

Getting to the Core

High School World History

Unit of Study

Globalization

Big Idea: Change can be positive or negative.

Essential Question: How have advances in technology and communication changed our world?

| | | |
|---|--|---|
| <p>Unit: Globalization Lessons #: 1</p> | <p>Grade Level/Course: 9th Honors/10th CP</p> | <p>Duration: 3 days Date:</p> |
| <p>Common Core and Content Standards</p> | <p>Content Standards:</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p> <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. <p>Craft & Structure</p> <ol style="list-style-type: none"> 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. <p>Integration of Knowledge & Ideas</p> <ol style="list-style-type: none"> 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. 9. Compare and contrast treatments of the same topic in several primary and secondary sources. <p>Range of Reading & Level of Text Complexity</p> <ol style="list-style-type: none"> 10. By the end of grade 10, read and comprehend history/ social studies texts in the grades 9–10 text complexity band independently and proficiently. <p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p>Text Types & Purpose</p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 9. Draw evidence from informational texts to support analysis reflection, and research. <p>Range of Writing</p> <ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <p>Common Core Speaking and Listening Standards 9-10:</p> | |

| | <p>Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Common Core Language Standards 9-10: Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>6. Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | | | | | | | | |
|--|--|--|--|-------|-------|-------|--|--|--|
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Preview Prior: -Modern World History Patterns of Interaction DVD (Episode: Technology Transforms an Age) -Video Clip: Did you Know? Version 4.0: http://edudemic.com/2012/09/globalization-videos/</p> <p>Materials Required:</p> <table border="1" data-bbox="321 1423 1500 1877"> <thead> <tr> <th data-bbox="321 1423 716 1457">Day 1</th> <th data-bbox="716 1423 1105 1457">Day 2</th> <th data-bbox="1105 1423 1500 1457">Day 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="321 1457 716 1877"> -Survey Monkey pre-assessment (recommended as homework-before Day 1) Yarn -Academic Discussion Frames -Quick Write -Extended Anticipatory Guide -Dyad Share Handout </td> <td data-bbox="716 1457 1105 1877"> -Vocabulary Notebook -Video Clip: Modern World History Patterns of Interaction DVD (Episode: Technology Transforms an Age) -Viewing with a Focus: Technology Transforms an Age -Extended Anticipatory Guide -Article: Globalization 101 Optional -Key Term PowerPoint -Cornell Notes -Summary Template </td> <td data-bbox="1105 1457 1500 1877"> -Textbook pages 638-639 -Vocabulary Notebook -Extended Anticipatory Guide -Video Clip: Did You Know? Version 4.0: http://edudemic.com/2012/09/globalization-videos/ -Viewing with a Focus: Did you Know? -Article: Continent Goes Mobile -Graph: World Internet Usage -Writing Prompt -Frayer Model </td> </tr> </tbody> </table> | | | Day 1 | Day 2 | Day 3 | -Survey Monkey pre-assessment (recommended as homework-before Day 1) Yarn -Academic Discussion Frames -Quick Write -Extended Anticipatory Guide -Dyad Share Handout | -Vocabulary Notebook -Video Clip: Modern World History Patterns of Interaction DVD (Episode: Technology Transforms an Age) -Viewing with a Focus: Technology Transforms an Age -Extended Anticipatory Guide -Article: Globalization 101 Optional -Key Term PowerPoint -Cornell Notes -Summary Template | -Textbook pages 638-639 -Vocabulary Notebook -Extended Anticipatory Guide -Video Clip: Did You Know? Version 4.0: http://edudemic.com/2012/09/globalization-videos/ -Viewing with a Focus: Did you Know? -Article: Continent Goes Mobile -Graph: World Internet Usage -Writing Prompt -Frayer Model |
| Day 1 | Day 2 | Day 3 | | | | | | | |
| -Survey Monkey pre-assessment (recommended as homework-before Day 1) Yarn -Academic Discussion Frames -Quick Write -Extended Anticipatory Guide -Dyad Share Handout | -Vocabulary Notebook -Video Clip: Modern World History Patterns of Interaction DVD (Episode: Technology Transforms an Age) -Viewing with a Focus: Technology Transforms an Age -Extended Anticipatory Guide -Article: Globalization 101 Optional -Key Term PowerPoint -Cornell Notes -Summary Template | -Textbook pages 638-639 -Vocabulary Notebook -Extended Anticipatory Guide -Video Clip: Did You Know? Version 4.0: http://edudemic.com/2012/09/globalization-videos/ -Viewing with a Focus: Did you Know? -Article: Continent Goes Mobile -Graph: World Internet Usage -Writing Prompt -Frayer Model | | | | | | | |

| | | | |
|---|--|--|--|
| Objectives | | Content: Students will analyze connections between the technological revolution and globalization as well as analyze how the technological revolution has transformed our world into a global village. | Language: Students will work collaboratively to build vocabulary and content knowledge by reading complex-text, writing, and speaking. Students will integrate multiple sources of information to write and argumentative short essay on how the advances in technology and communication have changed our world. |
| Depth of Knowledge Level | | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures | |
| Common Core Instructional Shifts | | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | STUDENTS FIGURE OUT THE MEANING | globalization, technological revolution, internet, information technology (IT) | global integration, innovation, world wide web, ubiquitous, catalyst, contemporary, forefront, |
| | | globalization, technological revolution, internet, information technology (IT), global village, silicon chips, communications networks | global communications, telecommuting, electronically innovation, exchange, dissemination, pace, breed, sprouting, strides, lagged, embedded |
| Pre-teaching Considerations | | <p>Students should be given an opportunity to complete the Survey Monkey pre-assessment before beginning the unit.</p> <p>Students will be required to utilize a variety of strategies. Please allow additional time in order to model strategies if students are not familiar with the strategies.</p> <p>The following lists the Lexile levels (one of 3 components used to determine text-complexity) of the complex-text in this lesson:</p> <ul style="list-style-type: none"> • <i>Globalization 101</i>: 1490 Lexile • Textbook, <i>Expanding Global Communications</i>: 1130 Lexile • Article: <i>A Content Goes Mobile</i>: 1230 Lexile <p>The following questions will guide the expected content learning:</p> <ol style="list-style-type: none"> 1. How is the world connected on a global scale? 2. What is Globalization? 3. How has the technological revolution changed the way we communicate and live? 4. How have improvements in information technology (IT) affected economic and cultural globalization? 5. How has global communication expanded and transformed our world into a global village? 6. In what ways has technology led to cultural exchange? 7. In what ways has the technological revolution been positive and negative? | |

| | |
|--------------------------------------|---|
| | <p>8. How has the technological revolution transformed the poorest areas of the world?</p> <p>9. Which areas of the world have made the greatest gains in access to and use of technology?</p> <p>10. In what ways has access to technology affected regions positively and negatively?</p> |
| Lesson Delivery Comprehension | |
| <p>Instructional Methods</p> | <p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p> |
| <p>Lesson Opening</p> | <p>Prior Knowledge, Context, and Motivation: Introduce students to the Big Idea of the unit: Change can be either positive or negative and the Essential Question: How have advances in technology and communication changed our world? In this lesson, we will examine the concept of globalization and how the technological revolution has connected the world into a global village.</p> <p>If students have not had an opportunity to complete the Survey Monkey pre-assessment before this unit begins, please give them time to answer the 10 questions and collect their answers.</p> |

| | | |
|--|--|---|
| <p>Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Day 1:</p> <p>Preparing the Learners:</p> <p><i>Globalization Simulation Task/Human Spider Web (20 minutes):</i></p> <p>Purpose: To demonstrate the interconnectedness among the students in the classroom and help students to begin to understand how people all over the world are connected.</p> <ul style="list-style-type: none"> ▪ Students and teacher will stand and create a circle around the perimeter of the classroom. ▪ Teacher will begin with a ball of yarn. Holding one end and passing to another student as she/he introduces herself/himself and explains how she or he is interconnected to that student. (Example: Hi! My name is Ms. Pepper and Monica has been my student for two years.) ▪ That student will follow the same direction as the teacher and introduce him/herself and pass the yarn to another students and explain how he or she is interconnected to that student (Example: My name is Laura and I have 3rd period Geometry with Brian). ▪ The process continues with multiple connections until everyone is introduced. ▪ Then, the teacher will pull on the yarn and ask if anyone’s hand failed to move. This will lead into a class discussion (see Guided Discussion). ▪ Ask students to return to their seats or if teacher prefers discussion may happen while students stand. <p>Guided Discussion</p> <ul style="list-style-type: none"> ▪ Distribute the <i>Academic Discussion Frames</i> handout to guide academic classroom discussion. If students are not accustomed to classroom discussions, please review classroom discussion etiquette and language needed to participate in an academic discussion. ▪ Teacher will ask questions to help students make connections between the connectedness of students in the classroom and the connectedness of people around the world. <p>Questions: Answers to questions may be vague at this point; questions will be explored in depth throughout the unit.</p> <ul style="list-style-type: none"> ▪ What does the yarn represent? ▪ How are we connected to other people outside the classroom? ▪ How are we connected to people in others states or countries? ▪ How do we connect with people? ▪ Why do we connect with people? ▪ What are the different ways people are connected around the world? | <p>Differentiated Instruction:</p> <p>English Learners: Use Academic Discussion Frames to facilitate students’ participation.</p> <p>Students Who Need Additional Support: Use Academic Discussion Frames to facilitate students’ participation.</p> <p>Accelerated Learners:</p> |
|--|--|---|

Quick write with Round Robin (10 minutes):

- Present the following question to students: How have advances in technology changed the way you communicate and live?
- Give students time to think about a response to the question and independently answer the question in writing. They will have 3 minutes to write a response. Convey to students that a quick write is a way for them to jot down their ideas and get them ready for further exploration. They do not need to worry about spelling or grammar in a quick write.
- After 3 minutes, students will share their response utilizing Round Robin structure. Ask students to share their responses in groups of four. Remind students that in a Round Robin, all students must take their turn to share, and others may not interrupt or comment until all students have expressed their ideas.
- Whole class discussion. Have a whole class discussion after students share out in their groups.

Extended Anticipatory Guide with Dyad Share (10 minutes):

- Distribute the *Extended Anticipatory Guide: Globalization and the Technological Revolution* and the *Dyad Share* handout.
- Students silently read each statement and individually place a checkmark under the column that best represents their opinions.
- Students think of reasons to justify their responses.
- Students begin to share responses with a partner. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion.
- The other student states whether or not they agree or disagree, providing reasons for opinions.
- The process is repeated, alternating roles until students have shared all opinions to the five statements.
- Explain to students that they will revisit the guide throughout the lesson to gather evidence and see whether their original opinions have changed based on new learning.

Day 2

Have students bring out the *Extended Anticipatory Guide: Globalization and the Technological Revolution* and review the statements. Today, they will begin to collect evidence to support or negate the five statements. Review the Big Idea and Essential Question.

Vocabulary Notebook (5 minutes):

Purpose: Focuses on developing essential vocabulary and providing vocabulary instruction in context. The notebook also serves as a tool students can use across disciplines.

- Students will be able to decipher the meaning of the following words using context clues from the various complex-texts they will be reading.
- Alert students to the four words they should be looking for while they read: *globalization*, *technological revolution*, *Internet* and *information technology*. Students will record words in *Vocabulary Notebook*.

*Notice: At this time, students are only writing down words in *Vocabulary Notebook*.

Differentiated Instruction:**English Learners:**

Use Dyad Share Frames to facilitate students' participation.

Students Who Need Additional Support:

Use Dyad Share Frames to facilitate students' participation.

Interacting with Text:

Students will interact with 6 different complex-texts (two out of the six are short video clips) on two instructional days.

1. Patterns of Interaction DVD: *Technology Transforms an Age*
2. *Globalization 101* (1490 Lexile)
3. Textbook: *Expanding Global Communications* (1130 Lexile)
4. Article: *A Continent Goes Mobile* (1230 Lexile)
5. Video Clip: *Did You Know? Version 4.0*
6. Graph: *World Internet Usage and Population Statistics 2012*

Viewing with a Focus: Patterns of Interaction DVD: *Technology Transforms an Age* (minutes 6:15-11:30 of the episode) (20 minutes):

Purpose: This task helps students focus on main ideas and key information as they “read” visual text such as a movie or video clip, a picture, an advertisement, etc.

- Explain to students that they will be watching a video called *Technology Transforms an Age*.
- Distribute *Viewing with a Focus: Technology Transforms an Age* handout. Tell students that the first time they watch the video they should view it with the following focus:
 - ✓ How has technology transformed an age?
- After showing the video the first time, give students a few minutes to jot down their responses in the corresponding box.
- Play the video again, asking students to focus on the following questions:
 - ✓ What effects have satellites and computer technology caused?
 - ✓ How has technology affected cultures?
 - ✓ How has the technological revolution affected the way people work?
- Again, provide students with a few minutes to write down their responses on their handout. Ask them to share their responses with a partner, adding any new and interesting responses to their own handout.
- Have students revisit *Extended Anticipatory Guide* statements and add evidence where appropriate.

Close Reading: *Globalization 101* (1490 Lexile) (25 min.)

Purpose: To develop vocabulary and assist students in identifying information that is relevant.

1. Have students preview the text by reading headings. Ask students: Based on the headings, what do you think the article is going to be about? Have students Think-Pair-Share.
2. **First Read:** Have students independently read the article. They will have 5 minutes to read and take notes as needed. After they read the article, students will share with a partner two new pieces of information they gained from the text.
3. **Second Read:** Tell students that this time, they will read to define vocabulary crucial to understanding this unit. Ask them to bring out their *Vocabulary Notebook* and re-read the text looking for: *globalization, technological revolution, Internet and information technology*. During/after reading students record translation (if needed), picture or image, definition, example source sentence, and original sentence for each word. Encourage students to add additional words as needed.

OPTIONAL: After students complete the *Vocabulary Notebook*, teacher may utilize the Key Term PowerPoint to review definitions with students.

Have students create vocabulary cards for homework.

4. **Third Read:** Teacher will model how to annotate text and take notes utilizing the first two paragraphs. Use the following guide to annotate the text.

- ✓ **Underline** the improvements in Information Technology (IT)
- ✓ **[Bracket]** economic globalization as a result of IT
- ✓ **Double Underline** social and cultural globalization as a result of IT

In partnerships, students read and annotate paragraphs 3-6. Students will take turns reading aloud the different paragraphs. Students will discuss annotations and notes.

Students read and annotate the remaining article independently.

Students will form groups of four after reading the article. In their groups, students will explain their annotations and notes and add any new information they receive from other group members. Use Round Robin structure to share information.

Homework:

For homework, students will write a summary of the article and/or Cornell Notes, and add evidence to *Extended Anticipatory Guide: Globalization and the Technological Revolution*.

Day 3

Have students bring out the *Extended Anticipatory Guide: Globalization and the Technological Revolution* and review the statements. They will continue to collect evidence to support or negate the five statements. Review homework from the previous night and remind students of the big idea and essential question. Teacher should help students make a connection to the Big Idea by asking how the information so far supports the Big Idea.

Close Reading: Textbook: *Expanding Global Communication* pgs. 638-639 (1130 Lexile) (15 min.)

Purpose: To develop vocabulary and assist students in identifying information that is relevant.

1. Have students preview the text by reading headings. Ask students: Based on the headings, what do you think the article is going to be about? Have students Think-Pair-Share.
2. **First Read:** Have students independently read the article. They will have 5 minutes to read, take notes, and add words to their *Vocabulary Notebook* as needed. After they read the article students will share with a partner the main idea of the article and any new words they added to their *Vocabulary Notebook*.
 - ✓ What was the article about?
 - ✓ What new words did you add to the *Vocabulary Notebook*?
3. **Second Read:** Students will re-read text independently and add evidence to the *Extended Anticipatory Guide: Globalization and the Technological Revolution*. Once students complete the second read, they will share information with a partner.

English Learners: Academic Summary Template

Students Who Need Additional Support: Academic Summary Template

Viewing with a Focus: *Did You Know? Version 4.0* (15 minutes):

Purpose: This task helps students focus on main ideas and key information as they “read” visual text such as a movie or video clip, a picture, an advertisement, etc.

- Explain to students that they will be watching a video called *Did You Know? Version 4.0*
- Distribute *Viewing with a Focus: Did You Know? Version 4.0* handout. Tell students that the first time they watch the video they should view it with the following focus:
 - ✓ How does social media affect the world around you?
- After showing the video the first time, give students a few minutes to jot down their responses in the corresponding box.
- Play the video again, asking students to focus on the following:
 - ✓ Write down 3 sentences or phrases that stand out to you.
 - ✓ Write your reason for selecting the text next to each sentence.
- Again, provide students with a few minutes to write down their responses on their handout. Ask them to share their responses with a partner, adding any new information to their own handout. Followed by a classroom discussion.
- Have students revisit *Extended Anticipatory Guide* statements and add evidence where appropriate.

Close Reading: *A Continent Goes Mobile* (1230 Lexile) and *World Internet Usage and Population Statistics* (15 min.)

Purpose: To develop vocabulary and assist students in identifying information that is relevant.

1. **First Read:** Have students independently read the article *A Continent Goes Mobile*. They will have 5 minutes to read, take notes, and add words to their *Vocabulary Notebook* as needed. After they read the article students will share with a partner the main idea of the article and any new words they added to their *Vocabulary Notebook*.
 - ✓ What was the article about?
 - ✓ What new words did you add to the *Vocabulary Notebook*?
2. **Second Read:** Students will re-read text independently and add evidence to the *Extended Anticipatory Guide: Globalization and the Technological Revolution*. Once students complete the second read, they will share information with a partner.
3. Students will work in groups of four to analyze graph: *World Internet Usage and Population Statistics* and answer questions.

After they answer the questions regarding the graph, students will add evidence to the *Extended Anticipatory Guide: Globalization and the Technological Revolution*.

Extending Understanding: Writing

Purpose: Formative Assessment. Task can be started in classroom and completed for homework.

Utilizing the *Extended Anticipatory Guide: Globalization and the Technological Revolution* and all other sources from this lesson, students will write a short essay in response to the essential question and complete the Frayer Model for the word *globalization*:

- ✓ Short Essay topic: Have advances in technology and communication changed our world? (rubric provided on handout)
- ✓ Define *Globalization*. Provide characteristics, examples and non-examples of the word. Frayer Model provided on handout.

Lesson Reflection

**Teacher
Reflection
Evidenced by
Student
Learning/
Outcomes**

10.11 Pre-Unit Survey—Answer these questions to enable your teacher to plan accordingly throughout this unit. Please select your response to each question at the following site: http://www.surveymonkey.com/s.aspx?sm=oM_2ffrtHFXqGvP_2bv5TVXi5A_3d_3d

1. My ability to analyze a document such as political cartoons, charts, graphs, maps, and answer questions about them is...

1. Not comfortable with this skill and unsure how to do it
2. A little comfortable with this skill and how to do it
3. Comfortable with this skill and how to use it
4. I feel very comfortable with this skill and know how to do it well

2. My ability to read and understand paragraphs from the World History textbook and answer questions is...

1. Not comfortable with this skill and unsure how to do it
2. A little comfortable with this skill and how to do it
3. Comfortable with this skill and how to use it
4. I feel very comfortable with this skill and know how to do it well

3. My ability to write a summary based on lecture or textbook notes is...

1. Not comfortable with this skill and unsure how to do it
2. A little comfortable with this skill and how to do it
3. Comfortable with this skill and how to use it
4. I feel very comfortable with this skill and know how to do it well

4. My ability to make inferences or come to conclusions about a topic after examining and learning information about it both inside and outside the class is...

1. Not comfortable with this skill and unsure how to do it
2. A little comfortable with this skill and how to do it
3. Comfortable with this skill and how to use it
4. I feel very comfortable with this skill and know how to do it well

5. My ability to participate in JIGSAW activities (splitting up into small groups to learn about a specific topic and then teach that material to other students) is...

1. Not comfortable with this skill and unsure how to do it
2. A little comfortable with this skill and how to do it
3. Comfortable with this skill and how to use it
4. I feel very comfortable with this skill and know how to do it well

6. My knowledge about the history, development and impact of current technology including the internet, cellphones, and television is...

1. I don't know about this topic at all
2. I know some basic information about this topic
3. I know more than the average person about this topic
4. I feel like I am expert on this topic

7. My knowledge about globalization is...

1. I don't know about this topic at all
2. I know some basic information about this topic
3. I know more than the average person about this topic
4. I feel like I am expert on this topic

8. My knowledge about economics and how different countries' economies are connected is...

1. I don't know about this topic at all
2. I know some basic information about this topic
3. I know more than the average person about this topic
4. I feel like I am expert on this topic

9. My knowledge about the influences on culture is...

1. I don't know about this topic at all
2. I know some basic information about this topic
3. I know more than the average person about this topic
4. I feel like I am expert on this topic

10. My knowledge about the term "pop culture" is...

1. I don't know about this topic at all
2. I know some basic information about this topic
3. I know more than the average person about this topic
4. I feel like I am expert on this topic

Academic Discussion Frames

Share Your Thinking/ Discussion Starters:

- I think that... because
- In my opinion...
- Based on ...
- I noticed that...
- A good example would be...
- According to

Building on Ideas/Continuing the Discussion:

- I see what ___ is saying. Would that also mean ...?
- What ___ said reminds me of...?
- ___ made a good point when he/she said...
- Another example is...
- I see what ___ is saying, and I think that...

Clarifying Ideas/Understanding the Discussion:

- I think ___ means ...
- ___, could you please clarify what you mean by...
- ___, can you be more specific...
- ___, can you give an example of ...
- ___, are you saying that...

Quick-Write: Teacher Rationale and Protocol

Purpose: The Quick Write invites students to make a connection between background knowledge and themes expressed in a text or unit. It provides students with an opportunity to give a quick gut-level reaction to ideas, situations, or events. Since the goal of the task is to capture students' first impressions, memories, or feelings, linguistic accuracy and complexity are not stressed.

Required for use: An open-ended and engaging prompt that connects to topics, themes or issues about which students have some background knowledge is an important part of what makes this task effective. If the prompt is too general or too removed from students' experiences in or out of school, students may feel unsure about how to approach the topic. A commitment to fluency on the part of the teacher and students is also required. Students need to know that correctness is not the focus of the task. If need be, encourage students to write in their native language and require them to use English to talk about what they wrote.

Structure of the task: One way this task may be explained to students is to tell them that the writing goes "from your heart to your hand to the paper." Introduce the prompt and, if need be, provide some context by connecting the topic to students' knowledge and experience and the topic or theme that the prompt explores. Give students no more than five minutes to write. If a student says that he or she cannot think of anything to write about have the student write, "I don't know what to write about" for the allotted time.

Process outline:

- Students respond in writing to a prompt without focusing on spelling and grammar correctness.
- Students have no more than 3-5 minutes to write their response.

Adapted from Understanding Language by WestEd's Teacher Professional Development Program

Round-Robin Share: Teacher Rationale and Protocol

Purpose: This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else's opportunities to participate. By requiring that every student states his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained. An open-ended question might ask students to pick share a quote that jump out to them and describe what that quote means and why it matters to the overall text, while a closed question might ask how a character is physically described in a specified section of text.

Structure of the activity: Round Robin requires members of a group listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some teachers use a prop when first introducing this task. The student holding the prop "holds the floor," and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

Process outline:

- Each student shares his/her response to a prompt.
- One person speaks at a time
- Nobody should interrupt
- If a student's answer is similar to somebody else's the student may not pass. Instead the student should indicate agreement (I have the same opinion as...I also think...)
- There are no interruptions or discussions until all members of the group have finished sharing their responses.

Adapted from Understanding Language by WestEd's Teacher Professional Development Program

Quick Write: A quick write will help engage your prior knowledge and get you thinking about the central ideas or themes in this unit. Do not to worry about spelling or grammar in a quick write.

How have advances in technology changed the way you communicate and live?

Anticipatory Guide and Extended Anticipatory Guide: Teacher Rationale and Protocol

Purpose: An Anticipatory Guide is intended to activate students' background knowledge that is relevant to the content of a text they are expected to read and comprehend, as well as introduce key concepts and language. As a preparatory task, the anticipatory guide provides a context for the text and makes connections between content and students' own experiences. The Anticipatory Guide also enables teachers to introduce key vocabulary within the context of a theme. Furthermore, it is a vehicle for teaching students the importance of being aware as readers of their own knowledge in relation to the content of a text. The Anticipatory Guide is a useful diagnostic tool for the teacher, as it allows her to learn ahead of time what students believe about a certain theme or topic, and what background information they are bringing to the text which may support or impede their understanding.

Required for use: To use the Anticipatory Guide effectively, the teacher writes five statements that require students to reflect on and think about themes and concepts they will encounter in the text. The sentences should capture students' interest and provide a mixture of statements that trigger agreement and disagreement. Teachers need to take care when creating the statements so that they are neither too narrow nor too broad. Statements should be one level above the text. For example, a statement might be, "All small children love dogs," rather than, "Peter loved the dog his grandfather gave him."

Structure of the activity: The first time students encounter an Anticipatory Guide, the teacher should model how to read and respond to the statements. When the students engage in the activity, they should be alerted that they have two minutes to read each statement and respond, "agree" or "disagree" by checking the appropriate column. In the column to the right, students will discuss why they agree or disagree, providing personal evidence to support their response. It is important for students to know that there is not a right or wrong answer.

Process outline:

- Students silently read each statement and individually place a checkmark under the column that best represents their opinions.
- Students think of reasons to justify their responses.
- Students begin to share responses in their small groups. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion.
- The other students in the small group each state whether or not they agree or disagree, providing reasons for opinions.
- Once all students have shared, the next student repeats the process with the second statement.

Options for scaffolding: Two students work together, taking turns reading a statement at a time. The first student reads aloud the statement and “thinks aloud” about the reasons he/she agrees or disagrees with the statement. The second student responds and “thinks aloud” about whether he/she agrees or disagrees with the first student’s opinions and reasoning. The partners alternate who “thinks aloud.”

Two possible exchange frames follow:

Frame I

Student 1: I will read statement 1. It says _____. I agree/disagree with it because _____. So, I am going to mark it agree/disagree. What do you think?

Student 2: I agree/disagree with you because _____. So, for statement 1, I will mark agree/disagree. Now let me read statement 2. It says _____. I agree/...

Frame II

Student 1: Ok, I will begin by reading statement 1. “...”Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that ...

Student 2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. “...” Based on what I know I would say this statement is true/not true, so I will agree/disagree.

Adapted from Understanding Language by WestEd’s Teacher Professional Development Program

Extended Anticipatory Guide: Globalization and the Technological Revolution

Directions: Decide whether you agree or disagree with the statements below. Use the language on Dyad Share to guide a discussion with your partner.

| Statement | Opinion Before Lesson | | Findings After Lesson | | Evidence: Cite Source |
|---|-----------------------|----------|-----------------------|----------|-----------------------|
| | Agree | Disagree | Agree | Disagree | |
| Globalization refers only to the process of operating a business in a lot of countries all over the world. | | | | | |
| Information technology is everywhere, including in underdeveloped nations. | | | | | |
| The technological revolution has negatively reshaped the world. | | | | | |
| The internet and internet-based tools have had no effect on how people all over the world use and share social, economic and political information. | | | | | |
| The continent of Africa has the lowest percentage of web access in the world. | | | | | |

| Statement | Evidence: Cite Source |
|--|-----------------------|
| <p>Globalization refers only to the process of operating a business in a lot of countries all over the world.</p> | |
| <p>Information technology is everywhere, including in underdeveloped nations.</p> | |
| <p>The technological revolution has negatively reshaped the world.</p> | |
| <p>The internet and internet-based tools have had no effect on how people all over the world use and share social, economic and political information.</p> | |
| <p>The continent of Africa has the lowest percentage of web access in the world.</p> | |

Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide:

Frame I

Student 1: Ok, I will begin by reading statement 1. "...”Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that ...

Student 2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. "...” Based on what I know I would say this statement is true/not true, so I will agree/disagree.

Frame II

Student 1: Ok, I will begin by reading statement 1. "...” Based on what I know, I would say I agree/disagree with this statement. One reason for my opinion is that...

Student 2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ... Now I will read statement 2. "...” Based on what I know about...I would say agree/disagree.

Share Your Thinking: Discussion Starters

I agree/disagree with the statement because...

Based on my knowledge, I agree/disagree with the statement because...

Vocabulary Notebook: Teacher Rationale and Protocol

[Preparing the Learner]

Purpose: Focuses on developing essential vocabulary and providing vocabulary instruction in context. This notebook also serves as a tool students can use across disciplines and can be adapted for some high-stakes exams (glossary).

Vocabulary Notebook

- Word and Translation (primary language)
- Picture or Image
- Definition
- Source Sentence
- Original Sentence

Key Words Essential to Understanding

- Words that cannot be deciphered using content clues.
 - In table groups, students share any knowledge they already have on these words (definition, where they have seen/hears it, etc).
 - Teacher walks around the room and notes students' knowledge and/or misconceptions.
 - Teacher leads a discussion on these words and provides sample explanations.
 - Students record the information in their Vocabulary Notebooks (word/translation, visual or image, definition, source sentence, and original sentence).
 - NOTE: Teachers may also want to create worksheets or transfer images to a PowerPoint if desired.

Other Essential Words (from AWL and content-specific)

- Words that students can decipher meaning using context clues.
 - Using "Wordsift," www.wordsift.com, teacher notes key vocabulary from Academic Word List (AWL) and content-specific vocabulary to alert students to notice while reading the text.
 - Student record words in *Vocabulary Notebook*, and during/after reading include: translation (EL students), picture or image, definition, example source sentence, original sentence.

Students should include personal new words as well to increase their vocabulary. Teacher should provide students with numerous opportunities for them to say and write using these words.

IMPORTANT NOTE: The first column of the Vocabulary Notebook (Word/Translation) is a personal glossary for English learners. Students can use this on some high-stakes exams, such as the CAHSEE. Students would simply need to cut along the line of the first column to have their personal glossary.

Adapted from Sonja Munevar Gagnon, QTEL training

Vocabulary Notebook: Globalization Unit

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|--------------------|---------------|------------|-----------------|-------------------|
| / | | | | |
| / | | | | |
| / | | | | |
| / | | | | |
| / | | | | |

Viewing with a Focus: Teacher Rationale and Protocol

Purpose: This task helps students focus on main ideas and key information as they “read” visual text such as a movie or video clip, a picture, an advertisement, etc. In the same way that reading focus questions help students navigate through extraneous or non-salient information in a written text, questions for viewing help students focus on what the teacher thinks is important or noteworthy in a predominately visual text.

Required for use: The questions that guide students’ viewing of text need to focus on central ideas in the discipline or subject area. If students are asked low-level questions, they will concentrate on details instead of key ideas or discipline specific ways of analyzing text.

Structure of the activity: Students are asked to read or view with a specific purpose in mind. For example, they may be given three questions to consider as they view a text or members of a group may have different questions to focus on. Students may need several different possible models of how they might begin their responses to a focus question. Models should be generative, meaning that students are learning ways of using language that will be useful in other academic settings. If visual texts are lengthy, complex, or viewed in different ways (with sound, without sound), students may need questions for different sections or viewings.

Process outline:

- Students use the focus question(s) as a guide for viewing and jotting down notes in response to the question(s).
- Students initially work alone, but may share responses with a partner or small group.

Adapted from Understanding Language by WestEd’s Teacher Professional Development Program

Viewing with a Focus: *Technology Transforms an Age*

Use the questions on this handout to guide your responses to the video: *Technology Transforms an Age*.

| | |
|--|--|
| <p>Focus: First Viewing <i>How has technology transformed an age?</i></p> | |
| <p>Focus: Second Viewing <i>What effects have satellites and computer technology caused?</i></p> | |
| <p><i>How has technology affected cultures?</i></p> | |
| <p><i>How has the technological revolution affected the way people work?</i></p> | |

Annotating the Text:

Underline the improvements in Information Technology (IT)

Bracket economic globalization as a result of IT

Double Underline the social and cultural globalization as a result of IT

What Is Globalization?

1. Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world.
2. Globalization is not new, though. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. Likewise, for centuries, people and corporations have invested in enterprises in other countries. In fact, many of the features of the current wave of globalization are similar to those prevailing before the outbreak of the First World War in 1914.

Technology and Globalization Introduction

3. In nearly every corner of the world, from Mumbai to Madrid, one cannot enter a café or walk down the street without seeing someone talking, texting, or surfing the Internet on their cell phones, laptops or tablet PC. Information Technology (IT) has become ubiquitous and is changing every aspect of how people live their lives.
4. Recent advances in our ability to communicate and process information in digital form— a series of developments sometimes described as an "IT revolution"— are reshaping the economies and

Notes:

societies of many countries around the world.

Information Technology

5. IT is a driving factor in the process of globalization. Improvements in the early 1990s in computer hardware, software, and telecommunications greatly increased people's ability to access information and economic potential. While advancements in Internet-based tools over the past five to ten years, such as social networking websites, twitter, and other Web2.0 applications are changing the way people use and share information for personal, political, and commercial purposes. These developments have facilitated efficiency gains in all sectors of the economy. IT drives the innovative use of resources to promote new products and ideas across nations and cultures, regardless of geographic location. Creating efficient and effective channels to exchange information, IT has been the catalyst for global integration.
6. Products based upon, or enhanced by, information technology are used in nearly every aspect of life in contemporary industrial societies. The spread of IT and its applications has been extraordinarily rapid. Just 30 years ago, for example, the use of desktop personal computers was still limited to a fairly small number of technologically advanced people. The overwhelming majority of people still produced documents with typewriters, which permitted no manipulation of text and offered no storage. Twenty years ago, large and bulky mobile telephones were carried only by a small number of users in just a few U.S. cities. According to the UN Telecom Agency, there were six billion cellphone subscriptions worldwide at the end of 2011. China had one billion subscriptions and India is expected to reach one billion in 2012 (Huffington Post, 2012). In some developing countries, mobile phones are used by more people than

the fixed line telephone network.

7. But perhaps most dramatically, just fifteen years ago, only scientists were using (or had even heard about) the Internet; the World Wide Web was not up and running, and the browsers that help users navigate the Web had not even been invented yet. Today, of course, the Internet and the Web have transformed commerce, creating entirely new ways for retailers and their customers to make transactions, for businesses to manage the flow of production inputs and market products, and for job seekers and job recruiters to find one another. The U.N. telecom agency estimates that by the end of 2011, there were 2.3 billion Internet users worldwide (Huffington Post, 2012).
8. The news industry was dramatically transformed by the emergence of numerous Internet-enabled news-gathering and dissemination outlets. Websites, blogs, instant messaging systems, e-mail, social networking websites, and other Internet- based communication systems have made it much easier for people with common interests to connect, exchange information, and collaborate with each other. Education at all levels is continually transforming thanks to innovations in communication, education, and presentation software. Websites now serve as a primary source of information and analysis for the masses.
9. Globalization accelerates the change of technology. Every day it seems that a new technological innovation is being created. The pace of change occurs so rapidly many people are always playing catch up, trying to purchase or update their new devices. Technology is now the forefront of the modern world creating new jobs, innovations, and networking sites to allow individuals to connect globally. The timeline below shows the rapid transformation of how technology

has accelerated within the last 20 years to 2012.

- 16 years ago:** Internet commercialized
- 15 years ago:** first mobile phone with Internet connectivity
- 13 years ago:** Google named the search engine of choice by PC magazine
- 10 years ago:** Blackberry launched [1999]
- 7 years ago:** Facebook launched [February, 2004]
- 5 years ago:** Twitter launched [July 2006]
- 4 years ago:** iPhone, the first of the smart phones, introduced [June 29, 2007]
- 3 years ago:** Groupon introduced [November, 2008]
- 1 year ago:** 17 million smart tablets sold — estimated that 100 + million by 2014
- Every 60 seconds** (so it seems): new apps, tailored to users' specific needs created

Source: <http://www.globalization101.org>

Directions: Provide an accurate summary of the central ideas in the article.

ACADEMIC SUMMARY TEMPLATE

In the _____, _____, _____, _____
 (“A” Text Type) (Title of text) (Full name of author) (“B” Academic Verb)
 the topic of _____. S/he _____
 (Topic/Issue of the text) (“C” Precise Verb + “that”) (Author’s main idea or point on the topic/issue)

Continue the summary by paraphrasing the key details in the text that supports the main idea. (SEE RUBRIC BELOW)

(Ultimately/In summary) what _____ (conveys/argues/explains/examines is _____).
 (Author) (Restate author’s main idea or state his purpose for writing this text)

| A Types of Text | B Precise Academic Verbs | C Precise "Verbs+that" | Addition Connectors |
|--|---|---|--|
| essay short story editorial vignette article memoir speech poem narrative novel lab report movie letter drama/play research paper | addresses scrutinizes discusses contests examines criticizes explores comments on considers elaborates on questions focuses on analyzes reflects on opposes argues for debates argues against disputes | asserts concedes argues states posits believes maintains suggests claims implies notes infers proposes intimates declares | in addition further furthermore additionally moreover beyond..also another ...as well besides...also |

Academic Summary Scoring Rubric

| | Advanced | Proficient | Basic | Below Basic |
|--------------------------|---|--|---|--|
| <u>Content Criteria</u> | <input type="checkbox"/> Includes all of the Proficient criteria plus: <input type="checkbox"/> 5 or more example of precise language (verbs, nouns, and/or adjectives) | <input type="checkbox"/> Topic sentence identities title of text, author, and main idea <input type="checkbox"/> Paraphrase 3-5 key details from the text that support main idea <input type="checkbox"/> Concluding sentences restates main idea or author’s purpose. | <input type="checkbox"/> Includes 2 of the 3 Content Criteria at the Proficient level. | <input type="checkbox"/> Includes fewer than 2 of the Content Criteria at the Proficient level. |
| <u>Language Criteria</u> | <input type="checkbox"/> Includes all of the Proficient criteria plus: <input type="checkbox"/> 4 or more complex sentences. | <input type="checkbox"/> Uses third person point of view <input type="checkbox"/> Includes 2-4 signal words/phrases for sequencing, adding information, or concluding <input type="checkbox"/> Uses 3-4 attributive tags (i.e., Lucas Martinez reports that...) <input type="checkbox"/> Uses complete sentences. | <input type="checkbox"/> Includes 2-3 of the 4 Language Criteria at the Proficient level. | <input type="checkbox"/> Includes fewer than 2 of the Language Criteria at the Proficient level. |

Adapted from Sonja Munevar Gagnon, QTEL training

Cornell Notes Template

| Topic: | |
|---------------------------|--------------|
| Question/Main Idea | Notes |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

from MODERN WORLD HISTORY: Patterns of Interaction pages 638-639

Expanding Global Communications

Since the 1960s, artificial satellites launched into orbit around Earth have aided worldwide communications. With satellite communication, the world has been gradually transformed into a global village. Today, political and cultural events occurring in one part of the world often are witnessed live by people thousands of miles away. This linking of the globe through worldwide communications is made possible by the miniaturization of the computer.

Smaller, More Powerful Computers

In the 1940s, when computers first came into use, they took up a huge room. The computer required fans or an elaborate air-conditioning system to cool the vacuum tubes that powered its operations. In the years since then, however, the circuitry that runs the computer has been miniaturized and made more powerful. This change is due, in part, to the space program, for which equipment had to be downsized to fit into tiny space capsules. Silicon chips replaced the bulky vacuum tubes used earlier. Smaller than contact lenses, silicon chips hold millions of microscopic circuits.

Following this development, industries began to use computers and silicon chips to run assembly lines. Today a variety of consumer products such as microwave ovens, telephones, keyboard instruments, and cars use computers and chips. Computers have become essential in most offices, and millions of people around the globe have computers in their homes

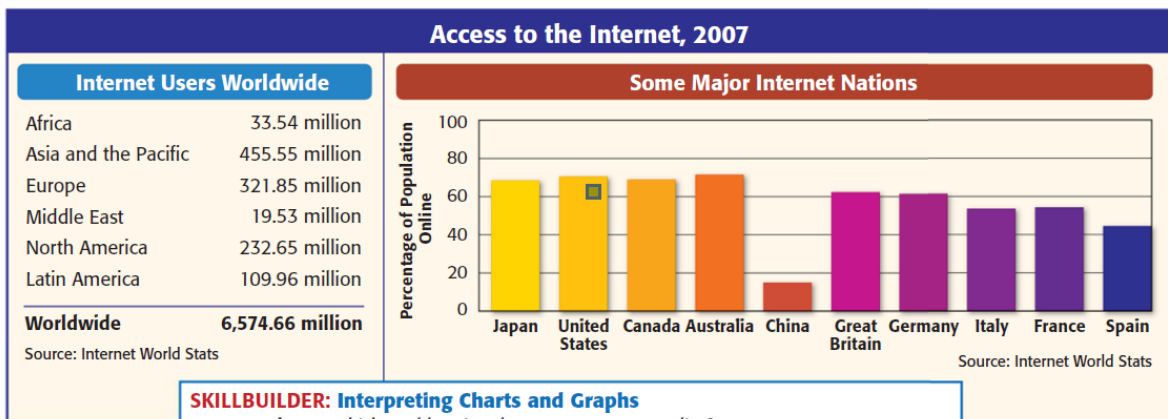
▼ Some computers are so small that they can be held in the hand.



Communications Networks

Starting in the 1990s, businesses and individuals began using the Internet. The Internet is the voluntary linkage of computer networks around the world. It began in the late 1960s as a method of linking scientists so they could exchange information about research. Through telephone-line links, business and personal computers can be hooked up with computer networks. These networks allow users to communicate with people across the nation and around the world. Between 1995 and late 2002, the number of worldwide Internet users soared from 26 million to more than 600 million. Conducting business on the Internet has become a way of life for many. The Internet, along with fax machines, transmits information electronically to remote locations. Both paved the way for home offices and telecommuting—working at home using a computer connected to a business network. Once again, as it has many times in the past, technology has changed how and where people work.

Notes:



SKILLBUILDER: Interpreting Charts and Graphs

- Comparing** In which world region do most Internet users live?
- Drawing Conclusions** How would you describe most of the nations with large percentages of their populations online?

Viewing with a Focus: *Did You Know? Version 4.0*

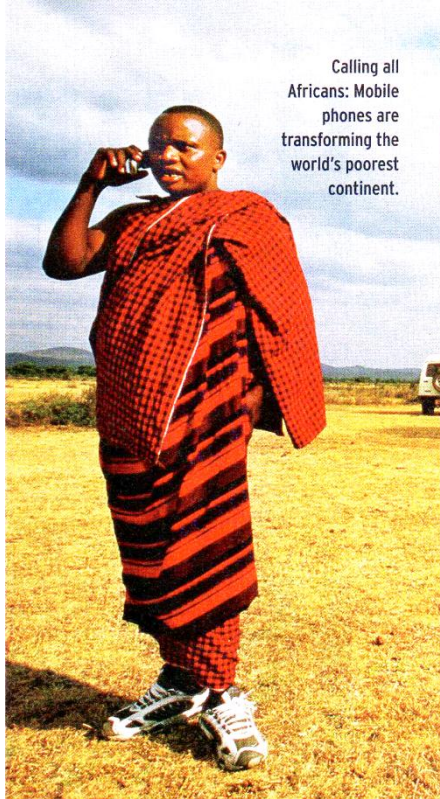
Use the questions on this handout to guide your responses to the video: *Did You Know? Version 4.0*

| | | |
|---|------------------|-------------------------------|
| <p>Focus: First Viewing</p> <p>How does social media affect the world around you?</p> | | |
| | Statement | Why did you select it? |
| <p>Focus: Second Viewing</p> <p>Write down 3 statements that stand out to you in some way.</p> <p>Write your reason for selecting the text next to each statement.</p> | 1. | |
| | 2. | |
| | 3. | |

The New York Times: Upfront The Newsmagazine For Teens
Wednesday, January, 2, 2013

Africa

A Continent Goes Mobile



The next Angry Birds or Instagram just might come from Africa, where a new breed of innovative apps is sprouting up to serve local needs. iCow helps farmers predict birth rates for calves, and mPedigree checks pharmaceuticals to see if they're counterfeit (a big problem in Africa). It's just one of the ways the world's poorest continent is making great strides . Africa has lagged in technology, but it's now home to about 700 million cellphones, making it the largest mobile market after Asia. Basic non-touch-screen phones are linking even the poorest

people from remote villages who once walked miles to communicate.

There's still a long way to go: only 16 percent of Africans have Web access, the lowest rate in the world! But things are changing pretty dramatically.

According to one South African techie who spoke to *The Guardian* in London, "There are 5- to 9- year olds today who, by the time they are 20, will have technology so embedded that the old Africa won't exist for them."

Notes:

WORLD INTERNET USAGE AND POPULATION STATISTICS June 30, 2012

| World Regions | Population (2012 Est.) | Internet Users Dec. 31, 2000 | Internet Users Latest Data | Penetration (% Population) | Growth 2000-2012 | Users % of Table |
|---|------------------------|------------------------------|----------------------------|----------------------------|------------------|------------------|
| <u>Africa</u> | 1,073,380,925 | 4,514,400 | 167,335,676 | 15.6 % | 3,606.7 % | 7.0 % |
| <u>Asia</u> | 3,922,066,987 | 114,304,000 | 1,076,681,059 | 27.5 % | 841.9 % | 44.8 % |
| <u>Europe</u> | 820,918,446 | 105,096,093 | 518,512,109 | 63.2 % | 393.4 % | 21.5 % |
| <u>Middle East</u> | 223,608,203 | 3,284,800 | 90,000,455 | 40.2 % | 2,639.9 % | 3.7 % |
| <u>North America</u> | 348,280,154 | 108,096,800 | 273,785,413 | 78.6 % | 153.3 % | 11.4 % |
| <u>Latin America / Caribbean</u> | 593,688,638 | 18,068,919 | 254,915,745 | 42.9 % | 1,310.8 % | 10.6 % |
| <u>Oceania / Australia</u> | 35,903,569 | 7,620,480 | 24,287,919 | 67.6 % | 218.7 % | 1.0 % |
| <u>WORLD TOTAL</u> | 7,017,846,922 | 360,985,492 | 2,405,518,376 | 34.3 % | 566.4 % | 100.0 % |

NOTES: (1) Internet Usage and World Population Statistics are for June 30, 2012. (2) Demographic (Population) numbers are based on data from the US Census Bureau and local census agencies. (3) Internet usage information comes from data published by Nielsen Online, by the International Telecommunications Union, by GfK, local ICT Regulators and other reliable sources. (4) For definitions, disclaimers, navigation help and methodology, please refer to the Site Surfing Guide. (5) Information in this site may be cited, giving the due credit to www.internetworldstats.com. Copyright © 2001 - 2013, Miniwatts Marketing Group. All rights reserved worldwide.

Source: <http://www.internetworldstats.com/stats.htm>

Directions: Answer the following questions based on the information in the graph above.

1. Based on the title of the graph, what information will be presented?

2. Which region has seen the greatest increase in Internet users from 2000 to 2012?

3. Which region has the greatest number of Internet users in 2012?

4. Which region has the least number of Internet users in 2012?

5. What is the overall trend in Internet use around the world?

6. Based on what you have read and the graph, why is internet use higher in some areas versus others (ex: North America and Latin America)?

7. What other trends do you see? Cite evidence.

Globalization and the Technological Revolution

Directions: Write a short essay response to the following question:

Have advances in technology and communication changed our world?

Write a short, coherent essay that incorporates information you have learned in this lesson to support your position on how advances in technology and communication have changed our world.

| Advanced | Proficient | Basic | Below Basic |
|--|--|--|--|
| Contains a well-developed thesis that clearly addresses the question. | Thesis addresses question, but not as focused or comprehensive as above. | Presents a limited, confused, and/or poorly developed thesis. | Contains no thesis or a thesis that does not address the question. |
| Presents an effective analysis of all parts of the question, although treatment may be uneven. | Analysis deals with part of the question in some depth, other parts in a more general way. | Deals with one aspect of the question in a general way or all parts in a superficial way with simplistic explanations. | Inadequate or inaccurate understanding of the question |
| Uses a substantial number of documents effectively. | Uses some of the documents effectively. | Quotes or briefly cites documents. | Contains little or no understanding of the documents or ignores them completely. |
| Makes substantial use of relevant outside information to support thesis. | Supports thesis with some outside information. | Contains little outside information or information that is inaccurate or irrelevant. | Inappropriate or no use of outside information. |
| Clearly organized and well written. | Shows evidence of acceptable organization and writing | Demonstrates weak organization and/or writing skills that interfere with comprehension | Disorganized and poorly written. |
| May have insignificant errors | May contain errors that do not seriously detract from the quality of the essay. | May contain major errors. | Numerous errors, both major and minor. |

Argument Essay Outline

I. Introduction

What is your argument or main idea? This will be your thesis: _____

II. Body

What are three main points that support your argument? Support each of your arguments with at least one piece of evidence from a text.

| <i>Idea that supports argument</i> | <i>Text(evidence) to support idea</i> |
|------------------------------------|---------------------------------------|
| 1 | |
| 2 | |
| 3 | |

What are the opposing views or arguments? Who might disagree with you, and why? Consider their point of view, and what counter evidence can you offer to persuade them to agree with you.

| Opposing view | Who has this view | Why do they have this view? | How can you respond | Counter evidence to offer |
|---------------|-------------------|-----------------------------|---------------------|---------------------------|
| | | | | |
| | | | | |

III. Conclusion

How will you end your essay? What will your closing be? _____

Argument Essay Graphic Organizer

(adapted from *Understanding Language*)

Audience: *Educated adult (your teacher)*

Purpose: *Explain with evidence how advances in technology and communication have changed our world?*

Introduction

Goal: *Make your readers want to read your essay*

Guiding Question: *How will I present my topic and thesis or claim in a compelling way?*

Background information

Thesis statement or claim

Body Paragraphs

Goal: *Support your thesis or claim with enough evidence and reasoning that readers are persuaded to accept your ideas or take action*

Guiding question: *How will I convince my readers that they should accept my ideas? (Write as many paragraphs as needed, anywhere from 1-4. Each paragraph follows the same structure).*

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

Conclusion

Goal: *To write a potent or powerful conclusion*

Guiding Questions: *How will I close my essay? Will I summarize my ideas or extend my argument?*

Drafting space: _____

Fruyer Model

| DEFINITION | CHARACTERISTICS |
|------------------------|---------------------|
| | |
| EXAMPLES/MODELS | NON-EXAMPLES |
| | |

Globalization

Big Idea: Change can be positive or negative.

Essential Question: How has the technological revolution and increased globalization impacted economies around the world?

| | | |
|---|--|---|
| <p>Unit: Globalization Lessons #: 2</p> | <p>Grade Level/Course: 9th Honors/10th CP</p> | <p>Duration: 3 days Date:</p> |
| <p>Common Core and Content Standards</p> | <p>Content Standards:</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p> <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. <p>Craft & Structure</p> <ol style="list-style-type: none"> 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. <p>Integration of Knowledge & Ideas</p> <ol style="list-style-type: none"> 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. 9. Compare and contrast treatments of the same topic in several primary and secondary sources. <p>Range of Reading & Level of Text Complexity</p> <ol style="list-style-type: none"> 10. By the end of grade 10, read and comprehend history/ social studies texts in the grades 9–10 text complexity band independently and proficiently. <p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p>Text Types & Purpose</p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 9. Draw evidence from informational texts to support analysis reflection, and research. <p>Range of Writing</p> <ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <p>Common Core Speaking and Listening Standards 9-10:</p> <p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | |

| | <p>a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 32 for specific expectations.)</p> <p>Common Core Language Standards 9-10: Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>6. Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | | | | |
|--|--|-------|-------|--|--|
| <p>Materials/ Resources/ Lesson Preparation</p> | <p>Materials Required:</p> <table border="1"> <thead> <tr> <th data-bbox="370 1524 954 1556">Day 1</th> <th data-bbox="954 1524 1539 1556">Day 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 1556 954 1879"> <ul style="list-style-type: none"> - One item to model -Five Item Scavenger Hunt Handout -World Map (one per group) -Academic Discussion Frames -Extended Anticipatory Guide: Economic Globalization and Close Reading Questions -Dyad Share Handout -Vocabulary Notebook -Textbook: Global Economic Development pages 641-642 -Academic Summary Template </td> <td data-bbox="954 1556 1539 1879"> <ul style="list-style-type: none"> -PowerPoint: Jigsaw Directions -Jigsaw Handout - Textbook: Global Economic Development pages 641-643 </td> </tr> </tbody> </table> | Day 1 | Day 2 | <ul style="list-style-type: none"> - One item to model -Five Item Scavenger Hunt Handout -World Map (one per group) -Academic Discussion Frames -Extended Anticipatory Guide: Economic Globalization and Close Reading Questions -Dyad Share Handout -Vocabulary Notebook -Textbook: Global Economic Development pages 641-642 -Academic Summary Template | <ul style="list-style-type: none"> -PowerPoint: Jigsaw Directions -Jigsaw Handout - Textbook: Global Economic Development pages 641-643 |
| Day 1 | Day 2 | | | | |
| <ul style="list-style-type: none"> - One item to model -Five Item Scavenger Hunt Handout -World Map (one per group) -Academic Discussion Frames -Extended Anticipatory Guide: Economic Globalization and Close Reading Questions -Dyad Share Handout -Vocabulary Notebook -Textbook: Global Economic Development pages 641-642 -Academic Summary Template | <ul style="list-style-type: none"> -PowerPoint: Jigsaw Directions -Jigsaw Handout - Textbook: Global Economic Development pages 641-643 | | | | |

| | | |
|---|---|--|
| Objectives | Content: Students will analyze the relationships between trade, technology, and globalization and their impact on economies around the world. | Language: Students will collaboratively obtain information from nonfiction text and present findings to a group. |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | <input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures | |
| Common Core Instructional Shifts | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | TEACHER PROVIDES SIMPLE EXPLANATION STUDENTS FIGURE OUT THE MEANING | financial interactions developing nation, emerging nation, global economy, free trade, multinational or transnational companies |
| Pre-teaching Considerations | Students will be required to utilize a variety of strategies. Please allow additional time in order to model strategies if students are not familiar with strategies. The following lists the Lexile levels (one of 3 components used to determine text-complexity) of the complex-text in this lesson: <ul style="list-style-type: none"> • Textbook, <i>Economic Globalization</i> pages 641-643: 1140 Lexile The following questions will guide the expected content learning: <ol style="list-style-type: none"> 1. How has the technological revolution impacted economies around the world? 2. What is the difference between developed and emerging nations? 3. In what ways has technology impacted business? 4. What is a multinational corporation? 5. What are the major regional trade blocs? 6. What are the arguments for and against economic globalization? | |

| Lesson Delivery Comprehension | |
|-------------------------------|---|
| Instructional Methods | <p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p> |
| Lesson Opening | <p>Prior Knowledge, Context, and Motivation: Say: Remind students of the Big Idea of the unit: Change can be either positive or negative and introduce the Essential Question: How has the technological revolution and increased globalization impacted economies around the world? In this lesson, we will analyze the relationships between trade, technology, and globalization and their impact on economies around the world.</p> |

| | | |
|--|--|--|
| <p>Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Day 1</p> <p>Preparing the Learners:</p> <p>Five Item Scavenger Hunt (25 minutes): Purpose: Activate prior knowledge.</p> <ul style="list-style-type: none"> • If students are not already in groups, group them in heterogeneous groups of 2-4 students per group. • Hand out the <i>Five Item Scavenger Hunt</i> handout and give students one minute to preview. • Explain directions for Part I only. Students are to locate 5 items from throughout the room or their own backpacks and identify the country where the item was made. Students will have about 5 minutes to complete Part I. Explain that “country of origin” means where the item was made. Model the procedure with a sample item. • Give each group a world map with the countries labeled. • Explain directions for Part II of the activity. On the map, students will plot the location of origin for each item in Part I. Use sample item to model how to plot the location of origin on a map. • Give students 5 minutes to plot the name of each item on the map with an arrow pointing to the country of origin. • After all maps are updated, explain Part III and Part IV of the activity. Students will analyze trends, answer questions on the handout and develop questions based on the trends they observed. Individual groups must come to a consensus when answering and developing questions. To facilitate discussion students may refer to <i>Academic Discussion Frames</i> from lesson 1. Give students 10 minutes to complete this portion of the activity. • As a whole class share out and discuss group responses. • During the discussion ask provoking questions that will help students understand the connection between the task and new learning: showing how connected the world is via trade of goods. <p>Extended Anticipatory Guide with Dyad Share (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the <i>Extended Anticipatory Guide: Economic Globalization</i> and the <i>Dyad Share</i> handout. • Students silently read each statement and individually place a checkmark under the column that best represents their opinions. • Students think of reasons to justify their responses. • Students begin to share responses with a partner. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion. • The other student states whether or not they agree or disagree, providing reasons for opinions. • The process is repeated, alternating roles until students have shared all opinions to the five statements. • Explain to students that they will revisit the guide throughout the lesson to gather evidence and see whether their original opinions have changed based on new learning. | <p>Differentiated Instruction:</p> <p>English Learners: Give students a few moments to locate an item in your classroom and bring it back to their desk. In groups have them try to locate the country of origin or do this as a whole class Teacher provides more in depth instruction and explanation of the words in the definition and have students brainstorm pictures that help explain the meaning of each word.</p> <p>Students Who Need Additional Support: Students with Special Needs: Give students a few moments to locate an item in your classroom and bring it back to their desk. In groups have them try to locate the country of origin or do this as a whole class. Provide additional time for students as needed. Teacher provides explanations and support as students are reading the passages.</p> <p>Accelerated Learners: Assign the scavenger hunt worksheet as homework the night prior for students to do on their own including the map and questions. When students return to class they will compare their information, discuss and participate in a whole class discussion.</p> |
|--|--|--|

| | | |
|--|--|--|
| | <p>Vocabulary Notebook (5 minutes): Purpose: Focuses on developing essential vocabulary and providing vocabulary instruction in context. The notebook also serves as a tool students can use across disciplines.</p> <ol style="list-style-type: none"> 1. Explain to students that the scavenger hunt and mapping activity was aimed at showing how connected the world is via trade of goods and that they will now learn some important key terms that will help them further understand that connection. 2. Add the Key Vocabulary (developing nation, emerging nation, global economy, free trade) to the <i>Vocabulary Notebook</i> page started in Lesson 1. <p>Interacting with the Text Close Reading: Economic Globalization page 641 (1140 Lexile) (20 minutes)</p> <ol style="list-style-type: none"> 1. Have students preview the text by reading headings and title. Ask students: <ul style="list-style-type: none"> ✓ Based on the headings and title, what do you think the article is going to be about? 2. First Read: Students will read silently and independently page 641 and page 642 under the bold heading, Economic Globalization. They will write down the definitions in their <i>Vocabulary Notebook</i> for <u>developing nation</u>, <u>emerging nation</u> and any words they did not know or understand (teacher will monitor and clarify if necessary for understanding). 3. Second Read: Students will re-read text independently and add evidence to the <i>Extended Anticipatory Guide: Economic Globalization</i>. Once students complete the second read they will share information with a partner. 4. Third Read: As a group of two or four pull a quote that states the main idea of the passage. Write on a justification for that quote. 5. Discuss pulled quote and evidence gathered as a class. Use Academic Discussion Frames (from lesson 1) to facilitate discussion. <p>Extending Understanding Write Summary</p> <ol style="list-style-type: none"> 1. Determine the central ideas in the text by writing an accurate summary. 2. Note: Summaries could be collected and analyzed by teacher or the teacher could monitor the writing as students are doing it. These summaries will be needed for Extending Understanding Day 2. <p>Day 2 Interacting with the text</p> <p>Jigsaw</p> <ol style="list-style-type: none"> 1. Review Jigsaw requirements and preview the assignment (PPT slide included to provide structure and focus) 2. Have students meet in their home groups of 4 and assure every section is assigned to a different reader. If there is an odd number of students, either assign 2 struggling readers to the same section or 1 accelerated reader could do 2 sections. | <p>Differentiated Instruction:</p> <p>English Learners: Vocabulary: provide translation</p> <p>OPTIONAL: After students complete the <i>Vocabulary Notebook</i>, teacher may utilize the Key Term PowerPoint to review definitions with students.</p> <p>Have students create vocabulary cards for homework.</p> <p>English Learners: Participate in academic discussion: <i>Academic Discussion Frames</i></p> <p>Summary writing: Provide <i>Academic Summary Template</i></p> <p>Students Who Need Additional Support: Participate in academic discussion: <i>Academic Discussion Frames</i></p> <p>Summary writing: Provide <i>Academic Summary Template</i></p> |
|--|--|--|

3. Divide your students into “Expert” groups and assign them a topic that corresponds with a section in the textbook. Please refer to the difficulty level below when assigning students to their reading assignments.
 - a. *Section 1: Multinational Corporations* (p.642) is the least difficult section and would be best suited for students that are struggling readers. (1020L and 135 words)
 - b. *Section 2: Expanding Free Trade* (p.642) is moderately difficult and will be challenging, but manageable for most students. (1150L and 121 words)
 - c. *Section 3: Regional Trade Blocs* (p.642-643) is the most difficult and is best suited for the most capable readers. (1350L and 152 words)
 - d. *Section 4: Globalization-For and Against* (p.643) is at grade level and accessible for most students. (1080L and 127 words)
4. **First Read:** Before students move to their expert groups, have them read the section, annotate it (handouts provided for students to mark) and add any unknown words to their *Vocabulary Notebook*. This initial reading can also identify any questions students have that may be answered when they meet in their expert groups.
 - a. **Second Read:** As students meet in their expert groups, they should complete the 4-square blocks for understanding handout. You may want to divide the “expert” groups into even smaller groups for their collaboration (The smaller the expert groups the easier it will be for students to meaningfully collaborate and for you to check the quality of their work.)
5. Once students are in their expert groups be sure to circulate to assist and ensure the quality of the information they are gathering and adding to their handout. All groups should have access to a dictionary to assist them in understanding words that they find challenging and that they may need to include in the *Vocabulary Notebook*. Before all expert groups finish, teacher should perform a quality check by utilizing the teacher key and signing off on the students’ handout.
6. Once all expert groups are completed, ask all students to return to their “home” group and provide them time to teach their topic to the other students. Use the Round Robin protocol.
7. Next, have a whole class discussion and utilize the student created assessment questions (gathered during expert group meetings as you circulate) or teacher key assessment questions to check for understanding.

Extending the Learning

- Share out summaries from anticipation guide. Teacher will select several summaries the night prior and show them on the overhead and lead a whole class discussion analyzing what makes a good summary (refer to rubric). Some considerations and questions:
 - a. What do good summaries have in common?
 - b. How do you know what the topic is?
 - c. Are key terms and concepts used? Are they explained or just mentioned?
 - d. What would make a summary even better?
 - e. Is the most important information included?
 - f. What makes it difficult to write a good summary? How can you overcome this difficulty?

English Learners:

Be sure to assign students to appropriate expert group based on difficulty of the text. The teacher may need to provide some of the information on the matrix such as the key terms and assessment questions and have the students complete the other two sections, notes on details and identifying main ideas. For the summary direct students to use the guided summary worksheet or outline only portion if necessary.

Students Who Need Additional Support:

Be sure to assign students to appropriate expert group based on difficulty of the text. The teacher may need to provide some of the information on the matrix such as the key terms and assessment questions and have the students complete the other two sections, notes on details and identifying main ideas. For the summary direct students to use the guided summary worksheet or outline only portion if necessary.

Accelerated Learners:

Students can be asked to research these concepts on their own to provide more information. The assessment questions can be written as a mini-DBQ, with the students asked to provide constructed responses.

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> Direct students to review the information in their jigsaw matrix carefully and write a summary, including materials from the entire section of the text. <i>(Students may need to complete this summary as homework if there is not enough time in class, or you may have them write and self-assess their summary the next day in class).</i> Have students use the Academic Summary Writing Rubric to self-assess their summaries before submitting for teacher assessment. <p>Exit Slip: Have students write a quick response to the Big Idea and Essential Question.</p> <ul style="list-style-type: none"> ✓ What evidence do we have of change being positive or negative? ✓ How has the technological revolution and increased globalization impacted economies around the world? | |
|--|---|--|

Lesson Reflection

| | |
|--|--|
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | |
|--|--|

Five Item Scavenger Hunt

Part I: Find five different items and list them below, along with name of the country they were made in.

Item #1: _____ **Made in :** _____

Item #2: _____ **Made in :** _____

Item #3: _____ **Made in :** _____

Item #4: _____ **Made in :** _____

Item #5: _____ **Made in :** _____

Part II: In your teams identify the country that each item was made in and plot the item name with an arrow pointing to the country on the team world maps provided.

Part III: In your teams discuss and answer the questions below based on your examination of the map and what you already know.

1. Are the locations of the items on the map scattered or concentrated?

2. What countries and regions were most of the items made in? What countries or regions did most of the items come from?

Part IV: In your teams examine your maps and the responses to the questions above. Develop two additional questions that arise from your examination.

1.

2.



Academic Discussion Frames

Share Your Thinking/ Discussion Starters:

- I think that... because
- In my opinion...
- Based on ...
- I noticed that...
- A good example would be...
- According to

Building on Ideas/Continuing the Discussion:

- I see what ___ is saying. Would that also mean ...?
- What ___ said reminds me of...?
- ___ made a good point when he/she said...
- Another example is...
- I see what ___ is saying, and I think that...

Clarifying Ideas/Understanding the Discussion:

- I think ___ means ...
- ___, could you please clarify what you mean by...
- ___, can you be more specific...
- ___, can you give an example of ...
- ___, are you saying that...

Economic Globalization: Extended Anticipation Guide & Close Reading Questions Textbook pages 641- 642

Directions: Read each of the statements in the center column and predict if they are true or false before you read. After you have completed the reading, go back and review your predictions, were they correct, why or why not? Cite evidence.

| Before You Read: True or False | Statement: | After You Read: True or False | After You Read: Evidence & Findings |
|---|---|--|--|
| | Countries have been connected through trade only for the last 20 years. | | |
| | Increased ability to trade has occurred due advances in transportation and technology. | | |
| | Multinational corporations have not contributed to globalization. | | |

Make a prediction of what you will read based on the title: I think that _____

Pull a quote that communicates the main ideas of this passage.

| Quote | Why this quote communicates the main idea of this passage? |
|-------|--|
| | |

Directions: Provide an accurate summary of the central ideas in the article.

ACADEMIC SUMMARY TEMPLATE

In the _____, _____, _____
 (“A” Text Type) (Title of text) (Full name of author) (“B” Academic Verb)
 the topic of _____. S/he _____
 (Topic/Issue of the text) (“C” Precise Verb + “that”) (Author’s main idea or point on the topic/issue)

Continue the summary by paraphrasing the key details in the text that supports the main idea. (SEE RUBRIC BELOW)

(Ultimately/In summary) what _____ (conveys/argues/explains/examines is _____).
 (Author) (Restate author’s main idea or state his purpose for writing this text)

| A Types of Text | B Precise Academic Verbs | C Precise "Verbs+that" | Addition Connectors |
|---|--|---|--|
| essay short story editorial vignette article memoir speech poem narrative novel lab report movie letter drama/play research paper | addresses scrutinizes discusses contests examines criticizes explores comments on considers elaborates on questions focuses on analyzes reflects on opposes argues for debates argues against disputes | asserts concedes argues states posits believes maintains suggests claims implies notes infers proposes intimates declares | in addition further furthermore additionally moreover beyond..also another ...as well besides...also |

Academic Summary Scoring Rubric

| | Advanced | Proficient | Basic | Below Basic |
|--------------------------|---|--|---|--|
| <u>Content Criteria</u> | <input type="checkbox"/> Includes all of the Proficient criteria plus: <input type="checkbox"/> 5 or more example of precise language (verbs, nouns, and/or adjectives) | <input type="checkbox"/> Topic sentence identifies title of text, author, and main idea <input type="checkbox"/> Paraphrase 3-5 key details from the text that support main idea <input type="checkbox"/> Concluding sentences restates main idea or author’s purpose. | <input type="checkbox"/> Includes 2 of the 3 Content Criteria at the Proficient level. | <input type="checkbox"/> Includes fewer than 2 of the Content Criteria at the Proficient level. |
| <u>Language Criteria</u> | <input type="checkbox"/> Includes all of the Proficient criteria plus: <input type="checkbox"/> 4 or more complex sentences. | <input type="checkbox"/> Uses third person point of view <input type="checkbox"/> Includes 2-4 signal words/phrases for sequencing, adding information, or concluding <input type="checkbox"/> Uses 3-4 attributive tags (i.e., Lucas Martinez reports that...) <input type="checkbox"/> Uses complete sentences. | <input type="checkbox"/> Includes 2-3 of the 4 Language Criteria at the Proficient level. | <input type="checkbox"/> Includes fewer than 2 of the Language Criteria at the Proficient level. |

Comments: _____

Jigsaw Expert Group Strategy: Teacher Rationale and Protocol

Purpose: Jigsaw learning allows students to be introduced to material and yet maintain a high level of personal responsibility. The purpose of Jigsaw is to develop teamwork and cooperative learning skills within all students. In addition it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally, because students are required to present their findings to the home group, Jigsaw learning will often disclose a student’s own understanding of a concept as well as reveal any misunderstandings.

Required for Use: To create a jigsaw activity, the materials should be divided into manageable sections. The materials can all be of the same complexity, or you may decide to have various levels if you will assign students to each level. For instance, the readings in this section vary in length (461 words to 1,000+ words) but also vary in Lexile complexity. In the case of these readings, the texts that are longer have a lower Lexile (easier to read) than the texts that are shorter. In addition to the pieces of information to be learned, students should have a graphic organizer of some sort to use as they read each piece. The graphic organizer serves to focus the students reading of the text, highlighting salient information to consider, and the space to write the responses.

Structure of the activity: Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential. That is what makes the Jigsaw instructional strategy so effective.

Process Outline:

Each student receives a portion of the materials to be introduced. Since this assignment requires students to interact with a complex text, students should be asked to read the text on their own first, noting confusions or possible ideas to share with their “expert group”.

After individually reading the text...

- Students leave their "home" groups and meet in "expert" groups;
- Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their “home” group by completing the graphic organizer.
- The experts return to their “home” groups to teach their portion of the materials and to learn from the other members of their “home” group.

Title/Topic: *Multinational Corporations* (Pg. 642)

Expert: _____

| | | |
|---------------------------|---|--|
| <i>Main Idea:</i> | <i>Key Terms and Meaning from Context</i> | |
| <i>Important Details:</i> | <i>Assessment Type Questions with answers</i> | |
| | | |

Summary of section (use the Academic Summary Frame handout as a guide)

Title/Topic: *Expanding Free Trade* Pg. 642

Expert: _____

| | | |
|---------------------------|---|--|
| <i>Main Idea:</i> | <i>Key Terms and Meaning from Context</i> | |
| <i>Important Details:</i> | <i>Assessment Type Questions with answers</i> | |
| | | |

Summary of section (use the Academic Summary Frame handout as a guide)

Title/Topic: *Regional Trade Blocs Pg. 642-643* _____ **Expert:** _____

| | | |
|---------------------------|---|--|
| <i>Main Idea:</i> | <i>Key Terms and Meaning from Context</i> | |
| <i>Important Details:</i> | <i>Assessment Type Questions with answers</i> | |
| | | |

Summary of section (use the Academic Summary Frame handout as a guide)

Title/Topic: *Globalization-For and Against Pg. 643* _____ **Expert:** _____

| | | |
|---------------------------|---|--|
| <i>Main Idea:</i> | <i>Key Terms and Meaning from Context</i> | |
| <i>Important Details:</i> | <i>Assessment Type Questions with answers</i> | |
| | | |

Summary of section (use the Academic Summary Frame handout as a guide)

MODERN WORLD HISTORY: Patterns of Interaction pages 641-643

Global Economic Development

| MAIN IDEA | WHY IT MATTERS NOW | TERMS AND NAMES |
|---|---|--|
| ECONOMICS The economies of the world’s nations are so tightly linked that the actions of one nation affect others. | Every individual is affected by the global economy and the environment. | <ul style="list-style-type: none"> • developed nation • emerging nation • global economy • sustainable growth • free trade • ozone layer |

SETTING THE STAGE At the end of World War II, much of Europe and Asia lay in ruins, with many of the major cities leveled by bombing. The devastation of the war was immense. However, with aid from the United States, the economies of Western European nations and Japan began expanding rapidly within a decade. Their growth continued for half a century, long after the United States ceased supplying aid. Advances in science and technology contributed significantly to this ongoing economic growth.

Technology Revolutionizes the World’s Economy

In both Asia and the Western world, an explosion in scientific knowledge prompted great progress that quickly led to new industries. A prime example was plastics. In the 1950s, a process to develop plastics from petroleum at low pressures and low temperatures was perfected. Within a few years, industries made a host of products easily and cheaply out of plastics. Other technological advances have also changed industrial processes, lowered costs, and increased the quality or the speed of production. For example, robotic arms on automobile assembly lines made possible the fast and safe manufacture of high-quality cars.

Information Industries Change Economies

Notes:

Technological advances in manufacturing reduced the need for factory workers. But in other areas of the economy, new demands were emerging. Computerization and communications advances changed the processing of information. By the 1980s, people could transmit information quickly and cheaply. Information industries such as financial services, insurance, market research, and communications services boomed. Those industries depended on “knowledge workers,” or people whose jobs focus on working with information.

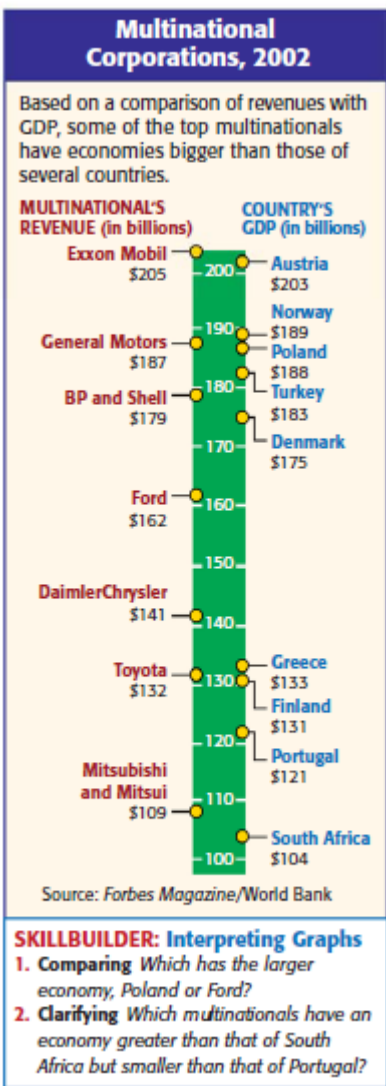
The Effects of New Economies

In the postwar era, the expansion of the world’s economies led to an increase in the production of goods and services so that many nations benefited. The economic base of some nations shifted. Manufacturing jobs began to move out of **developed nations**, those nations with the industrialization, transportation, and business facilities for advanced production of manufactured goods. The jobs moved to emerging nations, those in the process of becoming industrialized. **Emerging nations** became prime locations for new manufacturing operations. Some economists believe these areas were chosen because they had many eager workers whose skills fit manufacturing-type jobs. Also, these workers would work for less money than those in developed nations. On the other hand, information industries that required better-educated workers multiplied in the economies of developed nations. Thus the changes brought by technology then changed the workplace of both developed and emerging nations.

Economic Globalization

Economies in different parts of the world have been linked for centuries through trade and through national policies, such as colonialism. However, a true global economy did not begin to take shape until well

into the second half of the 1800s. The **global economy** includes all the financial interactions—among people, businesses, and governments—that cross international borders. In recent decades, several factors hastened the process of globalization. Huge cargo ships could inexpensively carry enormous supplies of fuels and other goods from one part of the world to another. Telephone and computer linkages made global financial transactions quick and easy. In addition, multinational corporations developed around the world.



Multinational Corporations

Companies that operate in a number of different countries are called multinational or transnational corporations. U.S. companies such as Exxon Mobil, General Motors, and Ford; European companies such as BP, DaimlerChrysler, and Royal Dutch/Shell; and Japanese companies such as Toyota, Mitsubishi, and Mitsui all became multinational giants. All of these companies have established manufacturing plants, offices, or stores in many countries. For their manufacturing plants, they select spots where the raw materials or labor are cheapest. This enables them to produce components of their products on different continents. They ship the various components to another location to be assembled. This level of economic integration allows such companies to view the whole world as the market for their goods. Goods or services are distributed

throughout the world as if there were no national boundaries.

Expanding Free Trade

Opening up the world's markets to trade is a key aspect of globalization. In fact, a major goal of globalization is **free trade**, or the elimination of trade barriers, such as tariffs, among nations. This movement toward free trade is not new. As early as 1947, nations began discussing ways to open trade. The result of these discussions was the General Agreement on Tariffs and Trade (GATT). Over the years, several meetings among the nations that signed the GATT have brought about a general lowering of protective tariffs and considerable expansion of free trade. Since 1995, the World Trade Organization (WTO) has overseen the GATT to ensure that trade among nations flows as smoothly and freely as possible.

Regional Trade Blocs A European organization set up in 1951 promoted tariff-free trade among member countries. This experiment in economic cooperation was so successful that six years later, a new organization, the European Economic Community (EEC), was formed. Over time, most of the other Western European countries joined the organization, which has been known as the European Union (EU) since 1992. By 2007, twenty-seven nations were EU members, and many had adopted the common European currency—the euro (symbol: €). Through this economic unification, Europe began to exert a major force in the world economy. The economic success of the EU inspired countries in other regions to make trade agreements with each other. The North American Free Trade Agreement (NAFTA), put into effect in 1994, called for the gradual elimination of tariffs and trade restrictions among Canada, the United States, and Mexico. Organizations in Asia, Africa, Latin America, and the South Pacific have also created regional trade policies.

Vocabulary

tariff: a tax on goods imported from another country

Globalization—For and Against

In recent years, there has been considerable debate on the impact of globalization. Supporters suggest that open, competitive markets and the free flow of goods, services, technology, and investments benefit all nations. Globalization, they argue, has resulted in a dramatic increase in the standard of living across the world. Even some opponents agree that practically all nations have seen some benefit from globalization.

However, they note that the developed nations have benefited the most. Other opponents charge that globalization has been a disaster for the poorest countries. They suggest that many poor countries are worse off today than they were in the past. They argue that investment practices, trade agreements, and aid packages must be designed to protect the interests of the poorest nations

Big Idea: Change can be positive or negative.

Essential Question: How has Globalization impacted culture?

| | | |
|--|---|--|
| <p>Unit: Globalization Lesson: 3</p> | <p>Grade Level/Course: 9th Honors/10th CP</p> | <p>Duration: 2 days Date:</p> |
| <p>Common Core and Content Standards</p> | <p>Content Standards:</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p> <p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. <p>Craft & Structure</p> <ol style="list-style-type: none"> 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. <p>Integration of Knowledge & Ideas</p> <ol style="list-style-type: none"> 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. 9. Compare and contrast treatments of the same topic in several primary and secondary sources. <p>Range of Reading & Level of Text Complexity</p> <ol style="list-style-type: none"> 10. By the end of grade 10, read and comprehend history/ social studies texts in the grades 9–10 text complexity band independently and proficiently. <p>Common Core Writing Standards for Literacy in History/Social Studies:</p> <p>Text Types & Purpose</p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ol style="list-style-type: none"> a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>Production and Distribution of Writing</p> | |

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core Speaking and Listening Standards 9-10:

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - e) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - f) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - g) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - h) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

3. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 32 for specific expectations.)

Common Core Language Standards 9-10:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

6. Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| | | | |
|---|---|---|--|
| Materials/ Resources/ Lesson Preparation | Day 1 | Day 2 | |
| | “The Social Web Stay Connected” handout “What is the role of media?” Handout Photograph Response Set of 5 photographs “Pop Culture” text Say-Mean-Matter chart Comparison/Contrast Matrix | “Globalization and Asian Values” text “Western Values and Islam” text “Gangnam Style Takes the World by Storm” text Say-Mean-Matter chart Comparison/Contrast Matrix (from Day 1) Link to “Social Media Video 2013: https://www.youtube.com/watch?v=QUCfCchw1w Viewing with a Focus handout Save the Last Word for me Protocol | |
| | <i>Supplemental/Optional Homework</i> Writing Academic Summary handout Cornell note taking worksheet | | |
| Objectives | Content: Students will be able to identify and explain the connection between social media and increased globalization through readings and viewing video text. Students will also be able to describe how social media has impacted stereotypes of cultures and resulted in global cultural awareness. | Language: Students will collaboratively work in groups to discuss and share evidence gathered through reading passages. | |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | | |
| College and Career Ready Skills | <input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures | | |
| Common Core Instructional Shifts | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE | KEY WORDS ESSENTIAL TO UNDERSTANDING social media, westernization | WORDS WORTH KNOWING aforementioned, cotillion, overt, machinations, cavalcade, parlance, Trojan Horse, conglomerates, Iron Curtain |
| | STUDENTS FIGURE OUT THE | perspective, embodying | visceral, juggernaut, cotillion, frenetic, propelled, commodity, inherently, crusade, influential, exemplifies, stark, stodginess |
| Pre-teaching Considerations | Students should be familiar with group work etiquette and able to move quickly and smoothly into assigned groups. You may want to practice this skill with them before moving into the lesson. | | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | | |

| | |
|-----------------------|---|
| Lesson Opening | Prior Knowledge, Context, and Motivation: Say: You have learned about globalization from the perspective of the technological revolution and economic development. Now we will look more at how globalization affects cultures. Remember to keep in mind all you have learned as you approach the reading and activities in this lesson and try to see how the changes brought about through globalization have been both positive and negative. You will be asked to bring together everything you have learned when you do your final assessment in a few days. |
|-----------------------|---|

| | | |
|--|--|---|
| <p>Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Lesson Focus Questions (These may be posted in writing in the classroom and explained that by the end of the lesson students should be able to answer each):</p> <ul style="list-style-type: none"> • What are the positive and negative effects of globalization as viewed from various cultures? • How can social media sites influence us and the world around us? <p>Day 1</p> <p>Preparing the Learner: Focus Question: What is the role of social media in a student’s life today? (15 min to complete chart activities)</p> <ol style="list-style-type: none"> 1. Give each student a copy of the social media handout and talk about the general idea behind social media (define social media in a “step aside” if necessary—the chart should give students a general definition). 2. On the chart provided, ask students to list the types of social media they use as they answer the question “What is the role of social media in your life?”. Have them refer to the handout for ideas. 3. Then, next to each type of social media they use, have students explain HOW or WHY they use it (to communicate with friends, to find places to go, etc.) and then explain the impact of that form of communication (latest trends, deals, etc.). 4. After completing the chart, have students do a Quick Write (see directions in lesson 1 if needed) to answer the question “What role does social media play in your life?” Give students about 5 minutes to write this down. 5. Have students share their quick write with their elbow partners. 6. Groups will then be provided 5 sets of pictures that show global influence on our society today. (Movies, food, clothing, TV and music) 7. Students will discuss the questions on the <i>Photograph Response</i> handout for each of the pictures and then individually select one set of pictures to complete his/her own handout. <p>The idea is that students start to understand that their view of culture comes from all places, not just America. Connect this activity back to the Scavenger Hunt in Lesson 2.</p> <ol style="list-style-type: none"> 8. When this is done, the teacher should ask the students: “What role does media play in your lives?” Does social media change your perception of your friends and/or their culture? Do you find yourself reaching out to people that are not within your normal cultural group?” Students may answer these questions with an Elbow Partner, or this discussion could open up a dialogue in class. (5 min) <p>Interacting with text: Focus Question: How does the media affect our view of the world and of other cultures?</p> <p>Reading “Pop Culture” from Globalization 101 website</p> <ol style="list-style-type: none"> 1. Pass out the handout labeled “Understanding Pop Culture” to all students for reading and annotating. (The directions for the three “reads” are listed on the handout.) Students should read the entire article on their own. They can annotate it or take notes in the margin as they read. Tell them to be ready to share their ideas with a partner <p>While students are doing the first read of the article, the teacher should be walking around the room and monitoring students. (5 min).</p> | <p>Differentiated Instruction:</p> <p>English Learners: Assist students in annotating and deconstructing the text to aid in comprehension. Some students could be paired together with a more proficient student during the reading of the text.</p> <p>Students Who Need Additional Support: Scaffolds and graphic organizers can be modified or students may receive individual assistance to complete activities.</p> <p>Accelerated Learners: Students should complete an academic summary or a rhetorical précis of each article (see handout for directions for an academic summary).</p> |
|--|--|---|

| | | |
|--|---|--|
| | <p>2. After they are done reading, place students in groups of 3-4 (If 3 in a group, divide by sections on the handout; if a group has 4 members, have 2 split the first section). Have students read the article again, pulling important quotes in order to complete the “Say-Mean-Matter” chart for this article. (5 min)</p> <p>3. Once students are done completing their charts, have them share their responses with the group (10 minutes) using a Round Robin Share strategy (see teacher directions).</p> <p>4. Then they should begin the Comparison/Contrast Matrix (working individually or with the group, depending upon teacher preference) (10 min)</p> <p><i>Optional homework: Complete Cornell notes or a written summary of each article (handout for summary provided). Add to vocabulary cards if necessary.</i></p> <p>Day 2</p> <p>1. Review the essential questions and lesson focus from Day 1. Remind students that yesterday they looked at how the American culture is viewed worldwide. Today we will look at worldwide cultures view American culture.</p> <p>2. Place students in groups of 3. Students will then interact with the next set of texts using a Jigsaw Expert group strategy (see handout for directions if you are not familiar with this structure). The complexity of these three readings are very similar—the longer pieces have a lower Lexile and more familiar content, while the shorter pieces have a slightly higher Lexile and may have some unfamiliar content, but can be understood based upon context. Text #1: “Globalization and the Asian Values” Text #2: “Western Values and Islam” Text #3: “Gangnam Style takes the World by Storm”</p> <p>3. Students will read their assigned text initially on their own. They should annotate the text as they did in yesterday’s reading. (5 min)</p> <p>4. Students will meet in “expert” groups to complete the Say-Mean-Matter chart. You may want to limit the size of “expert” groups to no more than 4-5 per group. You will need to move about the groups to assure they are on task and gathering the information they need to complete the charts.(10 min)</p> <p>5. Students will then return to their “home” groups and share using the Round Robin Strategy again. (10 minutes)</p> <p>6. After receiving information from all “experts”, students will independently work on the Comparison/Contrast Matrix.</p> <p><i>Optional homework: Students may be asked to complete Cornell notes and/or a summary on one or all three articles. Assign this now or at the end of the class period.</i></p> | <p>Differentiated Instruction:</p> <p>English Learners: Assist students in annotating and deconstructing the text to aid in comprehension. Some students could be paired together with a more proficient student during the reading of the text. Students may need some individual help in understanding the Tier 2 Vocabulary necessary for the task.</p> <p>Students Who Need Additional Support: Scaffolds and graphic organizers can be modified or students may receive individual assistance to complete activities.</p> <p>Accelerated Learners: Students should complete an academic summary or a rhetorical précis of each article (see handout for directions for an academic summary).</p> |
|--|---|--|

| | | |
|--|---|--|
| | <p>Extending the Learning</p> <ol style="list-style-type: none"> 1. The teacher should then introduce the concept to students regarding the influence of social media. To gain a better understanding of the concept of social media, the teacher at this time should play the video “Social Media Video 2013” to the class. (Video is about 4 minutes long—link can be found at https://www.youtube.com/watch?v=QUCfFchw1w. You should play the video twice as students complete the worksheet. 2. Students should complete the <i>Viewing with a Focus</i> handout. <ol style="list-style-type: none"> a. First view: Watching for general understanding. b. Second view: Each student will write at least 3 sentences or phrases that stand out to them in some way...they found it interesting, surprising, confusing, enlightening, etc. and give the reason for selecting each phrase. (10 min for both viewings) 3. Working in groups of 3-4, shares their selections by using the strategy of “Save the Last Word for Me.” (see handout with teacher directions) (10 min) | |
| Lesson Reflection | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

THE SOCIAL WEB STAY CONNECTED



What is the role of social media in your life?

Create a chart of the social media you use (add additional lines if necessary).

How are you using it and what impact does it have on your life?

| What type of social media? | How/Why do you use it? | What impact does it have or what knowledge do you gain from it? |
|----------------------------|------------------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Quick Write: What role does social media play in your life?

How is your view of culture influenced by other places?

| | |
|---|--|
| <p>Content</p> <p>Describe what you see. What do you notice first? What people and objects are shown?</p> | <p>Connections</p> <p>How does this connect with what you already know? What influence does this have on our society?</p> |
| <p>Country of Origin:</p> | |
| <p>Context</p> <p>What is going on in the world, country, region, or locality when this was created? How is it influencing the world today? How is this information shared with people around the world?</p> | <p>Conclusions</p> <p>What can you learn from examining this image? What does this image say about the impact of globalization?</p> |

CLOTHING



ONE LOVE



BOB MARLEY

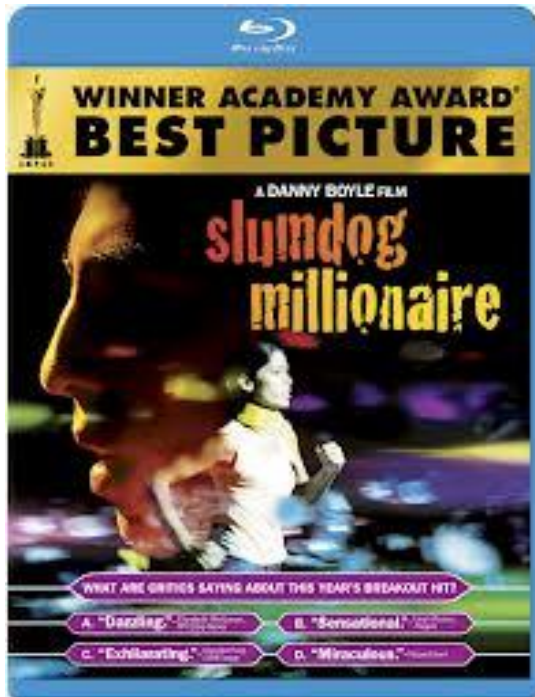
MUSIC



FOOD



MOVIES



Slumdog Millionaire (2008)

TELEVISION



| American show | Original show | Original country |
|---------------------------------------|---------------------------------------|------------------|
| <i>All in the Family</i> | <i>Till Death Us Do Part</i> | United Kingdom |
| <i>Amanda's</i> | <i>Fawlty Towers</i> | United Kingdom |
| <i>American Idol</i> | <i>Pop Idol</i> | United Kingdom |
| <i>Big Brother</i> | <i>Big Brother</i> | United Kingdom |
| <i>Dancing with the Stars</i> | <i>Strictly Come Dancing</i> | United Kingdom |
| <i>Deal or No Deal</i> | <i>Miljoenenjacht</i> | Netherlands |
| <i>Eleventh Hour</i> | <i>Eleventh Hour</i> | United Kingdom |
| <i>The Ex List</i> | <i>The Mythological X</i> | Israel |
| <i>In Treatment</i> | <i>BeTipul</i> | Israel |
| <i>The Inbetweeners</i> | <i>The Inbetweeners</i> | United Kingdom |
| <i>Kath and Kim</i> | <i>Kath and Kim</i> | Australia |
| <i>The Killing</i> | <i>Forbrydelsen</i> | Denmark |
| <i>Men Behaving Badly</i> | <i>Men Behaving Badly</i> | United Kingdom |
| <i>Mighty Morphin' Power Rangers</i> | <i>Kyouryuu Sentai Zyuranger</i> | Japan |
| <i>The Office</i> | <i>The Office</i> | United Kingdom |
| <i>Payne</i> | <i>Fawlty Towers</i> | United Kingdom |
| <i>Prime Suspect</i> | <i>Prime Suspect</i> | United Kingdom |
| <i>Secret Millionaire</i> | <i>Secret Millionaire</i> | United Kingdom |
| <i>Shameless</i> | <i>Shameless</i> | United Kingdom |
| <i>Skins</i> | <i>Skins</i> | United Kingdom |
| <i>Survivor</i> | <i>Expedition Robinson</i> | Sweden |
| <i>Three's Company</i> | <i>Man About the House</i> | United Kingdom |
| <i>Trading Spaces</i> | <i>Changing Rooms</i> | United Kingdom |
| <i>Ugly Betty</i> | <i>Yo soy Betty, la fea</i> | Colombia |
| <i>Viva Laughlin</i> | <i>Blackpool</i> | United Kingdom |
| <i>The Weakest Link</i> | <i>The Weakest Link</i> | United Kingdom |
| <i>Who Wants to Be a Millionaire?</i> | <i>Who Wants to Be a Millionaire?</i> | United Kingdom |
| <i>Whose Line Is It Anyway?</i> | <i>Whose Line Is It Anyway?</i> | United Kingdom |
| <i>Wife Swap</i> | <i>Wife Swap</i> | United Kingdom |

INTERACTING WITH THE TEXT: UNDERSTANDING POP CULTURE

First Read: Read the entire article on your own. Annotate it or take notes in the margin as you read. Be ready to share your ideas with a partner.

| Possible Annotation Symbols | Symbol | Comment/Question/Response | Sample Language Support |
|-----------------------------|--------|---|---|
| | ? | Questions I have Wondering I have Confusing parts for me | The statement, "...”is confusing because... I am unclear about the following sentence(s) I don’t understand what s/he means when s/he states... |
| | * | Ideas/statements I agree with | I agree with the author’s idea that...because... Similar to the author, I also believe that...because I agree somewhat with the author when s/he argues that...because... |
| | - | Ideas/statements I disagree with | I disagree with the author’s idea that... because... Unlike the author, I do not believe that...because The author claims that... However, I disagree because... |
| | # | Author’s main points Key ideas expressed Significant ideas | One significant idea in this text is... The author is trying to convey... One argument the author makes is that... |
| | ! | Shocking statements or parts Emotional response Surprising details/claims | I was shocked to read that...(firther explanation) How can anyone claim that... The part about _____ made me feel... because... |
| | 0 | Ideas/sections you connect with What this reminds you of | This section reminded me of... I can connect with what the author said because... This experience connects with my own experience in that... |

Adapted from Sonja Munevar Gagnon, QTEL training

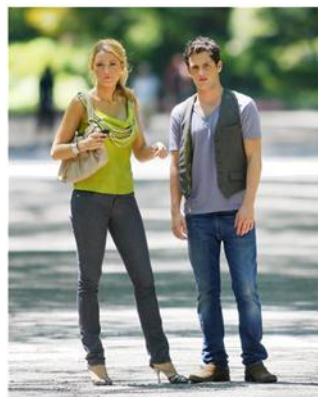
“Pop Culture” (from <http://www.globalization101.org/pop-culture/>)

1. Among the three effects of globalization on culture, the growth of global “pop culture” tends to get the most attention, and to strike people on a visceral [emotional] level. Many complain that this form of globalization is actually Americanization, because the United States is by far the biggest producer of popular culture goods. Pop culture is manifested [seen] around the world through movies, music, television shows, newspapers, satellite broadcasts, fast food and clothing, among other entertainment and consumer goods.
2. Former Canadian Prime Minister Kim Campbell observed that “images of America are so pervasive [spread widely throughout] in this global village that it is almost as if instead of the world immigrating to America, America has emigrated to the world, allowing people to aspire to be Americans even in distant countries.” (Barthin, 1998)
3. For the United States, the entertainment industry is one of the most important spheres of economic activity. In fact, the U.S. entertainment industry generates more revenue from overseas sales than any other industry other than the commercial aerospace industry. Many would say that this new juggernaut [crushing force] of American industry has propelled the American pop culture around the world at a frenetic pace.

4. American television shows, much like movies, are broadcasted throughout the world. Popular shows, such as “One Tree Hill,” “The O.C.,” and “Gossip Girl” are TV shows about American individuals that tend to deal with “typically” American subjects, such as prom, cotillion, American high school life, etc. As a result, teenagers from around the world become aware of these rituals and might even begin to integrate certain “typically American customs” into their lives. Furthermore, such popular shows as the aforementioned “Gossip Girl” or the extremely popular “Sex and the City” aggressively promote music, brands, restaurants and bars, resulting in worldwide imitation.

5. In *The New York Times*, Ruth Ferla writes:

6. “Since its debut last fall, ‘Gossip Girl’ has always been more than a television series about its overt subject, the social machinations of Manhattan private-school students. It has also presented a cavalcade of fashion, its primary viewership of teenagers and young women tuning in not only for the plots, but also to render judgment on the clothes. The extravagant wardrobes of the stars — a clash of piped blazers, tiny kilts, dueling plaids and festoons of jewelry — have inspired countless posts on fan Web sites, and magazine features about the female leads.”



7. “Now the show’s sense of style is having a broader impact, in the retail marketplace. Merchants, designers and trend consultants say that ‘Gossip Girl,’ which is in summer reruns on the CW network before returning Sept. 1, just in time for back-to-school shopping, is one of the biggest influences on how young women spend.”(La Ferla, R. (2008, July 8). Forget gossip, girl: The buzz is about the clothes. *The New York Times*.)

8. Viewed from the perspective of other countries, the dominance of the United States film industry in Europe has been a rapidly and recently growing concern. In 1987, U.S. films already held an imposing 56 percent of the European film market. Less than a decade later, that share had risen to over 90 percent. By 2009 though, US films had just 67.1 percent market share. (Dager, N. (n.d.). European box office up twelve percent, group says. Retrieved from <http://www.digitalcinemareport.com/European-market-12-percent-increase-2009>)
9. American movies and television shows, which are commonly referred to in trade parlance as audio-visual services, are therefore an important commodity among U.S. exports. As is often the case with exports and imports, exporting nations rarely acknowledge problems when one of their industries is able to capture a large or steadily increasing share of export revenues.
10. However, when any sector of a nation’s industry is threatened by foreign imports, voluminous concerns are raised.

11. This is perhaps doubly the case with regard to inherently cultural products. Not only do foreign nations worry about their own domestic entertainment industries from an economic standpoint, but they also worry about the effects on their culture. For many citizens of other countries, American films and television shows are not just another commodity.
12. “Washington’s crusade for free trade is often seen abroad as a Trojan horse for companies, such as Walt Disney Co. and Cable News Network, that would dominate foreign lifestyles and values. Most Americans react to these fears with a shrug. That’s a big mistake.”- Jeffrey Garten, former U.S. Under Secretary of Commerce for International Trade (Garten, J.E. (1998, November 29) ‘Cultural imperialism’ is no joke. Business Week)

The Spread of American Popular Culture

13. Globalization enables foreign companies to distribute American cultural products, including music and books. The spread of American restaurant chains and consumer products worldwide is accompanied by the spread of American popular culture. In recent years, American movies, music, and TV shows have consistently gained more and more audiences worldwide.
14. The products of popular musicians are also likely to be distributed by non-U.S. companies such as Japan’s Sony, Germany’s Bertelsmann AG, France’s Vivendi, or the United Kingdom’s EMI Group. Similarly, American authors are increasingly published by foreign media conglomerates, such as Bertelsmann, which owns Random House and Ballantine, or Australia’s News Corporation, which owns HarperCollins Publishing and the Hearst Book Group.
15. It is interesting to note that foreign media groups contribute to the spread of American popular culture as well. Foreign corporations earn profits by selling U.S. products, and U.S. products become more accessible worldwide.
16. Canada is one of the best examples of a country where U.S. cultural products dominate despite the Canadian government’s efforts to preserve local culture. Canadian films account for just 2.1 percent of Canadian film ticket sales, and the vast majority of the remaining 98 percent are American. Moreover, three quarters of the television watched, four out of five magazines sold on newsstands, and 70 percent of the content on radio, are of foreign origin. The vast majority of foreign products in all of these categories are American.
17. In most other countries, however, American cultural products are not as widespread as they are in Canada, and they face more domestic competition. In most cases, two general trends can be observed. First, many American cultural products tend to be popular with people of very different societies. Second, despite the popularity of American cultural products, other countries still produce a substantial number of films, music, books, and TV shows.

Television

18. American cultural products are influential in the television industry, as well. For example, American company CNN exemplifies the global news network. After

starting as a cable news network for U.S. viewers only, CNN now reaches over 200 million households in over 212 countries and territories. However, television remains a more local cultural form than movies, music, or publications.

19. However, there was a time when television had a significant impact on Eastern European politics. Television series such as “Dallas” and “Dynasty” were viewed by individuals living behind the Iron Curtain and offered an unrealistic, but appealing alternative to the communist lifestyle. The hyper-consumerism and extreme wealth portrayed on these shows stood in stark contrast to the poorer, more constrained lifestyle in the East.

Pop Culture Values

20. Almost by definition, popular culture has attained an immense global following precisely *because* it is popular. For many citizens of other countries though, the near take-over of their own cultural industries, especially for younger audiences, is of great concern.
21. As sociologist Peter Berger points out, pop culture:
 22. carries a significant freight of beliefs and values. Take the case of rock music. It’s attraction is not just due to a particular preference for loud, rhythmic sound and dangerously athletic dancing. Rock music also symbolizes a whole cluster of cultural values—concerning self-expression, spontaneity, released sexuality, and perhaps most importantly, defiance of the alleged stodginess of tradition.
23. “In an era of global capitalism, cultural distinctiveness can become more important, not less important. Because it’s sort of what people have left.”- Theda Skocpol

Second Read: Working in groups of three, reread your assigned section of the text. Complete the Say-Mean-Matter chart for your section. Share your selection with the group and record the comments for the other sections.

Third Read: Reread the text and complete the Comparison/Contrast matrix for “Pop Culture.”

Name _____

Class _____

Date _____

Say, Mean, Matter Chart

Document: Understanding Pop Culture (divided into three parts)

Directions:

1-Individually and silently read article unencumbered. You may annotate it as you read if you would like.

2-With your group read your assigned passage and complete the chart below.

Select ONE passage that you feel is the most important in the section.

| Passage/Citation | Say (What information is being presented? What facts are presented?) | Mean (What does this information mean? What are its implications? What thoughts/emotions does it evoke?) | Matter (So what? What is the significance of this text? What are its impacts?) |
|---|---|--|---|
| Opening section | | | |
| “The Spread of American Popular Culture” | | | |
| “Television” and “Pop Culture Values” | | | |

Say, Mean, Matter Chart

Directions:

- 1-Individually and silently read article unencumbered. Annotate and take notes as you read.
2. Complete the line for your assigned article.
3. Share your findings with your group and complete the other charts.

| Document | Say (What information is being presented? What facts are presented?) | Mean (What does this information mean? What are its implications? What thoughts/emotions does it evoke?) | Matter (So what? What is the significance of this text? What are its impacts?) |
|---|---|--|---|
| “Globalization and Asian Values” | | | |
| “Western Values and Islam” | | | |
| “Gangnam Style Takes the World by Storm” | | | |

Comparison/Contrast Matrix

First Read: Individually and silently read article unencumbered. You may annotate it as you read if you would like.

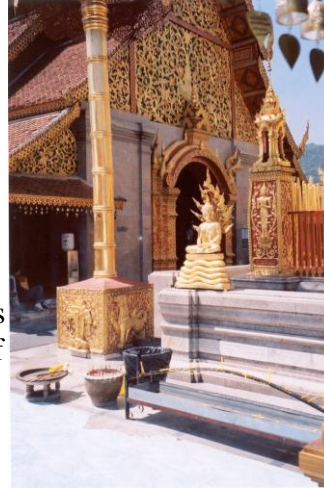
Second Read: Complete the Say-Mean-Matter chart.

Third Read: Complete this Comparison/Contrast matrix after you re-read each essay.

| | “Pop Culture” | “Globalization vs. Asian values” | “Western Values and Islam” | “Gangnam Style Takes the World by Storm” |
|--|----------------------|---|-----------------------------------|---|
| Upon what area of the world does this article focus? | | | | |
| What are 2 or 3 important facts from this selection that show the role of globalization in the culture of the article’s focus? | | | | |
| What can we infer about the values of the culture? Cite the evidence from the article upon which you base your inferences. | | | | |
| Based upon the article, what are some of the criticisms of the culture? | | | | |

Globalization vs. Asian values

1. Some government officials in East Asian nations have boldly proclaimed an alternative to the Western cultural model by declaring an adherence to traditional “Asian values.”
2. Asian values are typically described as embodying the Confucian ideals of respect for authority, hard work, thrift, and the belief that the community is more important than the individual. This is said to be coupled with a preference for economic, social, and cultural rights rather than political rights. The most frequent criticism of these values is that they run contrary to the universality of human rights and tend to condone undemocratic undercurrents in some countries, including the suppression of dissidents, and the excessive use of national security laws.
3. Some commentators have credited Asian values as contributing to the stunning economic rise of several countries in East Asia. It is also suggested that Asians have been able to protect and nurture their traditions in the face of utilitarian modernity, lax morals and globalization. (Suh, 1997)
4. Neighboring Singapore’s former leader Lee Kwan Yew has used the term to justify the extremely well-ordered society Singapore maintains, and its laissez-faire economic approach. His theories are often referred to as the “Lee Thesis,” which claims that political freedoms and rights can actually hamper economic growth and development. According to this notion, order as well as personal and social discipline, rather than political liberty and freedom, are most appropriate for Asian societies. Adherents to this view claim that political freedoms, liberties, and democracy are Western concepts, foreign to their traditions.
5. But critics argue that the concept of Asian values is merely an excuse for autocratic governance and sometimes corruption. Martin Lee, the democratically elected leader of the opposition in Hong Kong, has been severely critical of the concept, calling it a “pernicious myth.”
6. Lee proclaimed that the Asian financial crisis of 1997-1998 and ensuing economic collapse should mark the death knell of the Asian values argument, and the “related notion that economic progress can or should be made independent of the establishment of democratic political institutions and principles.”
7. Other critics have leveled more strident criticisms against the use of the Asian values argument. They argue that these supposed values have stymied independent thinking and creativity and fostered authoritarian regimes. According to this view, Asian values were partly responsible for the corruption that affected so many nations in the region, making the press and people reluctant to criticize their governments.
8. Those who wish to deny us certain political rights try to convince us that these are not Asian values. In our struggle for democracy and human rights, we would like greater support from our fellow Asians’ (-Aung San Sui Kyi, Burmese democracy advocate and winner of the 1991 Nobel Peace Prize)



Western Values and Islam

1. The controversy over westernization has had major historical implications in the Middle East over the past several decades. Globalization is accelerating concerns about the infusions of Western values in Islamic countries.
2. In the 1960s and 70s, the Shah of Iran sought rapid modernization—regardless of conservative Muslim opinion. His plan called for land reform designed to aid the poor, the extension of voting rights to women, and the allowance of the formation of political parties. His plan, along with other social and economic changes, led to increased resentment and hostility toward the Shah. Rightly or wrongly, reform efforts became symbolic of what was wrong with Iranian society. Fundamentalist clerics began to rail against Iran’s “westoxification,” and brought about a radical revolutionary movement that sought to expel all western influence from their ancient civilization.
3. The Kingdom of Saudi Arabia has likewise adopted an approach with the motto “modernization without westernization.” Seeking in part to avoid the kind of outcome seen in Iran, the Saudi regime has strived carefully to limit the encroachment of many values that westerners consider fundamental. Consequently, Saudi Arabia guarantees no voting rights, and censorship of all things Western, including movies, alcohol, and Internet access, is deep and thorough.
4. One such example is a new Saudi police issue ban on pet dogs and cats. As noted by foxnews.com (Thursday, July 31, 2008):
5. Saudi Arabia Bans Sale of Dogs and Cats in Capital in Effort to Keep Sexes Apart
6. RIYADH, Saudi Arabia — Saudi Arabia’s Islamic religious police, in their zeal to keep the sexes apart, want to make sure the technique doesn’t catch on here. The solution: Ban selling dogs and cats as pets, as well as walking them in public.
7. The prohibition may be more of an attempt to curb the owning of pets, which conservative Saudis view as a sign of corrupting Western influence, like the fast food, shorts, jeans and pop music that have become more common in the kingdom.
8. Pet owning has never been common in the Arab world, though it is increasingly becoming fashionable among the upper class in Saudi Arabia and other countries such as Egypt.
9. The aforementioned clash between Western values and Islam culture reached an all-time high on September 11, 2001 with the terrorist attack on the World Trade Center in New York City. The event widened the chasm between the cultures, exemplified by anti-America riots in several Islamic countries, or the post 9-11 ‘anti-Muslim backlash’ in the United States. Since the attack, assaults on Arabs, Muslim, as well as South-Asian Americans have severely increased.
10. Politically, the attack on the World Trade Center has brought change as well. One example is the U.S. Patriot Act, which was passed by President George W. Bush. The act has often been criticized as an aid to invasion of privacy, as it expands the ability of law enforcement agencies to monitor conversations via phone and e-mail, as well as gain insight into financial, medical and other records.
11. More recently, however, during the recent Arab Spring, western cultural values were used to achieve popular political goals in the Middle East. Western cultural staples such as social networking tools like Facebook and Twitter were essential to the organization of recent uprisings in the Middle East. According to *The National*, “nearly 9 in 10 Egyptians and Tunisians surveyed in March [of 2011] said they were using Facebook to organise (sic.) protests or spread awareness about them” (Huang, 2011). And almost all of these protests came to fruition, inciting popular political action through westernized means.



Gangnam Style Takes the World by Storm

1. The song “Gangnam style” by Korean pop (K-Pop) star Psy has surpassed all previous Internet milestones and is now the most-watched video ever on YouTube. As of December 25th, the video was watched more than one billion times. From politicians to human rights activists to military officials, it has been parodied around the world by nearly every conceivable group. According to Wikipedia, in South Korea, Italy, Indonesia, and France, flash mobs of 12,000 to 20,000 people danced the song’s signature moves.
2. Fueled by social media, this phenomenon represents the height of cultural globalization. While ten years ago many feared the American take-over of world culture, it is now clear that technology has leveled the playing field. If the product is appealing enough, any musician from around the world can rise to fame and capture the world audience. This analysis explores why Gangnam Style is so popular and how the video went viral.

Why is Gangnam Style so Popular?

3. In Gangnam Style, Psy makes fun of consumer culture and lavish lifestyles found in Seoul’s Gangnam neighborhood, known as the “Beverly Hills of Seoul” (Pawlowski, 2012). While the lyrics are mostly in Korean, the message is clearly conveyed using visuals. As noted by Arwa Mahdawi in *The Guardian* (2012): [The video] “parodies not just cultural mores specific to South Korea, but cultural excesses easily recognisable to western viewers. Gangnam Style’s lyrics may be in Korean, but its visuals are in clear American.” The visual nature of the song, the easily mimicked dance moves, and the upbeat tone make the song irresistible.
4. Mahdawi notes though that the song touches upon universal stereotypes of Asians:

The stereotype of a portly, non-threatening Charlie Chan-type who speaks “comical” English is still very much alive, apparent in everything from hungry Kim Jong-un memes to Abercrombie and Fitch T-shirts. And it’s hard to escape the uncomfortable feeling that this stereotype is contributing something to the laughter around Gangnam Style.
5. Others agree. Deanna Pan notes in the *MotherJones* blog:

Thanks to PSY’s decidedly non-pop star looks, in a very non-threatening package. Psy doesn’t even have to sing in English or be understood because it’s not the social critique offered by the lyrics that matters to the audience, but the marriage of the funny music video, goofy dance, and a rather catchy tune, of which two of the elements are comical and, again, non-threatening. PSY is the “Asian man who makes it” because he fits neatly into our pop cultural milieu wherein Asian men are either kung-fu fighters, Confucius-quoting clairvoyants, or the biggest geeks in high school (Pan, 2012).
6. While many agree the song’s popularity is largely due to its universal message, funny visuals, catchy chorus and use of stereotypes, these factors alone do not account for the song’s one billion views on YouTube.

How Gangnam Style went Viral

7. South Korea’s music industry was poised to produce a global hit. As noted by NPR (2012), “‘Gangnam Style’ is what happens when a developing country

becomes developed. An infrastructure to make and export culture can develop just like an infrastructure to make and export anything else.” The South Korean music scene has been preparing for this. Korean music moguls find young talent and send them across Asia, building a fan base. Songs are debuted on television, rather than on the radio, which makes their musicians more attuned to the importance of telling a story using visuals. Furthermore, the country is wired and Korean music moguls have a strong presence on YouTube, which attracts users from around the world. The fan base was ripe for the plucking.

8. YG Entertainment, the label behind Gangnam, began by pushing the content to their YouTube channels, which had 2.5 million users before the video was released. YG cast famous Koreans in various roles in the video, which helped the song debut at the number one spot in the Korean Pop Chart in July 2012. The song gained popularity in South Korea through Twitter and Facebook, but did not gain international notoriety until Billboard published an article and celebrities started tweeting about it. From there, meeting with well-known music producers and all of the parodies helped the video gain momentum (Edwards, 2012).
9. Gangnam Style was made to be copied. Psy waived the copyright to the song (Mahdawi, 2012). By doing so, he allowed the song to be co-opted by any group who wanted to use it for their own cause. Thousand took up the challenge and made the song their own.
10. London sewer men urged people not to wash turkey fat down the sink during Christmas with “Sewerman Style” (Sewermen go Gangnam Style with Christmas message, 2012) Dissident Chinese artist Ai Weiwei posted his own version to protest against injustices in China and to promote the need for greater government transparency and the rule of law (Chinese dissident artist Ai Weiwei ‘Gangnam Style’ parody, 2012). North Korean officials made a version of the video mocking the South Korean President (Lee, 2012). While Tibetans made a parody video making fun of China’s new president Xi Jinping (Mack, 2012).
11. The parodies are so popular that blogs, tabloid and newspapers around the world are promoting their favorites. For example, Billboard, the Sun (a British tabloid), and the Canadian Broadcast Company released their top ten favorite Gangnam parody videos. The buzz around this video in the latter half of 2012 has been unbelievable and continues to fuel the video’s popularity.

Conclusion

12. While YouTube has created music sensations before, none have ever reached the levels of Psy’s Gangnam Style. One of the most amazing parts of this phenomenon is that a song that is sung mostly in Korean has captured the world imagination. Perhaps it is because this song is not produced by Americans and that it involves an unlikely protagonist that it has been warmly received around the world. It is viewed as harmless and fun. Many are trying to bank on that honest reception to spread their own messages. UN Secretary General Ban Ki Moon called the song “a force for world peace” (Raynor, 2012). Hopefully this will become a reality.

Viewing with a focus--Social Media Video 2013 by Erik Qualman

Step 1: Watch the video (takes 3:51). Look for interesting facts or things you hadn't thought about before. How does social media affect the world around you?

Step 2: Now watch the video text again. Write down at least 3 sentences or phrases that stand out to you in some way...you found it interesting, surprising, confusing, enlightening, etc. Write your reason for selecting the text next to each sentence.

| Interesting statement or piece of information from video | Reason for selecting this text |
|--|--------------------------------|
| | |
| | |
| | |
| | |

Third Read: Working in groups of 3-4, share your selections by using the strategy of "Save the Last Word for Me."

- Student A will read only one of their statements from the text, without any commentary.
- Then, the person sitting to the right of Student A will comment on the statement that Student A just read.
- Each student, in order, will comment upon the statement read by Student A. Make sure that only one person at a time is speaking, and they are commenting directly upon the statement read, not upon other ideas.
- Once everyone else has commented, then the first speaker will have "the last word" to explain why they chose that sentence.
- Then the turns rotate around the group until everyone has had an opportunity to share at least 2 of their chosen sentences.

Save the Last Word for Me Protocol

Purpose: This protocol is used after reading to improve comprehension. It will support students' interaction with the text while promoting reading comprehension. It also allows students to clarify and deepen thinking about the content.

Required for use: Students will read an article independently and find sentences or phrases that stand out for them for any reason. They will write at least 3 sentences on an index card and then be ready to discuss their reasons for selecting the quote to their group. Timing is important; each round should last approximately 7 minutes.

Structure of the activity: The process is designed to build on each other's thinking, and not to enter into a dialogue. Participants may decide to have an open dialogue about the text at the end of the 30 minutes. After reading an article, students pull quotes from the article which they have a response. They share these quotes with group members using a strict protocol which requires listening as well as speaking. When the activity is complete, you may want to debrief the activity, have each person select a quote to write about in a response journal, or ask each group to report out the most important quote with justification about why it was seen as significant.

Process outline:

1. Silently read the article.
2. When time is called after 9-10 minutes, go back through the article and look for 3 sentences or phrases that stand out to you in some way....you found it interesting, surprising, confusing, enlightening etc.
3. Write your 3 sentence on the paper provided.
4. You will work in groups of 3 or 4 people.
 - The group member whose birthday is closest to Christmas, picks up the globe and begins by reading one of their sentences out loud. They will not comment on why they chose that sentence. They will only read the sentence or phrase out loud. They will pass the globe to the person seated on their right, group member 2.
 - Group member 2 will comment on the sentence the first speaker read. Person 2 will pass the globe to the person on their right, group member 3.
 - Group member 3 will comment on the sentence the first speaker read. Person 3 will pass the globe to the person on their right, group member 4.
 - Group member 4 will comment on the sentence the first speaker read. Person 4 will pass the globe to the person on their right, group member 1.
 - When all group members have had the chance to comment on the sentence chosen by the first speaker, the first speaker will then, "have the last word" and explain why they chose that sentence.
5. Now group member 2 will read one of their sentences. In the order described above, the other group members will comment on the sentence, until group member 2 will "have the last word."

ACADEMIC SUMMARY TEMPLATE

In the _____, _____, _____, _____
 (“A” Text Type) (Title of text) (Full name of author) (“B” Academic Verb)
 the topic of _____. S/he _____
 (Topic/Issue of the text) (“C” Precise Verb + “that”) (Author’s main idea or point on the topic/issue)

Continue the summary by paraphrasing the key details in the text that supports the main idea. (SEE RUBRIC BELOW)

(Ultimately/In summary) what _____ (conveys/argues/explains/examines is _____).
 (Author) (Restate author’s main idea or state his purpose for writing this text)

| A Types of Text | B Precise Academic Verbs | C Precise "Verbs+that" | Addition Connectors |
|--|--|---|--|
| essay short story editorial vignette article memoir speech poem narrative novel lab report movie letter drama/play research paper | addresses scrutinizes discusses contests examines criticizes explores comments on considers elaborates on questions focuses on analyzes reflects on opposes argues for debates argues against disputes | asserts concedes argues states posits believes maintains suggests claims implies notes infers proposes intimates declares | in addition further furthermore additionally moreover beyond..also another ...as well besides...also |

Academic Summary Scoring Rubric

| | Advanced | Proficient | Basic | Below Basic |
|--------------------------|---|--|---|--|
| <u>Content Criteria</u> | <input type="checkbox"/> Includes all of the Proficient criteria plus: <input type="checkbox"/> 5 or more example of precise language (verbs, nouns, and/or adjectives) | <input type="checkbox"/> Topic sentence identities title of text, author, and main idea <input type="checkbox"/> Paraphrase 3-5 key details from the text that support main idea <input type="checkbox"/> Concluding sentences restates main idea or author’s purpose. | <input type="checkbox"/> Includes 2 of the 3 Content Criteria at the Proficient level. | <input type="checkbox"/> Includes fewer than 2 of the Content Criteria at the Proficient level. |
| <u>Language Criteria</u> | <input type="checkbox"/> Includes all of the Proficient criteria plus: <input type="checkbox"/> 4 or more complex sentences. | <input type="checkbox"/> Uses third person point of view <input type="checkbox"/> Includes 2-4 signal words/phrases for sequencing, adding information, or concluding <input type="checkbox"/> Uses 3-4 attributive tags (i.e., Lucas Martinez reports that...) <input type="checkbox"/> Uses complete sentences. | <input type="checkbox"/> Includes 2-3 of the 4 Language Criteria at the Proficient level. | <input type="checkbox"/> Includes fewer than 2 of the Language Criteria at the Proficient level. |

Adapted from Sonja Munevar Gagnon, QTEL training

| | | |
|--|---|--|
| <p>Unit:</p> <p>Lesson #: Final Assessment</p> | <p>Grade Level/Course: World History (grades 9-10)</p> | <p>Duration: 2 days (possible homework)</p> <p>Date:</p> |
| <p>Common Core and Content Standards</p> | <p>Content Standards:</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communication revolutions (e.g., television, satellites, computers).</p> <p>Common Core State Standards:</p> <p>READING</p> <p><i>Key Ideas and Details</i></p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. <p><i>Integrating of Knowledge and Ideas</i></p> <ol style="list-style-type: none"> 8. Assess the extent to which the reasoning and evidence in a text support the author’s claims. 9. Compare and contrast treatments of the same topic in several primary and secondary sources. 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. <p>WRITING</p> <p><i>Text Types and Purposes</i></p> <ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. | |

| | | | |
|--|---|---|--|
| | | <p><i>Production and Distribution of Writing</i></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>Research to Build and Present Knowledge</i></p> <p>8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> | |
| <p>Materials/ Resources/ Lesson Preparation</p> | | <p>Copy of entire exam for each student to write on, including Multiple choice answer document (if you want to grade this separate from the packet) and DBQ packet (one per student)</p> <p>Teacher answer key for m/c</p> <p>Rubric for grading DBQ (attached to the prompt)</p> | |
| <p>Objectives</p> | | <p>Content:</p> <p>Students will analyze a variety of primary and secondary sources and utilize these sources to develop an essay explaining if globalization has had more positive or negative effects.</p> | <p>Language:</p> <p>Students will write an essay that integrates the skills and content knowledge gained throughout the unit.</p> |
| <p>Depth of Knowledge Level</p> | | <p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p> | |
| <p>College and Career Ready Skills</p> | | <p><input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge</p> <p><input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline</p> <p><input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence</p> <p><input type="checkbox"/> Using technology and digital media strategically and capably</p> <p><input checked="" type="checkbox"/> Coming to understand other perspectives and cultures</p> | |
| <p>Common Core Instructional Shifts</p> | | <p><input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts</p> <p><input checked="" type="checkbox"/> Reading and writing grounded from text</p> <p><input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary</p> | |
| <p>Academic Vocabulary (Tier II & Tier III)</p> | <p>TEACHER PROVIDES SIMPLE EXPLANATION</p> | <p>KEY WORDS ESSENTIAL TO UNDERSTANDING</p> | <p>WORDS WORTH KNOWING</p> |
| | | <p>Incorporate</p> <p>Coherent</p> | |
| | <p>STUDENTS FIGURE OUT THE MEANING</p> | <p>Relevant</p> | |

| | |
|--------------------------------------|--|
| Pre-teaching Considerations | Students will use materials from throughout the unit as background material to complete this assessment. If a lesson was not completed, the materials should be provided to students to use for this activity. |
| Lesson Delivery Comprehension | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection |
| Lesson Opening | Prior Knowledge, Context, and Motivation: Say: This assessment provides you with an opportunity to use the skills and knowledge that you have gained throughout this unit. |

| | | |
|---|---|--|
| <p>Body of the Lesson:</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p> | <p>Big Idea: Change can be positive or negative.</p> <p>Essential Questions Addressed:</p> <p>1-What does globalization influence?</p> <p>2- How have advances in technology and communication changed our world?</p> <p>3-How has the technological revolution and increased globalization impacted economies around the world?</p> <p>4-What are the pros and cons of globalization?</p> <p>Preparing the Learner: Understanding assessment criteria</p> <p>Review the instructions for each part of the exam and the rubric requirements. Explain the differences between the categories and provide examples as needed.</p> <p>Interacting with the text: DBQ Final Summative Assessment</p> <ol style="list-style-type: none"> Distribute the assessment to students. Have them gather the other materials they have used and produced throughout this unit to use as background materials. If they have used the student material workbook, have them use the materials from there. This assessment may need to be completed for homework, or during class on the next day. Students should use their own paper to write the essay, or they may word process as homework if you prefer. Permit additional time to complete the essay if necessary. <p>Extending Learning</p> <p>Reflecting on Learning: Students will respond to three short prompts that will assess their personal connection with the concepts of this unit.</p> <p><i>Note to teacher: An additional short document question is provided. This can be done as an additional assessment or in place of the longer DBQ if there is not sufficient time in class. Students will analyze a single political cartoon using the graphic organizer provided.</i></p> <p>If time permits, have students self-assess their own or their peers' essay, using the rubric provided on the prompt.</p> | <p>Differentiated Instruction:</p> <p>English Learners:</p> <p>Provide guidance and suggestions for using prior activities to support their application of new knowledge.</p> <p>Provide essay outline or frame for students who are learning to organize their writing (additional teaching ideas and considerations can be found in the SAUSD writing notebook: http://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/106/Grade%209%20Persuasive.pdf.)</p> <p>Students Who Need Additional Support:</p> <p>Provide guidance and suggestions for using prior activities to support their application of new knowledge.</p> <p>Provide essay outline or frame for students who are learning to organize their writing.</p> <p>Accelerated Learners:</p> <p>Have student review the materials from prior lessons in this unit, but require them to include prior learning without the aid of extra materials. Limit documents to the assessment only.</p> <p>Assess pre-AP students using the AP rubric, which requires more complex thinking and writing.</p> |
| Lesson Reflection | | |
| <p>Teacher Reflection</p> <p>Evidenced by Student Learning/ Outcomes</p> | | |

WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Final Assessment Part 1 – Constructed Response

Choose the letter of the best answer. Then, in the space provided, explain why your choice is the “best” answer given.

| Question and responses | Your answer choice | Justification of answer choice—cite examples from the materials you have used throughout this unit (you may paraphrase as necessary) |
|--|--------------------|--|
| <p>1. Which force has had the greatest effect in increasing contact among people in the world?</p> <p>A. immigration B. regional trade C. economic expansion D. new technology</p> | | |
| <p>2. The Internet was originally developed for use in</p> <p>A. international espionage. B. missile control. C. space exploration. D. scientific research.</p> | | |
| <p>3. How has technology changed people's lives?</p> <p>A. through improvements in communications, economics, and medicine B. through mass media by the spread of popular culture C. by influencing traditional cultures to abandon old ways D. All of the above</p> | | |
| <p>4. As a result of globalization, both developed and developing nations have</p> <p>A. become more dependent on other nations. B. gained access to new technology. C. reduced damage to the environment. D. increased manufacturing jobs.</p> | | |
| <p>5. The term "global economy" refers to financial interactions that</p> <p>A. cross international borders. B. occur anywhere in the world. C. decrease one nation's dependence on another. D. are controlled or overseen by the United Nations.</p> | | |
| <p>6. A multinational corporation is one that</p> <p>A. produces products for export. B. operates in a number of countries. C. has stockholders from many nations. D. depends on the import of raw materials</p> | | |

WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

| | | |
|--|--|--|
| <p>7. What do all developed nations have that emerging nations do not?</p> <p>A. transportation and business facilities for advanced production of manufactured goods B. an internationally recognized space program using cooperation between one or more countries C. a board of trade that exchanges multiple currencies in international markets D. a government body represented in the United Nations</p> | | |
| <p>8. What is meant by global interdependence?</p> <p>A. the elimination of international borders through use of the Internet and the sharing of information worldwide B. the idea that nations are dependent on other nations and affected by the actions of others far away C. the existence of multinational corporations that have branch offices worldwide and utilize native laborers D. the central influence of one nation on the world and the amount of change forced on others</p> | | |
| <p>9. English is referred to as the "premier international language" because</p> <p>A. it is the most widespread of any language. B. it is the most scientifically precise language. C. more people speak English than any other language. D. languages all over the world contain some English words.</p> | | |
| <p>10. The definition of <i>materialism</i>, as the word is used in this chapter, is the</p> <p>A. "idea that everything consists of matter." B. "tendency to rely on physical proof rather than theory." C. "idea that matter, or the content, of something is more important than its form." D. "mindset of placing a high value on acquiring material possessions."</p> | | |
| <p>11. What is meant by popular culture?</p> <p>A. the laws and provisions established by government to regulate civil liberties B. the ways in which the most famous members of a society present themselves C. cultural elements that reflect a group's common background and changing interests D. cultural practices no longer used by majority groups but still used by minority groups</p> | | |

WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Final Assessment Part 2 – Document Based Question

Globalization Pro vs. Con

Directions: This question is designed to test your ability to work with and understand historical documents. The following question is based on the accompanying Documents 1-6 and the documents you have studied throughout this unit.

Compare and contrast the positive and negative effects of globalization on technology, economy, and culture. Incorporate at least three of the six documents, as well as information you have learned in this unit of study, into a coherent, well-developed essay that argues a clear position on whether globalization has had more positive or negative effects on society.

Write an essay that:

- has a relevant thesis and supports that thesis with appropriate historical evidence (from the unit of study) as well as evidence from the documents below
- analyzes the documents by grouping them in as many appropriate ways as possible and makes direct, relevant comparisons. Does not simply summarize the documents individually
- takes into account the sources of the documents and analyzes the author’s point of view
- uses and cites at least the number of required documents

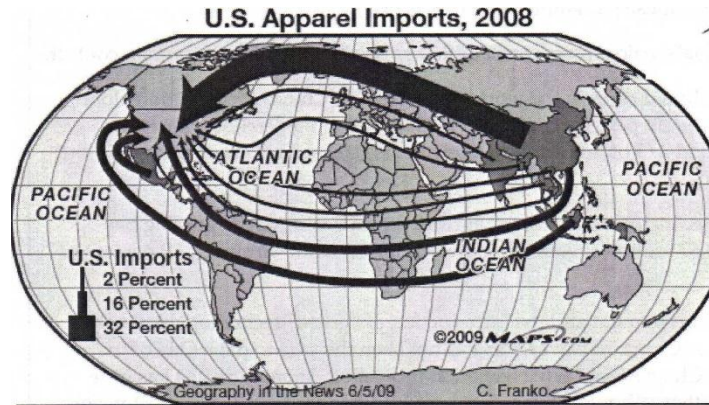
| Advanced | Proficient | Basic | Below Basic |
|--|--|--|--|
| Contains a well-developed thesis that clearly addresses the question. | Thesis addresses question, but not as focused or comprehensive as above. | Presents a limited, confused, and/or poorly developed thesis. | Contains no thesis or a thesis that does not address the question. |
| Presents an effective analysis of all parts of the question, although treatment may be uneven. | Analysis deals with part of the question in some depth, other parts in a more general way. | Deals with one aspect of the question in a general way or all parts in a superficial way with simplistic explanations. | Inadequate or inaccurate understanding of the question |
| Uses a substantial number of documents effectively. | Uses some of the documents effectively. | Quotes or briefly cites documents. | Contains little or no understanding of the documents or ignores them completely. |
| Makes substantial use of relevant outside information to support thesis. | Supports thesis with some outside information. | Contains little outside information or information that is inaccurate or irrelevant. | Inappropriate or no use of outside information. |
| Clearly organized and well written. | Shows evidence of acceptable organization and writing | Demonstrates weak organization and/or writing skills that interfere with comprehension | Disorganized and poorly written. |
| May have insignificant errors | May contain errors that do not seriously detract from the quality of the essay. | May contain major errors. | Numerous errors, both major and minor. |

WORLD HISTORY FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Document 1



Top 10 Countries (%)

| | | | | |
|---------------|-----------------|------------------|----------------|-----------------|
| China (32) | Indonesia (5.6) | Bangladesh (4.8) | Honduras (3.6) | Thailand (2.4) |
| Vietnam (7.3) | Mexico (5.6) | India (4.3) | Cambodia (3.3) | Hong Kong (2.2) |

Source: National Geographic, May 2009

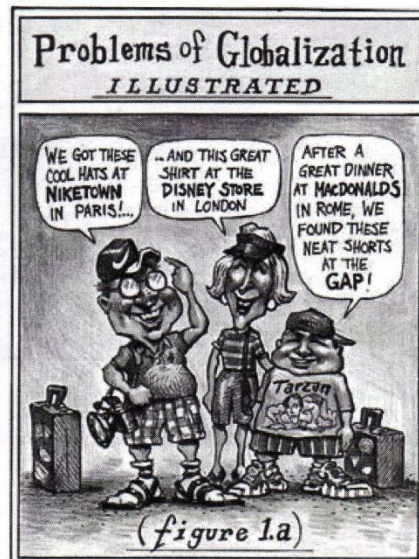
Sources: Newman, Carrie. "Sew Far Away," *National Geographic Magazine*, May 2009.

Document 2

Document #2:

"Problems of Globalization"

nelviebudd.wordpress.com



WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Document 3

...Welcome to the mixed-up world of “globalization”—a growing worldwide marketplace where business transaction routinely span the planet and national borders are growing fuzzier and fuzzier. It wasn’t always this way. Chances are, your parents wore American-made clothes, ate American-made food, and drove American-made cars. But a boom in world trade has changed all that. And what you buy may be the least of it.

The expansion of world trade has unleashed a multitude of dramatic changes. Whole countries have seen their fortunes soar as foreign investment has poured in, creating factories and providing jobs for millions of people. Other countries have been left behind. In the process, billions of lives are affected, for better and worse...

Source: Herbert Buchsbaum, “Living in a Global Economy,” *Scholastic Update*, March 7, 1997

Document 4

...When an American calls a toll-free number in the United States to report a broken appliance or complain about the wrong sweater ordered from a catalog, the call is often routed through fast fiber-optic cables to a center in India...

International call centers based in India will generate \$8 billion in revenue by 2008, says NASSCOM, a technology industry trade group in India. Growth is accelerating as globalization and government deregulation expand telecommunication in India and lower its cost.

“The potential is unlimited,” says Prakash Gurbaxani, founder and chief executive of 24/7 Customer.com, a customer service center in Bagalore whose American clients include Web sites AltaVista and Shutterfly.com. Anticipating more business, the company’s supermarket-sized call center is filled with dark-screened PCs and dwarfs its 300 employees...

Source: Associated Press, *Syracuse Herald American*, June 24, 2001

WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Document 5

...TODAY, GLOBALIZATION is BEING CHALLENGED AROUND THE WORLD. There is discontent with globalization, and rightfully so. Globalization can be a force for good: the globalization of ideas about democracy and of civil society have changed the way people think, while global political movements have led to debt relief and the treaty on land mines. Globalization has helped hundreds of millions of people attain higher standards of living, beyond what they, or most economists, thought imaginable but a short while ago. The globalization of the economy has benefited countries that took advantage of it by seeking new markets for their exports and by welcoming foreign investment. Even so, the countries that have benefited the most have been those that took charge of their own destiny and recognized the role government can play in development rather than relying on the notion of a self-regulated market that would fix its own problems.

But for millions of people globalization has not worked. Many have actually been made worse off, as they have seen their jobs destroyed and their lives become more insecure. They have felt increasingly powerless against forces beyond their control. They have seen their democracies undermined, their cultures eroded.

If globalization continues to be conducted in the way that it has been in the past, if we continue to fail to learn from our mistakes, globalization will not only not succeed in promoting development but will continue to create poverty and instability. Without reform, the backlash that has already started will mount and discontent with globalization will grow...

Source: Joseph E. Stiglitz, *Globalization and Its Discontents*, W. W. Norton & Co., 2003

Document 6

“This is a very exciting time in the world of information. It’s not just that the personal computer has come along as a great tool. The whole pace of business is moving faster. Globalization is forcing companies to do things in new ways.”

Source: Bill Gates, retrieved from http://www.finestquotes.com/select_quote-category-Globalization-page-0.htm.

WORLD HISTORY FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

| Pro Documents | | Con Documents | |
|---------------|---|---------------|---|
| What it says: | Why it matters (how it supports your thesis): | What it says: | Why it matters (how it supports your thesis): |
| | | | |

WORLD HISTORY FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Brainstorming and Notes:

WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Persuasive Essay Outline

I. Introduction

What is your argument or main idea? This will be your thesis: _____

II. Body

What are three main points that support your argument? Support each of your arguments with at least one piece of evidence from a text.

| <i>Idea that supports argument</i> | <i>Text(evidence) to support idea</i> |
|------------------------------------|---------------------------------------|
| 1 | |
| 2 | |
| 3 | |

What are the opposing views or arguments? Who might disagree with you, and why? Consider their point of view, and what counter evidence can you offer to persuade them to agree with you.

| Opposing view | Who has this view | Why do they have this view? | How can you respond | Counter evidence to offer |
|---------------|-------------------|-----------------------------|---------------------|---------------------------|
| | | | | |
| | | | | |

III. Conclusion

How will you end your essay? What will your closing be? _____

WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Persuasive Essay Graphic Organizer *(adapted from Understanding Language)*

Audience: *Educated adult (your teacher)*

Purpose: *Explain with evidence your opinion on the positive or negative effect of globalization*

Introduction

Goal: *Make your readers want to read your essay*

Guiding Question: *How will I present my topic and thesis or claim in a compelling way?*

Background information

Thesis statement or claim

Body Paragraphs

Goal: *Support your thesis or claim with enough evidence and reasoning that readers are persuaded to accept your ideas or take action*

Guiding question: *How will I convince my readers that they should accept my ideas? (Write as many paragraphs as needed, anywhere from 1-4. Each paragraph follows the same structure).*

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

Statement in support of thesis or claim:

Evidence:

Explanation of evidence:

WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Conclusion

Goal: *To write a potent or powerful conclusion*

Guiding Questions: *How will I close my essay? Will I summarize my ideas or extend my argument?*

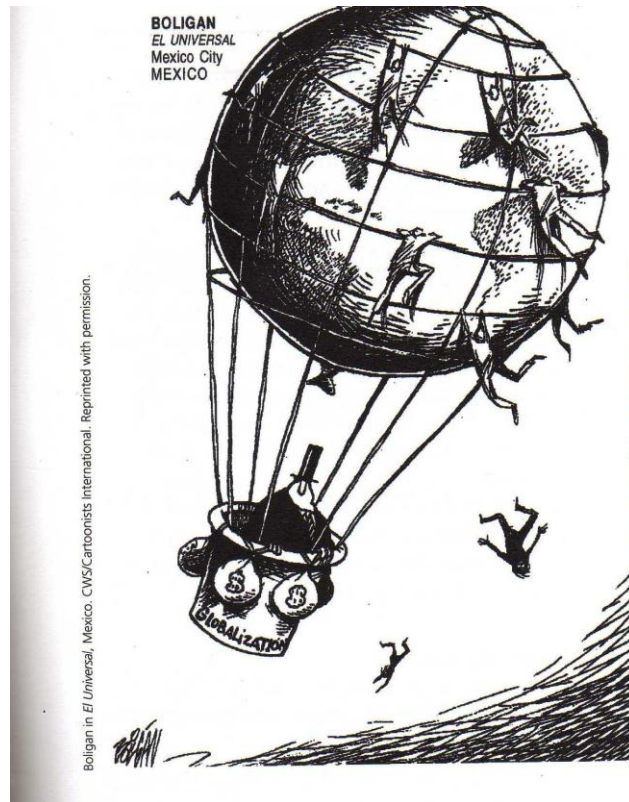
Drafting space: _____

WORLD HISTORY FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Extended Learning Activity/Assessment – *complete this assessment if assigned* Short Answer DBQ



Describe what you see in the cartoon:

| | | |
|---|---|---|
| <p>Visual <i>List the objects or people.</i></p> | <p>Visuals <i>Describe the actions taking place in the cartoon.</i></p> | <p>Visuals: <i>Which of the objects are symbols?</i></p> <p><i>What do you think each symbol means?</i></p> |
| <p>Words <i>Locate 3 words/phrases used to identify objects/people within the cartoon.</i></p> | <p>Words <i>Which words/phrases seem important? Why?</i></p> <p><i>List adjectives that describe the emotions portrayed.</i></p> | <p>Words <i>Explain how the words in the cartoon clarify the symbols.</i></p> <p><i>What special interest groups would agree/disagree with the cartoon's message/ Why?</i></p> |

WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

What message is the cartoonist (artist of the cartoon) trying to send to the readers?

Does this cartoon express the opinion that globalization is positive or negative? Justify your answer with details from the cartoon as well as information you have learned throughout the unit.

WORLD HISTORY

FINAL ASSESSMENT

Name: _____

Student ID #: _____ Period: _____

Reflection on Learning

Answer the following questions. Cite evidence from the materials of this unit and from your own experiences. (use additional paper if necessary)

What technological advance made in the last few decades do you think is the most important? Explain your choice, based on what you now know about technology throughout the world.

How does globalization affect you in your daily life? What impact has globalization had on your community? Cite evidence and examples to support your viewpoint.

What are the pros and cons of accepting ideas from another culture? Explain your answer with what you now know.
