



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	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 cultural, political and economic global 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 will pair with a partner and discuss the pros and cons of globalization. Students will revise and expand their definitions after watching a short video.

Explore

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

Explain

Students will record their findings, both pro and con.

Extend

Students will view "Globalization and Trade and Poverty" and take a stand by writing a short pro/con essay.

Evaluate

Students will have completed a globalization pros/con findings to turn in before the end of the class. The Think-Pair-Share activity with partners and essay can also be assessed for a participation grade.

Standards

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

- [Globalization since 1945 teacher slides.pptx](#)
- [GlobalizationGroupRubric - Spanish.docx](#)
- [GlobalizationGroupRubric - Spanish.pdf](#)
- [GlobalizationGroupRubric.docx](#)
- [GlobalizationGroupRubric.pdf](#)

Materials

- Group collaboration rubric
- Student scratch paper/pen or pencil (Think-Pair-Share activity) - beginning of
- Access to YouTube video "Crash Course Globalization 1" (5:08 minutes of video)
- Access to YouTube video "Crash Course Economics#16: Global Trade&Poverty" (8:30 minutes of video)
- Four student readings - Links provided in text for student handouts to be printed in advance

Engage

Lesson Preparation: Prior to beginning this lesson with students, it is important to prepare the readings packet. There should be a reading packet for every group of students. Students will be in groups of 4 to 5.

Readings can be found online and printed ahead of time for use. They are:

1. "Weighing the Pros and Cons of Globalization" by Mark Weidenbaum, found at: <https://www.wilsoncenter.org/sites/default/files/Weidenbaum.pdf>
2. "The Green Garage blog of 9 Globalization pros and cons," found at: <https://greengarageblog.org/top-9-globalization-pros-and-cons>
3. "The Pros and Cons of Globalization" by Mark Collins, found at: <https://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/#722f3623ccce>
4. "Iran Bans Barbie: Meet Dara and Sara" by Chana Ya'ar, found at: <http://www.israelnationalnews.com/Generic/Generic/SendPrint?print=1&type=0&item=151804>

Beginning the Lesson:

Students will be presented with the essential questions that can be found on PowerPoint **slide 3**. How does globalization affect people's lives? What are some of the pros and cons? Allow time for students to copy these essential questions down on a piece of paper.

Next, show PowerPoint **slide 4**. Students should think about and write their responses to both essential questions. Allow 2 to 3 minutes for students to write down an answer. Pair students with a classmate to discuss their answers. Call on several partners to share their beginning prior knowledge. This is a [Think-Pair-Share](#) activity.

Students will then view a short video, "[Globalization I - The Upside: Crash Course World History #41](#)." Show only the first 5:06 minutes of this video.

After watching the video, students will return to their original partner to revise and expand their responses after learning this new information. Call on new student pairs for revised responses and clear up misconceptions. A definition of Globalization can be projected at this time on PowerPoint **slide 5**.

Explore

Have students get out a sheet of notebook paper and fold it hot-dog style. Have students prepare the headings of their paper as displayed on PowerPoint **slide 6**.

Divide class into groups of 4 to 5 students (NOTE: If a group has five students, allow two students to divide Weidenbaum reading, as it is a longer article than the others). Inform students that they will be participating in a [jigsaw](#) activity, working in groups to read four articles on globalization. Display the group directions on PowerPoint slide seven. Each group will receive the four articles covering cultural, economic and political views on globalization. Students in groups should 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 rubric with groups prior to beginning group work. Bonus points could be assigned to groups that work collaboratively according to the rubric. This rubric can be found under Attachments.

Explain

Groups will share and discuss their notes on the portions of text they were assigned, ensuring that their group members have a thorough understanding. Each student should record information shared by their group members onto their own pro/con notebook paper so that students have information from all the readings.

Extend

Students will view "[Globalization and Trade and Poverty: Crash Course Economics #16](#)." Display PowerPoint **slide 8**. 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

Over the course of this lesson, students will have completed globalization pro/con notes to turn in by the end of the class. The Think-Pair-Share activity and the individual essay can also be assessed for this lesson.

Resources

- CrashCourse. (2012). Globalization I - the upside: Crash course world history #41 [Video file]. YouTube. Retrieved from <https://www.youtube.com/watch?v=5SnR-e0S6lc&t=312s>
- CrashCourse. (2015). Globalization and Trade and Poverty: Crash course economics #16. (2015). YouTube. Retrieved from: <https://www.youtube.com/watch?v=9MpVjxxpExM&t=2s>
- Collins, M. (2015). The pros and cons of globalization. Forbes. Retrieved from <http://onforb.es/1Kirlmn>
- Green Garage: The ECO Friendly Blog. (2015). Top 9 globalization pros and cons [Web log]. Retrieved from <https://greengarageblog.org/top-9-globalization-pros-and-cons>
- K20 Center. (n.d.). Jigsaw. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507c1b8>
- K20 Center. (n.d.). Think-pair-share. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5064b49>
- Weidenbaum, M. (2003). Weighing the pros and cons of globalization. A Presentation to the Woodrow Wilson International Center for Scholars Washington, D.C. Retrieved from <https://www.wilsoncenter.org/sites/default/files/Weidenbaum.pdf>
- Ya'ar, C. (2012) Iran bans barbie: 'Meet Dara and Sara'. Arutz Sheva 7: Israelnationalnews.com. Retrieved from <http://www.israelnationalnews.com/Generic/Generic/SendPrint?print=1&type=0&item=151804>
- Original rubric created with the assistance of <http://rubistar.4teachers.org>