Getting to the Core Unit for

World History

Student Materials

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
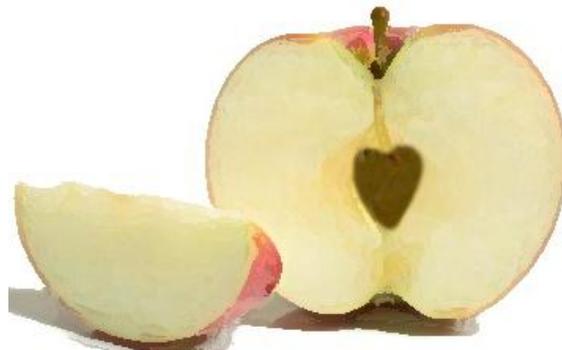
Getting to the Core Unit for

World History

Lesson One

How have advances to technology and communication changed our world?

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…

Dyad Share

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

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: Globalization Unit

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence

Vocabulary Notebook: Globalization Unit

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence

Vocabulary Notebook: Globalization Unit

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence

Vocabulary Notebook: Globalization Unit

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence

Vocabulary Notebook: Globalization Unit

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence

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?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

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_____

_____

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.					

Additional space for evidence

Statement	Evidence: Cite Source
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.	

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.*

Focus: First Viewing *How has technology transformed an age?*	
Focus: Second Viewing *What effects have satellites and computer technology caused?*	
How has technology affected cultures?	
How has the technological revolution affected the way people work?	

Annotating the Text:
<u>Underline</u> the improvements in Information Technology (IT)
[Bracket] economic globalization as a result of IT
<u><u>Double Underline</u></u> 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 societies of many countries around the world.

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

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.

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

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.

Annotating the Text:
<u>Underline</u> the improvements in Information Technology (IT)
[Bracket] economic globalization as a result of IT
<u>**Double Underline**</u> the social and cultural globalization as a result of IT

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 <u>*paraphrasing the key details*</u> *in the text that* <u>*supports the main idea.*</u> (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	addresses	scrutinizes	asserts	concedes	in addition	further
editorial	vignette	discusses	contests	argues	states	furthermore	additionally
article	memoir	examines	criticizes	posits	believes	moreover	beyond..also
speech	poem	explores	comments on	maintains	suggests	another	…as well
narrative	novel	considers	elaborates on	claims	implies	besides…also	
lab report	movie	questions	focuses on	notes	infers		
letter	drama/play	analyzes	reflects on	proposes	intimates		
research paper		opposes	argues for	declares			
		debates	argues against				
		disputes					

Academic Summary Scoring Rubric

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

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.

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

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

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.

Access to the Internet, 2007

Internet Users Worldwide	
Africa	33.54 million
Asia and the Pacific	455.55 million
Europe	321.85 million
Middle East	19.53 million
North America	232.65 million
Latin America	109.96 million
Worldwide	**6,574.66 million**

Source: Internet World Stats

Some Major Internet Nations

(Bar graph: Percentage of Population Online for Japan, United States, Canada, Australia, China, Great Britain, Germany, Italy, France, Spain)

Source: Internet World Stats

SKILLBUILDER: Interpreting Charts and Graphs
1. **Comparing** In which world region do most Internet users live?
2. **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*

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

Africa
A Continent Goes Mobile

Notes:
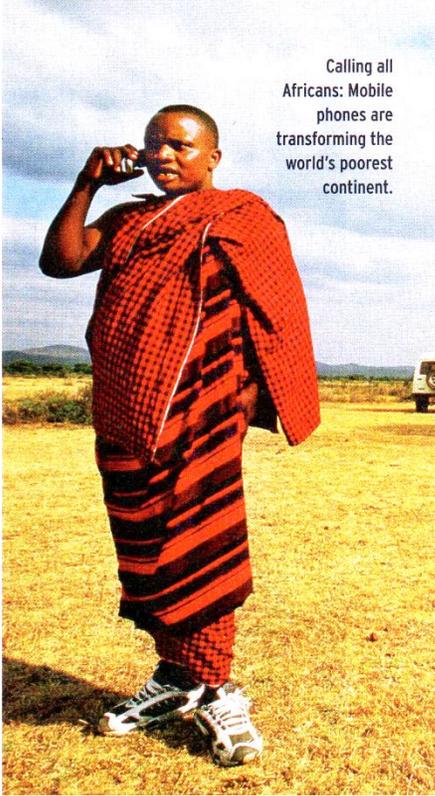
Calling all Africans: Mobile phones are transforming the world's poorest continent.

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 i*n 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."

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
Africa	1,073,380,925	4,514,400	**167,335,676**	15.6 %	3,606.7 %	7.0 %
Asia	3,922,066,987	114,304,000	**1,076,681,059**	27.5 %	841.9 %	44.8 %
Europe	820,918,446	105,096,093	**518,512,109**	63.2 %	393.4 %	21.5 %
Middle East	223,608,203	3,284,800	**90,000,455**	40.2 %	2,639.9 %	3.7 %
North America	348,280,154	108,096,800	**273,785,413**	78.6 %	153.3 %	11.4 %
Latin America / Caribbean	593,688,638	18,068,919	**254,915,745**	42.9 %	1,310.8 %	10.6 %
Oceania / Australia	35,903,569	7,620,480	**24,287,919**	67.6 %	218.7 %	1.0 %
WORLD TOTAL	**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.

Idea that supports argument	Text(evidence) to support idea
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: <u>*Explain with evidence how advances in technology and communication have changed our world?*</u>

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:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Frayer Model

DEFINITION	CHARACTERISTICS

<p style="text-align:center">Globalization</p>

EXAMPLES/MODELS	NON-EXAMPLES

Getting to the Core Unit for
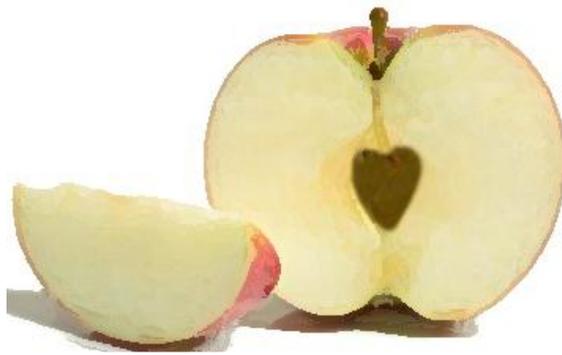
World History

Lesson Two

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

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. _____

_____

_____

_____

World History Common Core Unit—Student Handout page 33

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 <u>*paraphrasing the key details*</u> *in the text that* <u>*supports the main idea.*</u> (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	addresses	scrutinizes	asserts	concedes	in addition	further
editorial	vignette	discusses	contests	argues	states	furthermore	additionally
article	memoir	examines	criticizes	posits	believes	moreover	beyond..also
speech	poem	explores	comments on	maintains	suggests	another	…as well
narrative	novel	considers	elaborates on	claims	implies	besides…also	
lab report	movie	questions	focuses on	notes	infers		
letter	drama/play	analyzes	reflects on	proposes	intimates		
research paper		opposes	argues for	declares			
		debates	argues against				
		disputes					

Academic Summary Scoring Rubric

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

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

Main Idea:	*Key Terms and Meaning from Context*
Important Details:	*Assessment Type Questions with answers*

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

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

Main Idea:	*Key Terms and Meaning from Context*
Important Details:	*Assessment Type Questions with answers*

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

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

Main Idea:	*Key Terms and Meaning from Context*
Important Details:	*Assessment Type Questions with answers*

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

_____

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

Main Idea:	*Key Terms and Meaning from Context*
Important Details:	*Assessment Type Questions with answers*

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

_____

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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.	• developed nation • free trade • emerging nation • ozone layer • global economy • sustainable growth

Notes:

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

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.
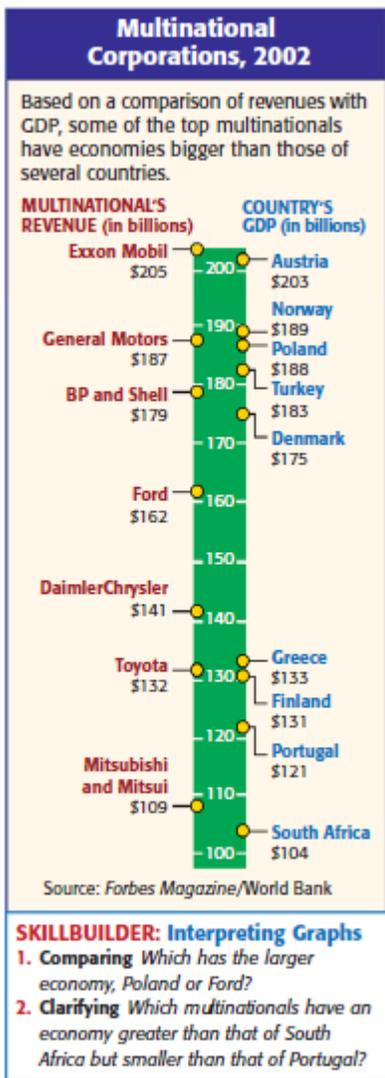
Multinational Corporations

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.

Multinational Corporations, 2002

Based on a comparison of revenues with GDP, some of the top multinationals have economies bigger than those of several countries.

MULTINATIONAL'S REVENUE (in billions)	COUNTRY'S GDP (in billions)
Exxon Mobil $205	— 200 — Austria $203
	Norway $189
General Motors $187	— 190 — Poland $188
BP and Shell $179	— 180 — Turkey $183
	— 170 — Denmark $175
Ford $162	— 160 —
	— 150 —
DaimlerChrysler $141	— 140 —
Toyota $132	— 130 — Greece $133
	Finland $131
	— 120 — Portugal $121
Mitsubishi and Mitsui $109	— 110 —
	— 100 — South Africa $104

Source: *Forbes Magazine/World Bank*

SKILLBUILDER: Interpreting Graphs
1. **Comparing** Which has the larger economy, Poland or Ford?
2. **Clarifying** Which multinationals have an economy greater than that of South Africa but smaller than that of Portugal?

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.

Vocabulary
tariff: a tax on goods imported from another country

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.

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
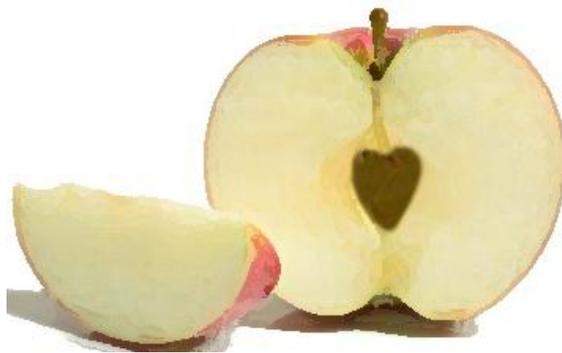
Getting to the Core Unit for

World History

Lesson Three
How has globalization impacted culture?

THE SOCIAL WEB STAY CONNECTED

What is the role of social media in your life?

Create a chart of the social media you use. 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?

Content

Describe what you see. What do you notice first? What people and objects are shown?

Connections

How does this connect with what you already know? What influence does this have on our society?

Origin:

Context

What is going on in the world, country, region, or locality when this was created? How is it influenceing the world today? How is this information shared with people around the world?

Conclusions

What can you learn from examining this image? What does this image say about the impact of globalization?

How is your view of culture influenced by other places?

Content

Describe what you see. What do you notice first? What people and objects are shown?

Connections

How does this connect with what you already know? What influence does this have on our society?

Country of Origin:

Conclusions

What can you learn from examining this image? What does this image say about the impact of globalization?

Context

What is going on in the world, country, region, or locality when this was created? How is it influenceing the world today? How is this information shared with people around the world?

CLOTHING

MUSIC

FOOD
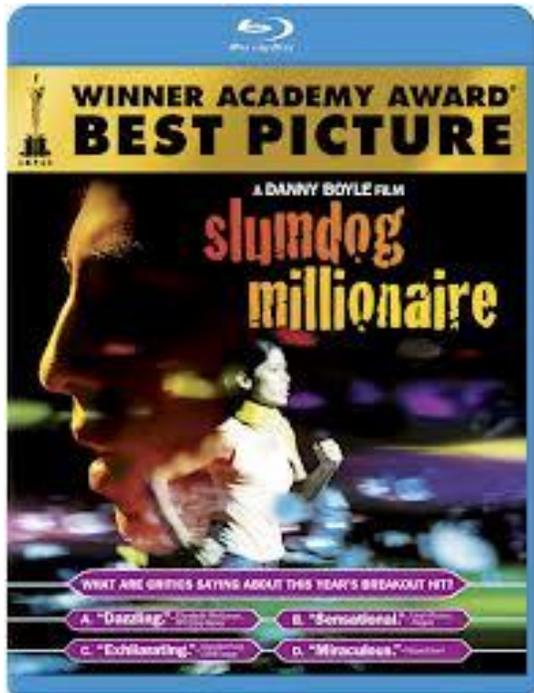
MOVIES

Slumdog Millionaire (2008)

TELEVISION

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

	Symbol	Comment/Question/Response	Sample Language Support
Possible Annotation Symbols	**?**	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…

<div align="right">

Adapted from Sonja Munevar Gagnon, QTEL training

</div>

"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."
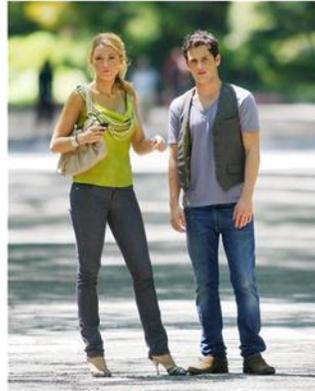
7. "Now the show's sense of style is having a broader impact, in the retail marketplace. Merchants, designers and trend consultants say that 'Gossip Girl,' which is in summer reruns on the CW network before returning Sept. 1, just in time for back-to-school shopping, is one of the biggest influences 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 televisions 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 of reading			
"The Spread of American Popular Culture" section of reading			
"Television" *and* "Pop Culture Values" sections of reading			

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)
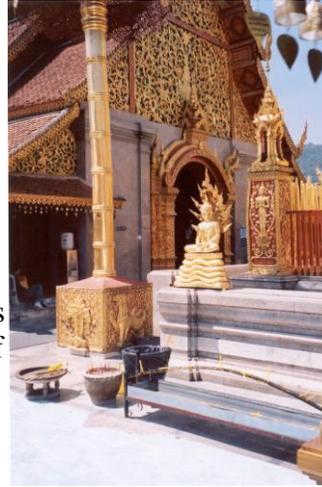
Western Values and Islam

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. Think about how social media affects 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

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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 a commenting directly upon the statement read, not upon other ideas.
- Once everyone else has commented, then the first speaker will then have "the last word" to explain why they chose that sentence.
- Then the turns rotates around the group until everyone has had an opportunity to share at least 2 of their chosen sentences.