

*This unit was written by Aaron Kaio, student-teacher at Newport High School, Bellevue, Washington. Enclosed are both a lesson plan and an analysis of how globalization fits into his Contemporary World Affairs course and the Washington State Essential Academic Learning Requirements. Globalization101.org thanks Mr. Kaio for his contribution.*

Course Title:  
**Contemporary World Affairs**  
12<sup>th</sup> Grade History/Social Studies Course

**Course Organization:** This is a semester long course divided into seven themes: Nationalism, Globalization, Economic Development, Human Rights, Technology, Environment, and Military Security/Conflict. Within each theme various controversial issues are explored and students are asked to come to some sort of solution in each instance.

## **Globalization Unit**

**Title: Is globalization a path to a brighter future?**

**Position in Yearlong Plan:** This unit was designed to follow nationalism. The nationalism unit was a student driven study of separate country's attempts to deal with the localized problems of sovereignty movements; for example, the desire of the people of the Xinjiang province of China to become a separate nation from China. This unit expands student's view of the world from the narrowness of the nationalism unit to the global width of globalization.

### **1. Essential Question and sub questions.**

**EQ:** Is globalization a path to a brighter future?

**SubQs:**

What is globalization?

What are some of globalization's affects on the economies of developed and developing nations?

What is the "race to the bottom"?

What are the effects of technology on globalization?

How is globalization like "Fantasy Football"?

How does globalization affect cultures?

### **2. Main concept(s) and Content. Connection to real world (Neighborhood): a paragraph description.**

Globalization is a broad concept. It is so broad that a high school class could spend a year exploring its various sub-topics, benefits, and drawbacks. Unfortunately, the

design of this class only allows for four weeks of study.

During the four weeks of the unit, the teacher attempted to cover four major themes within globalization: economics, technology, government, and culture. During the coverage of each of these themes students were given pro- and a con-argument for each. The reason for trying to cover both sides of globalization is globalization's controversial nature. Being such a contemporary issue, globalization lacks the historical scholarship to prove it as ultimately beneficial or otherwise. Because of this there are prominent scholars on both sides of the debate with equally valid points of view. These points of view are affected and changed daily as new information about globalization comes to light. **In short, globalization is still under debate so the unit was presented as a debate.**

Throughout the unit, there were also activities and information drawn from newspapers or personal stories that related directly to student's lives. One example, came from the soon to be globally released movie "Zapata", which is a movie made in Mexico using a Hollywood model of investment. The movie will show an alternative history of Emillio Zapata as an indigenous hero rather than the academic history of a horse trader turned revolutionary loser that is currently told. This movie is an example of how countries using globalization can bring their culture to the rest of the world. Examples like these made globalization real for the students and had them see that it was all around them and affecting them everyday.

### **3. Primary Document or Resources (in order of use)**

- "NAFTA Mike". The Awful Truth. DVD. Docurama. 1998. Episode 12.
- Monsoon Wedding. Dir. Mira Nair. Perf. Naseeruddin Shah, Lillete Dubey. DVD. Universal. 2002.
- That's The Way I Like It. Dir. Glen Goei. Perf. Adrian Pang. DVD. Miramax. 2002.
- "AI on Human Rights and Labour Rights". Globalization Reader. Ed. Lechner, Frank J. and John Boli. Mass: Blackwell, 2000. 187-194
- Greider, William. "Wawasan 2020". Globalization Reader. Ed. Lechner, Frank J. and John Boli. Mass: Blackwell, 2000. 187-194
- Adbusters. Various pictures. [www.adbusters.org](http://www.adbusters.org). 2003.
- "Issue Brief on Culture". Excerpts. [www.globalization101.org](http://www.globalization101.org). 2003.
- Friedman, Thomas and Robert Kaplan. "Is Globalization likely to Create a Better World". Taking Sides: World Politics. Ed. John T. Rourke. Conn: MCGraw, 2004. 1-13
- Shiva, Vandana. Stolen Harvest. Mass: South End Press. 2000. 79-94.
- The Seattle Syndrome. Bullfrog Films. 2000.

### **4. Hook: first day of the unit. How will you (1)introduce the essential question and (2) hook adolescents into the topic?**

The first day of the unit was a concept formation activity where the teacher took the

students through a series of stories based on real world globalization stories. Each story had components of economics, technology, culture, and government showing students that globalization involves all of these factors. The design of the lesson was to show the students what globalization is without telling them, they will “discover” this by the end. As the stories proceeded, the students were allowed to sit back and listen, ask questions, draw the stories, and/or act them out in little skits. Eventually the teacher asked what the stories had in common and what word would describe them. This word was globalization. The stories up to that point showed good aspects of globalization like cell phone convenience, but after their discovery they were shown some of the darker stories of globalization such as sweatshops. This was a fun introduction to the debate of globalization and showed both its good and bad sides.

**5. Objectives: Based on Washington State Essential Academic Learning Requirements – EALRs.**

History 1.1.3b Analyze multiple perspectives.

History 2.1.3 - Compare and analyze major ideas in different places, times, and cultures, and how those ideas brought about continuity, change, or conflict.

History 2.2.3 - Analyze how technological developments have changed people’s ideas about the natural world and evaluate their short- and long-term consequences.

Geography 3.3.3c – Examine how communication technologies are bridging and impacting cultures.

Civics 3.1.3a – Analyze the relationships and tensions between national interests and international issues.

Civics 3.1.3b – Evaluate how national interests are maintained through international agreements, treaties, and alliances.

Civics 4.2.3a - Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions.

Civics 4.3.3a – Evaluate how corporations, government agencies, organizations, and public opinion influence the development of public policy.

**6. Unit Assessment that answers the unit question:**

Final assessment attached (Globalization Paper)

**7. Mini-chart that matches objectives with assessments and/or activities that address them (thus demonstrating alignment):**

<b>Lesson</b>	<b>EALR addressed</b>
<p><b>#1 Globalization Concept Formation (attached)</b></p> <ul style="list-style-type: none"><li>• <b>Lesson question</b> – What is Globalization?</li><li>• <b>Lesson activity</b> – Students were led through a series of stories that showed the four major components of globalization covered in this unit: economics, technology, government, and culture.</li><li>• <b>Lesson assessment</b> – Students created their own stories that were used in a quiz. An alternative to the quiz was to watch and take notes on the movie “Monsoon Wedding” or “That’s the Way I Like it”.</li></ul>	<p>History 2.1.3 - Compare and analyze major ideas in different places, times, and cultures, and how those ideas brought about continuity, change, or conflict.</p> <p>History 2.2.3 - Analyze how technological developments have changed people’s ideas about the natural world and evaluate their short- and long-term consequences.</p>
<p><b>#2 X-Fire</b></p> <ul style="list-style-type: none"><li>• <b>Lesson question</b> – Where do you stand?</li><li>• <b>Lesson activity</b> – At four separate times during the unit (Fridays) students debated a series of student or instructor created questions based on current events from Newsweek and their readings on globalization. The debate format was based on the television show Crossfire and encourages quick pithy arguments. After the debate grew stale students made a motion to solve the question being posed.</li><li>• <b>Lesson assessment</b> – Students were assessed on their ability to cite information from their readings and</li></ul>	<p>Civics 4.2.3a - Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions.</p>

<p>use it in the debate.</p>	
<p><b>#3 “The Walls”</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson question</b> – What are the economics of globalization?</li> <li>• <b>Lesson activity</b> – Students were introduced to trade and investment through a lecture entitled “The Walls”. “The Walls” represented the barriers to trade and investment erected during the Great Depression. Contemporary globalization was introduced as the lowering of the barriers to trade and investment through organizations and treaties like GATT, WTO, and NAFTA. The lecture showed the amount of money and jobs that would be lost if “The Walls” were re-erected. However, a video from Michael Moore was used to show how lowering trade and investment barriers during NAFTA led to massive job loss in the automotive industry as jobs went from the US to Mexico.</li> <li>• <b>Lesson assessment</b> – Students were asked to summarize the lecture and video at the end of class and ask any questions it raised for them.</li> </ul>	<p>Civics 3.1.3a – Analyze the relationships and tensions between national interests and international issues.</p> <p>Civics 4.3.3a – Evaluate how corporations, government agencies, organizations, and public opinion influence the development of public policy.</p> <p>Civics 3.1.3b – Evaluate how national interests are maintained through international agreements, treaties, and alliances.</p>
<p><b>#4 Capital Auction (Taken from “Rethinking Globalization by Bill Bigelow)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson question</b> – What is “The Race to the Bottom”?</li> <li>• <b>Lesson activity</b> – Students acted as countries trying to attract Foreign Direct Investment. In an attempt to attract investment they lowered tax rates, labor and union laws, and environmental standards. The teachers acted as “capital” and encouraged the countries to lower barriers rather than to band together and fight for higher standards.</li> </ul>	<p>History 1.1.3b Analyze multiple perspectives.</p> <p>Civics 4.2.3a - Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions.</p> <p>Civics 4.3.3a – Evaluate how corporations, government agencies, organizations, and public opinion influence the development of public policy.</p>

<p>Afterwards, students were assigned a reading on the “race to the bottom”, from Amnesty International. This coincided with the film, “Global Village or Global Pillage”.</p> <ul style="list-style-type: none"> <li>• <b>Lesson assessment</b> – Students wrote a letter as a president of the country they represented, in an attempt to explain to their people why their standards were lowered. Also, students used the article and the movie to come up with questions for their leader as the people of the country.</li> </ul>	
<p><b>#5 Globalization and Technology</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson question</b> – How does Globalization affect technology?</li> <li>• <b>Lesson activity</b> – Students took notes on a lecture outlining the benefits received by countries that have been able to attract large technology companies. Ireland, India, and Malaysia were used as case studies during the lecture. After the lecture students were assigned an article about Motorola in Malaysia and the benefits it has brought.</li> <li>• <b>Lesson assessment</b> – Students took notes on the lecture and used a T-chart to outline the benefits and drawbacks argued in the Malaysia article.</li> </ul>	<p>History 2.2.3 - Analyze how technological developments have changed people’s ideas about the natural world and evaluate their short- and long-term consequences.  Geography 3.3.3c – Examine how communication technologies are bridging and impacting cultures.  Civics 3.1.3a – Analyze the relationships and tensions between national interests and international issues.</p>
<p><b>#6 “Fantasy Football” and Globalization (a lecture built around the ideas from “The Lexus and the Olive Tree” by Thomas Friedman”.</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson question</b> – How is fantasy football similar to Globalization?</li> <li>• <b>Lesson activity</b> – Students listened to a lecture showing how the same principles behind the success of Fantasy Football forces governments to become more open and democratic due to the influence of globalization.</li> </ul>	<p>History 2.1.3 - Compare and analyze major ideas in different places, times, and cultures, and how those ideas brought about continuity, change, or conflict.  Civics 3.1.3a – Analyze the relationships and tensions between national interests and international issues.  Civics 4.3.3a – Evaluate how corporations, government agencies, organizations, and public opinion influence the development of public</p>

<ul style="list-style-type: none"> <li>• <b>Lesson assessment</b> – Students turned in notes.</li> </ul>	<p>policy.</p>
<p><b>#7 Globalization and Culture</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson question</b> – How does Globalization influence culture?</li> <li>• <b>Lesson activity</b> – Students saw and discussed ads from Adbusters.org. Adbusters is an anti-globalization website that uses catchy anti-adds that show the problems of the culture influence experienced by globalization or as they call it westernization. Afterwards they received a more neutral reading from globalization.101 that does a better job of presenting both sides.</li> <li>• <b>Lesson assessment</b> – Students created bumper stickers showing the positive and negative sides of globalization’s affects on culture.</li> </ul>	<p>History 1.1.3b Analyze multiple perspectives.  History 2.1.3 - Compare and analyze major ideas in different places, times, and cultures, and how those ideas brought about continuity, change, or conflict.  History 2.2.3 - Analyze how technological developments have changed people’s ideas about the natural world and evaluate their short- and long-term consequences.</p>
<p><b>#8 Globalization Paper</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson question</b> – Is globalization a path to a brighter future?</li> <li>• <b>Lesson activity</b> – Students wrote a paper to answer the lesson and unit question. They were given library time, two articles, a final movie viewing, a peer editing session to help them complete the paper. Their culminating presentation was a silent read around where they read and critiqued each others papers as “globalization scholars”.</li> <li>• <b>Lesson assessment</b> – Students were assessed on their ability to create an insightful and provocative paper while using resources from class and from the internet to support their answer to the unit question.</li> </ul>	<p>Many EALRs were examined during the construction of the paper.</p>



## Globalization Concept Formation

**Background:** This lesson is used to introduce a three-week unit on globalization and trade. This lesson should come on the first day of the unit. Without telling students what the unit is about, this unit will give them an understanding.

**Opening Question:** Students will come in and answer a series of questions off of the overhead.

- Does inequality exist in the US?
- How much or how little?
- What is the best way to solve this? or Does it need to be solved?

Their responses to the first two questions will be discussed before the Hook and the last one will come up at the end of the lesson.

**Hook:** “Ten chairs of Inequality” – the hook will be hard to do, because I cannot use the word “globalization” or it will ruin the concept formation. 10 students, each representing 10% of the population come up front to sit in 10 chairs that each represents 10% of the wealth in the United States. Note: for this simulation we are looking at the United States (98), but this same lesson could be used to show the world, without much change in the numbers. With everyone sitting on a chair, we have equal distribution and each family has about \$250,000. In actuality, the numbers are 20% of people in debt and the next 40% have about \$5,000. Now I call up one person to represent the richest 10% and allow them to stretch across seven chairs. Their arm represents the top 1% and it gets 4 chairs. The remaining 9 people can squish together on the remaining three chairs. Take questions throughout, without disclosing globalization.

**Objective:** The objective for this lesson is to introduce students to the concept of globalization by engaging several learning styles. By the end of the lesson students should understand the four major components of globalization: economic, technology, government, and culture.

Note: Before giving out this assignment, a vocabulary sheet should be introduced to the class, due some time after this lesson.

Note: When introducing this lesson be careful not to use the term “globalization”, or talk in Ed-speak by saying “concept formation.”

**Sequence:** Students will be given a chart. Down the left side of the chart are five stories. Three of the stories are examples of globalization that satisfy all four criteria, two of the stories are missing one or more components of the criteria. Across the top of the chart are four questions that pertain to the four criteria, if students answer yes to all four of the criteria questions, then the chart is an example of globalization.

**Storytelling:** Students will begin by flipping the chart over. The teacher will narrate the first story to the students while they draw what their mind’s eye sees. Students should be encouraged to ask questions during the narration (especially on any weird vocabulary),

this will allow time for students to draw and think. Then students will be instructed to flip the chart over, re-read the story and answer the questions. When filling in the chart students should start their response by answering the question “yes” or “no” and then explaining their answer. As a class I will call for answers to each of the questions to model how to fill the chart out.

**Solo:** Once they have completed the first question they will answer read and answer questions for the second story.

**Group:** After completing the second story students will form small groups of four or five and create a mini-play using the third story. This has to happen very quickly. The teacher should move around the room, checking in with everyone. Then the teacher can pick a group to do theirs for the class. This group should be entertaining. Then students can answer the questions for the third story.

**Non-examples:** After acting, students will work on the last two stories on their own. These will be non-examples of globalization and will not meet at least one criterion.

**Discussion:** After completing the chart the class will enter in to a discussion to figure out what they are working on. The first question will be, “How and which stories are different” (this should illicit responses about the last two examples on the chart). Then the teacher should ask, “How and which stories are the same”. After putting some ideas up on the board, the teacher should ask, “What is a sentence that can sum up the similarities”. After the class has created a sentence, “Now boil the sentence down into one word”. If everything goes right, they should come up with globalization.

**Examples:** Now the teacher should place an example of globalization on the overhead and ask the students if it is an example or not. Then the teacher should call on students to explain their reasoning. The teacher should proceed through about three examples and non-examples.

- Example A – A freedom fighter/terrorist in Chechnya logs into his Internet provider. He is preparing to upload pictures to his separatist website. The pictures are of casualties suffered by the local populace during a clash between his rebel friends and the Russian military. He knows that the Russians are denying civilian casualties, in an attempt to avoid receiving more bad press from NGOs like Human Rights Watch and Amnesty International. However, before uploading he decides to check E-Bay for an Oleg Korneyev “bootleg” Mariners jersey he bid on a week ago. Korneyev is a prospective pitcher signed by the Mariners in 2001.
- Example B - A brothel owner in Thailand is raided by the local police. The police do not usually raid the brothel owners, but a new NGO is making noise at the UN about Thailand’s despicable illicit sex trade. In response to requests made by the UN the Thai government holds a series of raids on local brothel owners. The brothel owner has lost several of his “employees” and now has to travel to the mountain villages of Burma. Going to Burma allows the brothel owner to find under-age “virgin” girls that draw premium prices from customers. In Burma, he will tell innocent parents that if he is allowed to take their daughters to Thailand to be dishwashers they can send money to the village. The daughters see this as a

- chance to help their poor parents and their parents are not worldly enough to understand what is really happening. The man's new "employees" will become dishwashers for awhile, but when they need extra money or some emergency comes up, the brothel owner will tell them a "better" way to make money, putting them in a cycle they can never escape from.
- Example C - A South Korean jogger stops at his local market to pick up some water after his morning jog. He is excited because he knows that the South Korean government has regulated that all water treated with chemicals must be labeled as such. This assures him that he will drink chemical free, pure water. The jogger spots a new brand of water called Canadian Springs. Canada seems like a clean country and it is not labeled as being treated with chemicals, so he purchases it. Little does he know that the Canadian government, successfully challenged South Korea's labeling regulation in the WTO, forcing South Korea to remove the labels or pay fines.
  - The final example comes from a Doonesbury cartoon.

**Homework:** For homework, and if there is time in class it can be done in class, students should come up with one example story that meets the four criteria and one example that doesn't. The teacher should tell the students that the really good examples will be used to create a quiz the next day, if you have a good example, you will already know the answer. It is okay to work in pairs or on your own.

**Assessment:** The next morning students will be given a reading on globalization. While they read it, the teacher should take their examples and non-examples and choose some good ones. These will be used for the quiz. Before the students take the quiz, the teacher should open up the room for a discussion, for anyone who is confused or has questions.

**Connections:** After this lesson, students will engage with a series of readings meant to further their understanding of what globalization is and what it is doing to the world. They should come to understand that globalization has both good and bad sides.