**Subject area/course**: History/World History

**Grade level/band**: 10

**Task source**: Summit Public Schools; Authors: Robert Cupp, Peter Cirincione

**Globalization Project**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will confront the realities of today's globalized world and investigate the costs and benefits of globalization. Students will practice the collaborative skills and frames of mind necessary for success in a globalized society. Students will use their understanding of imperialism from prior study and compare and contrast it with globalization today. As participants in and beneficiaries in this system we are faced with an important question: Is globalization a modern form of imperialism? Students will prepare and write an argumentative essay in response to this question.

1. **Aligned standards:**
2. **Common Core State Standards**

[CCSS.ELA-LITERACY.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-LITERACY.RH.11-12.7](http://www.corestandards.org/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.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS.ELA-LITERACY.WHST.11-12.1](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/) Write arguments focused on *discipline-specific content*.

[CCSS.ELA-LITERACY.WHST.11-12.8](http://www.corestandards.org/ELA-Literacy/WHST/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

1. **Critical abilities**

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Interpersonal Interaction and Collaboration:Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Other standards**

[C3 Framework](http://education.nationalgeographic.com/media/file/C3-Framework-for-Social-Studies.pdf)

D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

1. **Time/schedule requirements:**

This task will take approximately 3-6 days.

1. **Materials/resources:**
* Item A – Defining Imperialism & Globalization Worksheet
* Item B – Globalization Intro PPT
* Item C – Jigsaw Graphic Organizer
* Item D – Globalization Draft Evidence and Argument Sheet
* Item E – Final Evidence/Analysis Sheet
1. **Prior knowledge:**

Students should have studied imperialism prior to this task, possibly in a prior course. They will review the concept of imperialism as part of the instructional activities. Some understanding and prior work with global history and/or economics is also recommended. To implement instructional activities, students should have some experience with working in groups, preferably jigsaw groups, and also creating historical/social scientific arguments.

1. **Connection to curriculum:**

This task connects to curricula where students are studying global economics and/or history.

1. **Teacher instructions:**

Step 1. Defining "Imperialism."

Students will read the following two brief articles on Imperialism and use them to answer questions 1 & 2 on the Defining Imperialism & Globalization worksheet (Item A).

Readings:

"Overview of Imperialism." See especially, its summary of four arguments about the causes of imperialism. <http://www.thelatinlibrary.com/imperialism/overview.html>

"What Were the Causes of European Imperialism in Africa?"by Rita Kennedy, A brief article from Synonym.com © 2001-2014, Demand Media.

<http://classroom.synonym.com/were-causes-european-imperialism-africa-6607.html>

Students will then use reliable Internet sources, books, and/or their own knowledge to answer Question 3.

Step 2. Defining "Globalization."

Students will review the *Globalization - Introduction*slideshow (Item B) and read the following article:

"What is Globalization?" from Globalization 101, a project of Suny Levin Institute.

<http://www.globalization101.org/what-is-globalization/>

Students should then answer Question 4 on the Defining Imperialism & Globalization worksheet (Item A).

Next, students should review the following three items and answer Question 5.

A slide show introducing the concept of globalization and summarizing its pros and cons.

<http://www.slideshare.net/efendievaz/globalization-hisroty-pros-and-cons>

From Manufacturing.net, an article that presents the pros and cons of globalization from a view somewhat critical of globalization.

<http://www.manufacturing.net/articles/2010/06/the-pros-and-cons-of-globalization>

From the World Bank, a brief article about a longer study by a World Bank researcher, Branko Milanovic. This is a mixed but mainly positive view of globalization, with a focus at the end on Poland in particular.

<http://www.worldbank.org/en/news/opinion/2014/02/11/is-globalization-a-good-or-a-bad-thing>

Finally, students should work in pairs to answer Question 6.

Step 3. Jigsaw Research on Globalization

Have students form groups of four (or assign students to teams). Each team will collectively read 8 substantial documents, with each student doing a close reading of 2 of the documents.

Each student should briefly skim all 8 documents. Then, as a group, students should decide together who will research each of the 4 sets of documents.

(Individually) Students will use the Jigsaw Graphic Organizer (Item C) to record the strongest pieces of evidence that supports each side of the argument.

(Group) After students have reviewed their documents and completed the graphic organizer, they will regroup with their team. Students will take turns being the “expert” and reporting evidence to their team.

As a group, the team should categorize the evidence supporting each perspective as an impact on *developing* nations (yellow) or an impact on *wealthier* nations (green).

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| List of Documents |
| Student A | A Tutor Half a World Away, but as Close as a Keyboard<http://www.nytimes.com/2005/09/07/education/07tutor.html?pagewanted=all&_r=0> |
| Does Globalization Mean We All Become One Culture?<http://www.bbc.com/future/story/20120522-one-world-order> |
| Student B | Globalization's Hidden Benefits[http://yaleglobal.yale.edu/content/globalization’s-hidden-benefits](http://yaleglobal.yale.edu/content/globalization%27s-hidden-benefits) |
| The Price of "Made in China"<http://www.nytimes.com/2013/08/05/opinion/the-price-of-made-in-china.html> |
| Student C | Economic Recovery, Made in Bangladesh?<http://www.nytimes.com/2013/05/19/magazine/economic-recovery-made-in-bangladesh.html?pagewanted=all> |
|  | The Woman Who Nearly Died Making Your iPad<http://www.theguardian.com/commentisfree/2013/aug/05/woman-nearly-died-making-ipad> |
| Student D | Globalization and the Narcotics Trade<http://www.nytimes.com/2007/08/02/opinion/02iht-edporter.1.6957148.html?_r=0> |
| How Diamonds Fuel Africa's Conflicts<http://www.cnn.com/2012/04/26/world/africa/blood-diamonds/> |

Step 4. Drafting Your Argument

Students should use the Globalization: Draft Evidence Sheet and Argument document (Item D) to guide their work as they answer the question: Is globalization the modern form of imperialism? Students will write one sentence that clearly states an answer to the question: "Is globalization the modern form of imperialism?" and cite the 2-3 strongest pieces of evidence that support their answer.

Then, have students meet with a small group of students who are making arguments similar to theirs. Students should review the drafts of each of their group members and offer constructive feedback that will help them refine work. Help students to provide detailed feedback that includes suggestions for specific ways to improve.

Step 5. Final Argument

Individually, students will use the Final Evidence Analysis worksheet, Item E, to write a strong argumentative essay that is clear, convincing, and supported by evidence. They should also address some evidence that does not support their argument and conclude by explaining why it does not undermine their argument.

1. **Student support:**
* All student directions could be provided in writing and read aloud.
* Extended time and additional supports and tools may be provided in response to teacher evaluation of student progress (e.g., a transition to essay writing might be included).
* Instructional steps and tools could be reduced (e.g., Tool E might be shortened so it focuses on the written argument.)
1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the Globalization Project Rubric.