

Globalization Since 1945

Globalization

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Grade Level	9th – 12th Grade	**Time Frame**	1–2 class period(s)
Subject	Social Studies	**Duration**	90 minutes
Course	Economics, World History		

Essential Question

How does globalization affect people's lives? What are some of the pros and cons of globalization?

Summary

Students will discuss global cultural, political, and economic issues/challenges facing today's society. Students will work independently and in groups, utilizing discussion, text, handouts, and video, to identify the pros and cons of globalization.

Snapshot

Engage

Students pair with a partner and use the Think-Pair Share strategy to discuss the pros and cons of globalization. Students revise and expand their definitions after watching a short video.

Explore

Students work in groups to read four articles on globalization using the Jigsaw strategy.

Explain

Students record their findings, both pro and con.

Extend

Students view another short video and take a stand by writing a short pro/con essay.

Evaluate

Students complete and turn in their globalization pros/cons findings, their Think-Pair-Share activity with partners, and their individual essays to be graded.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR403: Draw simple logical conclusions in more challenging passages
REL403: Identify clear cause-effect relationships in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

D&S 401: Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of clear reasoning and examples to arrive at an understanding of the issue and differing perspectives on it -Adequately convey reasons why the argument is worth considering -Extend ideas and analysis by considering factors that complicate the writer's own perspective -Anticipate objections by qualifying the argument

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.6: The student will evaluate contemporary global issues and challenges.
WH.6.1: Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations, international trade agreements, and the challenges faced by the global economy.
WH.6.3: Describe the impact of trade and interdependence on cultural diffusion.

Attachments

- Group Collaboration Rubric—Globalization since 1945 - Spanish.docx
- Group Collaboration Rubric—Globalization since 1945 - Spanish.pdf
- Group Collaboration Rubric—Globalization since 1945.docx
- Group Collaboration Rubric—Globalization since 1945.pdf
- Lesson Slides—Globalization since 1945.pptx

Materials

- Lesson Slides (attached)
- Group Collaboration Rubric (attached)
- Paper
- Pens/pencils
- Internet access to watch YouTube videos
- Four student readings; links provided in text for student handouts to be printed in advance

Engage

Teacher's Note: Lesson Preparation

Before beginning the lesson, prepare a reading packet for each group of 4–5 students by printing the articles from the following links. Each student in the group should get one article to read. If a group has five students, allow two students to divide the Weidenbaum reading, as it is a longer article than the others.

1. "Weighing the Pros and Cons of Globalization" by Murray Weidenbaum
2. "Top 9 Globalization Pros and Cons" by Brandon Miller
3. "The Pros and Cons of Globalization" by Mark Collins
4. "Iran Bans Barbie: Meet Dara and Sara" by Chana Ya'ar

Introduce the lesson using the **Lesson Slides**, then display the essential questions on **slide 3**.

How does globalization affect people's lives?

What are some of the pros and cons?

Allow time for students to copy the essential questions down on a piece of paper. Give them 2–3 minutes to think about and write down their responses to both essential questions.

Next, show **slide 4**. Introduce the Think-Pair-Share instructional strategy. Pair students with a classmate to discuss their answers, then call on several partners to share out their responses.

Display **slide 5** and show students the short video "Globalization I - The Upside: Crash Course World History #41," stopping at the 5:06 minutes mark.

After watching the video, have students return to their original partners to revise and expand their responses after learning this new information. Display the dictionary definition of the term "globalization" on **slide 6**. Call on new student pairs for revised responses, and make sure to clear up any misconceptions during the discussion.

Explore

Display **slide 7**. Have students get out a sheet of notebook paper, fold it hot-dog style, and prepare the headings of their paper as displayed on the slide.

Divide the class into groups of 4 to 5 students. Introduce the Jigsaw instructional strategy and display the group directions on **slide 8**. Distribute the four articles, covering cultural, economic, and political views on globalization, to the groups. Ask students in groups to divide up the readings, each student receiving one reading, which they will be expected to be an authority on for their group. As students complete their assigned group readings, instruct them to begin recording their findings on their pros/cons notebook paper.

Teacher's Note: Group Collaboration Rubric

For students who do not typically work well in cooperative groups, it might be necessary to provide a rubric that explains group collaboration. You can discuss the **Group Collaboration Rubric** handout (attached) with groups prior to beginning group work. Bonus points could be assigned to groups that work collaboratively according to the rubric.

Explain

After students have finished reading, have groups share and discuss their notes on the portions of text they were assigned, ensuring that their group members have a thorough understanding. Ask each student to record information shared by their group members onto their own pro/con notebook paper, so that all students have information from all the readings.

Extend

Display **slide 9** and show students the video "Globalization and Trade and Poverty: Crash Course Economics #16." Then, display **slide 10**. Instruct students to take a stand and write a short pro/con essay of their own using the question:

Do the pros outweigh the cons for globalization for developing countries like Bangladesh? Explain your reasoning.

Information can include reasoning from their pro/con sheet and from what they just saw in the video.

Evaluate

Ask students to turn in their completed globalization pro/con notes, their Think-Pair-Share activity, and their individual essays, all of which you can use as assessments for this lesson.

Resources

- Collins, M. (2015, May 6). The pros and cons of globalization. *Forbes*. http://onforb.es/1Kirlmn
- CrashCourse. (2012, November 2). *Globalization I - the upside: Crash course world history #41* [Video]. YouTube. https://www.youtube.com/watch?v=5SnR-e0S6Ic&t=312s
- CrashCourse. (2015, November 27). *Globalization and trade and poverty: Crash course economics #16* [Video]. YouTube. https://www.youtube.com/watch?v=9MpVjxxpExM&t=2s
- K20 Center. (n.d.). Jigsaw. Strategies.https://learn.k20center.ou.edu/strategy/179
- K20 Center. (n.d.). Think-pair-share. Strategies. https://learn.k20center.ou.edu/strategy/139
- Miller, B. (2015, July 13). Top 9 globalization pros and cons. Green Garage: The ECO Friendly Blog. https://greengarageblog.org/top-9-globalization-pros-and-cons
- Weidenbaum, M. (2003). Weighing the pros and cons of globalization: A presentation to the Woodrow Wilson International Center for Scholars, Washington, D.C. https://www.wilsoncenter.org/sites/default/files/media/documents/publication/Weidenbaum.pdf
- Ya'ar, C. (2012, January 17). Iran bans barbie: 'Meet Dara and Sara'. Israel National News. http://www.israelnationalnews.com/Generic/Generic/SendPrint?print=1&type=0&item=151804
- Original rubric created with the assistance of Rubistar. http://rubistar.4teachers.org