CURRICULUM CONNECTIONS
This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LESSON PREPARATION

- Prepare a monitor with Internet access to screen the short film, “Globalization… Who cares? …You Do” at www.wetheeconomy.com/films (TRT 7:20)
- Prepare (print and cut) Student Handouts for distribution

KEY WORDS AND PHRASES

Globalization, global trading, global finance, technology, profit margin, competition

STUDENT OBJECTIVES

- Students will develop a definition and working understanding of the term globalization.
- Students will integrate information from a media source into their own thoughts and ideas.
- Students will analyze multiple perspectives on the pros and cons of globalization through multiple lenses.
- Students will communicate their opinions to the class, using information collected from the film.
- Students will discuss, negotiate, and advocate for their positions and ideas.

REQUIREMENTS

MATERIALS

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, and computer with Internet access
- Pennies
- Notebook paper
- Student Handouts: Looking at Globalization Through Multiple Lenses

TIME:

- 1 class period

TECHNIQUES AND SKILLS

Vocabulary building, reading comprehension, large group discussion, small group work, working in pairs, problem solving, critical and analytical thinking, supporting ideas with examples, comparing and contrasting information sources, research skills, listening skills, expository, creative, and responsive writing.
PROCEDURES

1. Write the following quote on the chalkboard, whiteboard, or on chart paper in the front of the room.

“The inexorable integration of markets, nation-states, and technologies to a degree never witnessed before—in a way that is enabling individuals, corporations and nation-states to reach around the world farther, faster, deeper and cheaper than ever before . . . . the spread of free-market capitalism to virtually every country in the world.”

- Thomas Friedman, The Lexus and the Olive Tree

2. Allow 5-10 minutes for students to reflect on this quote and free write in their notebooks or journals.

3. Elicit 4-5 volunteers to share their writing with the class. Ask the class, based on this quote and on their previous knowledge, “What is your definition of globalization, and how might globalization differ from global trade?” Encourage students to consider spheres other than the economic, such as cultural, social, legal, etc.

4. When it is clear that the students have a satisfactory understanding of the term, ask whether they think globalization is a positive trend or a negative one. Ask for specific examples to support their contentions, and chart these responses on the chalkboard, whiteboard, or on chart paper. Prompt responses by asking the class to consider economic inequality among nations, cultural diversity, and environmental and human rights regulations around the world.

5. Divide the class into 4 groups. Assign each group one of the following lenses through which they will be looking at the topic of globalization.

- Equality
- Environment
- Culture
- Economics

6. Distribute the appropriate Student Handout slip to each group. Explain that there is a pro statement and a con statement for each lens on their group’s handout, and that students should work together in their groups to prepare arguments to support both sides – for and against globalization as viewed through their particular lens. Allow 15 minutes for groups to prepare their arguments.

7. When the groups are finished, or, alternatively, after 15 minutes have elapsed, ask students to direct their attention to the monitor/ screen. Play the film “Globalization… Who cares? …You Do” (TRT: 7:20).

8. After the film, ask the class how their assignment related to the content of the film. Pose the following question to the group: “How did this film affect your opinions about globalization as it relates to your group’s specific lens? How did it affect your opinions about globalization on the whole?”

9. Allow 10 minutes for students to discuss their opinions on globalization using the arguments they prepared in small groups. Encourage students to play “devil’s advocate” and argue the other side regardless of their personal beliefs in order to promote a dynamic debate.
10. Conduct a short, whole group discussion using some or all of the following questions as a guide:

- What is the global trading system and how does it work? When did it begin?
- How does globalization encourage cross-cultural communication? How might it promote cultural disrespect or aggression?
- How might globalization prevent war?
- What is the relationship between globalization and human rights?
- What is the relationship between globalization and environmental protection and sustainability?
- How has the global trading system changed over the last 70 or so years? What will the system look like in another 70 years?
- How is global trade potentially dangerous for the U.S. economy? How is it potentially dangerous for developing economies around the globe? How is it beneficial for both?
- How does global trading affect your home and everyday life? What would be different if we did not have global trade?
- Overall, do you feel globalization is a good or bad phenomenon? Why?

11. For homework, instruct students to write an expository essay using the following quote as a prompt. Students should explain how this quote relates to the film “Globalization... Who Cares?...You Do”, and should make use of information garnered from the film, from the day’s classwork, and from additional sources and research as part of their writing. If students would like to watch the film at home, direct them to visit the website [www.wetheeconomy.com/films](http://www.wetheeconomy.com/films)

Globalization...a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding.

- Malcom Waters
STUDENT HANDOUT LOOKING AT GLOBALIZATION THROUGH MULTIPLE LENSES

EQUALITY

Pro: Globalization is good because it lifts poor countries out of poverty and gives wealthy countries access to cheaper labor that they couldn’t get otherwise.

Con: Globalization is bad because it exploits people in developing nations and makes them work in inhumane conditions for very little money.

STUDENT HANDOUT LOOKING AT GLOBALIZATION THROUGH MULTIPLE LENSES

ENVIRONMENT

Pro: Globalization is good because it provides access to natural resources from around the globe.

Con: Globalization is bad because there are no international laws regulating environmental protection and therefore we are destroying our environment more quickly.

STUDENT HANDOUT LOOKING AT GLOBALIZATION THROUGH MULTIPLE LENSES

CULTURE

Pro: Globalization is good because it creates a “one world” mentality, with people from all walks of life and different cultures and backgrounds learning about each other and working together for mutual benefit.

Con: Globalization is bad because it provides an opportunity for wealthy and aggressive countries to impose their cultural norms and beliefs on other countries.

STUDENT HANDOUT LOOKING AT GLOBALIZATION THROUGH MULTIPLE LENSES

ECONOMICS

Pro: Globalization is good because it creates a free market for labor, materials, and other manufacturing. This brings costs down and allows for more competition, which is better for the consumer.

Con: Globalization is bad because it outsources manufacturing jobs to cheaper countries and makes it impossible for working class people in developed nations to find employment.