (work time for students) and 1 day for optional presentation of research
Unit Developer(s): Amanda Drover-Soriano
Developed for Course Name and Course Code: Society Challenge and Change, HSB4M
<p>Strand(s) and Curriculum Learning Expectations Addressed:</p> <p>Social Change – forces that influence social change CH2.01 – identify conditions for change (e.g., objectification, advocacy, personality) and impediments to change (e.g., cost, penalty, functional repercussions), as revealed in studies of anthropology, psychology, or sociology;</p> <p>Social Challenges – Overall Expectations SCV.01 · appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns; SCV.02 · demonstrate an understanding of the social forces that shape such challenges.</p> <p>Research and Inquiry Skills - ISV.04 · demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources; ISV.05 · communicate the results of their inquiries effectively.</p> <p>Research and Inquiry Skills – Using Research Methods and Skills IS2.02 – demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources; IS2.03 – analyse for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology; IS2.06 – use telecommunications tools appropriately in conducting and reporting on research; IS2.07 – using ethical guidelines, appropriate methodology, and a range of primary and secondary sources, develop a position on a social issue of importance to anthropology, psychology, or sociology; and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines.</p> <p>Research and Inquiry Skills - Communicating Results IS3.01 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos);</p>

Desired Results

Unit Description:

This unit focuses on Globalization and its relationship to social inequalities and social injustice. Students begin by gaining an understanding of what globalization is from multiple perspectives. They then will assess the concerns raised by globalization and conduct a “pro/con” analysis of globalization on a large/global scale through a focused look at case studies

and current examples. From this, students investigate how individuals and groups can impact social change and address the social inequalities/problems that exist due to globalization. In the end, students are required to use multiple sources of information, traditional and non-traditional, print and electronic, to investigate a current multinational organization/corporation. They then assess the practices of the corporation/organization and its impact on the global community and produce a form of activism to support the organization/corporation or promote change in the company.

Enduring Understandings / Learning:

The main ideas students should develop are:

- Understanding how we are all connected within the global environment and that this connection that often benefits them, can hurt others when not cared about or thought about. This relates to understanding the social forces and conditions that shape “challenges and changes” in our society.
- Connecting action/inaction and consequence, globally and personally.
- An understanding that one issue can be looked at in multiple ways and both mainstream and non-traditional sources need to be considered if one is to understand “the big picture,” which needs to not be ethnocentric.
- An ability to empower themselves and take an active stand in regards to something that does affect them, even when it appears to be very disconnected from their lives.

Assessment Tasks**Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:**

- Each lesson (three in total) has a critical thinking question which requires students to use inference skills in order to form a supported opinion response. Although responses should be no less than a proper paragraph of 8-10 sentences in length, the recommended assigned length is 250 words or more. The same rubric is used for all critical thinking questions. Teachers can choose to collect and evaluate all three responses or have students complete only one to two of the questions given. Teachers could also choose to have students complete all three responses and choose their best piece for evaluation.
- The final performance task is a research report, using proper report style, on a multinational organization assessing the practices and impact of the organization on the local areas in which they operate. Following this assessment students decide if they want to support the company’s practices or not and make some form of awareness campaign/activism to support or discourage their organization’s practices.

Assessment Criteria:

- Supported opinion responses are evaluated using the same rubric and are evaluated primarily as “Thinking”. See Appendix B
- The final performance piece is assessed using two rubrics-one for the Report evaluated on “Knowledge” and “Communication” and one for the “activism” piece, evaluated on “Thinking” and “Application”. See Appendix G and H

Unit Planning Notes**Prior Learning Necessary (if any):**

- Supported opinion writing
- Report writing
- Internet research skills including assessing the validity of an internet source

Preparation Notes (if any):

- The original unit was delivered on a Smart Board using Notebook 10 and supplemented with additional reading and media material. To deliver this unit the Smart Board is not essential but internet access and computer lab access are mandatory.
- Lessons include multiple links to relevant internet sites, videos and pod casts. A TV and DVD/VCR are also essential due to the media component of the unit.

Lesson 1- What is Globalization?

You will need:

1. Internet or DVD with a copy for “the story of stuff”, found at: <http://www.youtube.com/watch?v=ucMJ32-xp64&feature=email>.
2. Handout on a definition of globalization or the optional viewing of discussions on Globalization, such as Chomsky, which can be found at: <http://www.youtube.com/watch?v=RdYwAXZh0ME&feature=email>
<http://www.youtube.com/watch?v=AHJPSLgHemM&feature=email>
<http://www.youtube.com/watch?v=uI0itS3gQFU&feature=email>
3. Student worksheet on multinational companies. Appendix A
4. Rubric for written response. Appendix B

Lesson 2- The Benefits and drawbacks of Globalization.

You will need:

1. DVD player
2. Video – Village of 100 (3 minutes)
3. Internet access/computer lab to access “Opposing Viewpoints” through the TDSB or other board library web site. If this is not available the teacher can access the material themselves and choose 1-2 articles for comparison.
4. Student work sheet for Case study investigation. See Appendix D
5. Rubric for written response. Appendix B

Lesson 3 – What is being done to address the problems?

You will need:

1. Computer lab
2. Student worksheet investigating organizations related to globalization
3. Solving the problems? – Student worksheet. Appendix E
4. Rubric for written response. Appendix B

Lesson 4 – Performance task.

You will need:

1. Computer lab for the number of days you will allow students to research (approximately 3-4 periods).
2. Handouts of instructions and rubrics. Appendix F, G, H

Notes regarding the implementation of this project:

- Students should be reminded of how to assess internet sites and instructed that they will need to access/search for non-mainstream information. Specifically, they can start with the company/organizations web site but will need to research further due to the bias nature of the company held site.
- Students may not be familiar with “report” style. If they are not the teacher will need to provide a format/template for what they want to have included. Specifically, inform students that they should be using sub – sections which are logically ordered, may include graphs/visuals, and must be referenced using APA style, which they may or may not be familiar with. Be sure to direct students on how to reference properly. A session with the school librarian may be beneficial to cover the following topics: internet research skills, assessment of internet resources, report writing and referencing.
- If your school has a net support feature on the computers you will need to have access to it as many of the sites students will need to access may not be typically “allowed”, such as face book, msn, etc.
- For the student presentations there is no developed marking criteria as a formal assessment was not intended, but is an option for the teacher. To organize the presentations there are two options- traditional presentations to the whole class or one in which the class is set up similar to a science fair . For the “science fair” format students create a display on their initiative and provide their classmates with the opportunity to support them. To organize this, everyone would set up their displays at the start of class. The class would then be divided in half, group A and B. For half of the period group A stays with their displays and explains while Group B explores. For the second half Group B stays with their displays while Group A explores.

Learning Plan**Lesson 1: What is Globalization? – One 75 minute period**

1. Ask students to write down their definition of Globalization. If they need prompts, they can focus on the word “global” or even just examples of products they feel represent the idea. (5 minutes)
2. Handout information sheet on globalization or play pod casts on Globalization. Ask students to use information given to them to create a definition of globalization which is “the worldwide spread of influence of culture, language, religion, transportation, communication, media, technology, trade, business practices and interrelated government and corporate finance.” (www.houstonculture.org). Or, “Globalization is the term used to describe how the world is becoming more connected as a result of trade and cultural exchange”.

Note: The teacher can handout an information sheet on traditional definitions of globalization and economic globalization (such as “Globalization” by the Houston Institute for Culture, www.houstonculture.org), or watch 1-3 of the pod casts available at the following sites:

- What Is Globalization? - Noam Chomsky: www.youtube.com/watch?v=RdYwAXZh0ME
- Discussion on Globalization: www.youtube.com/watch?v=AHJPSLgHemM
- No Logo: Brands, Globalization & Resistance: www.youtube.com/watch?v=uI0itS3gQFU

The objective is to come to a comprehensive definition of globalization.(10-20 minutes depending

on format used)

3. Introduce the idea that globalization has created “multinational corporations”, which are “corporations or businesses that do business in another country. Handout student worksheet “What is globalization? – Multinational Companies” Appendix A. Students work in partners or small groups to brainstorm answers.(5-10 minutes)
4. Create a three column “master list” on chart paper of all of the companies the students can think of with as much detail as possible. This list will be added to as you go through the unit and will serve as a list of companies that students can choose to research for their performance task. (15 minutes)
5. Students watch “The Story of Stuff” and take notes. The video can be found at: www.youtube.com/watch?v=9GorqroigqM (21 minutes)
5. Discuss the different stages identified in the film, which are: extraction, production, distribution, consumption, disposal, which create the “materials economy”. (5 minutes)
6. Upon watching “The Story of Stuff” and looking at the definitions of globalization, students are asked the question “what is globalization and how does it affect a community?” The objective is to create a comprehensive model of the process of globalization. This is the first of 3 critical thinking questions which require students to take the information learned in the lesson, consolidate it and choose information that supports their view. The teacher is to decide on the length of the response, but it should not be any less than 1 full paragraph of 8-10 sentences for students to demonstrate the inference skills being assessed. The same rubric is used for all three tasks. See Appendix B.

Lesson 2: The Benefits and Drawbacks of Globalization – Two 75 minute periods

1. Begin by showing the video “Village of 100” (www.youtube.com/watch?v=FtYjUv2x65g) and discuss any statistics that may have surprised students. (3 minutes)
2. Lead the discussion towards the idea of ethnocentrism. Give students the definition of the term “the belief in the inherent superiority of one’s own ethnic group or culture” and “a tendency to view alien groups or cultures from the perspective of one’s own” (dictionary.com). (5 minutes)
3. Direct students to think about their understanding of globalization. Have students take out 2 pieces of paper. Divide each page in half to create a pro/con list and at the top label one page “North America” and 1 page “Non-North America”. In partners, students complete both lists through brainstorming, being sure to keep the idea of ethnocentrism in mind as they complete the “non-North American” list. Have students put list aside for latter use. (10 minutes)
4. If available, to set the tone of the impact of globalization, students should watch “Intolerable Beauty-Portraits of American Mass Consumption at: www.youtube.com/watch?v=2dYip4hHZWM& , which is a visual representation of the impact of our consumption. If not, simply proceed to the following step. (7 minutes)
5. For this section, students are presented with multiple case studies that look at the impact of globalization. There are two options here – media case studies or print case studies. The teacher may also do a combination of the two. Suggested case studies are listed in Appendix C “The Benefits and Drawbacks of Globalization – Case study Options”. The following format applies to either option. (up to 115 minutes)
6. Handout one copy of student worksheet Appendix D for each case study the students will investigate.
7. Students watch or read 2-3 case studies that deal with globalization and complete the chart. **Group work option using print sources:** A jig saw can be used for print case studies. Students get into home groups (size depends on the number of case studies, but each group member must have their own case study). Once the case studies have been assigned all students with the same case study work together to understand the issue (expert group). Once done, all students return to their home groups and share their information, teaching their home groups about their

case study.

8. When the case studies are done, students get back together with their original partners from step 3 of this lesson and add to their two original brainstormed lists of the pro's and con's. (10 minutes)
9. Assign the question "Globalization – Is It Worth It?" and mark students using the same rubric used in Lesson 1 (see Appendix B)

Notes: Collect the written response from the previous lesson if assigned.
Remember to add to your "master list" of multinational companies created in lesson 1.

Lesson 3: What is being done to address the concerns? A look at Activism, NGOs, etc. – One 75 minute period.

From Lesson 2, students will have developed an understanding of the problems that arise from globalization, which include: poverty, environmental impact, sustainability, human rights violations, labour exploitation, sweatshops, etc.

1. Students will use the internet to complete the handout chart "Solving the Problems?" in Appendix E.
2. Using the information gathered through this research students answer the question "Are we doing enough to address the problems of globalization?" Use the same rubric from the previous lessons found in Appendix B

Notes: Collect the written response from the previous lesson if assigned.
Remember to add to your "master list" of multinational companies created in Lesson 1.

Lesson 4: Performance Task – Two or three 75 minute periods for research; one 75 minute period for putting it all together; one 75 minute period for student presentations (optional).

1. In this task students are completing their performance task or unit culminating activity. Students will use internet resources to research a transnational/multinational organization and complete a research report on the company. They will then develop a form of "activism", such as a petition, which they will present to the class in order to generate support. Student instructions and marking criteria can be found in Appendix F,G,H
2. As you introduce the instruction you can begin by referring to the "master list" of multinational companies you have been keeping throughout each lesson and explain that now students will have the opportunity to investigate further.
3. A sample of a student's report is included in Appendix I as an exemplar (used with permission)

Appendices

Appendix A – What is Globalization? – Multinational Companies"

Appendix B – What is Globalization? Written Response Rubric

Appendix C – The Benefits and Drawbacks of Globalization – Case Study Options

Appendix D – The Benefits and Drawbacks of Globalization - Case Study Template

Appendix E – Solving the Problems? – Student Worksheet

Appendix F – Performance Task Instructions

Appendix G – Performance Task – Report Rubric

Appendix H – Performance Task – Public Awareness Campaign Rubric

Appendix I – Performance Task – Student Exemplar of a Level 4 Performance

Other Possible Course Applications

All connections are from the overall expectations for a course.

Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation, CGW4U

Suggested modifications: The main modification that would be needed is the focus of the impact of globalization from one of human rights to one of environmental impact, especially for lesson three and the organizations focused on.

Expectations met:**Geographic Foundations: Space and Systems**

SSV.02 · analyse the causes and effects of economic disparities around the world;

Human-Environment Interactions

HEV.01 · analyse selected global trends and evaluate their effects on people and environments at the local, national, and global level;

HEV.02 · analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;

Global Connections

GCV.01 · demonstrate an understanding of the interdependence of countries in the global economy;

GCV.02 · analyse instances of international cooperation and conflict and identify factors that contribute to each;

GCV.03 · identify the contributions made by a variety of individuals, organizations, and institutions to sustainable development strategies for the developing world, and evaluate their economic, environmental, and social impacts.

World Geography: Human Patterns and Interactions, Grade 12, University Preparation, CGU4U

Suggested modifications – focus on one-two specific regions in terms of the impact of globalization, especially for lesson 2.

Expectations met:**Geographic Foundations: Space and Systems**

SSV.03 · explain the influence of social, political, cultural, and economic factors on human environments and activities.

Global Connections

GCV.03 · evaluate the effects of the information revolution, technological progress, and global trade on world regions.