

Exploring Globalization

LESSON OVERVIEW

Grade Levels:	11–12
Discipline/Subject:	Social Studies/Government/Civics
Summary of Lesson:	Following an introduction to the concept of globalization, students will work together in small groups to conduct research on a major intergovernmental organization, an international agreement, or an international movement in order to create an informative multimedia presentation detailing the origins, purposes, and recent actions of their selected entity.
Focus Questions:	What is globalization? What are some of the major forces driving globalization?
Duration:	45 minutes–1 hour
Materials Needed:	One per student: A copy of the “Exploring Globalization Rubric” (see “Homework/Assessment” section); a copy of the presentation expectations. For the class: Access to a multimedia presentation program such as PowerPoint or Prezi.
Resources Needed:	<i>Gale In Context: High School</i>
Alternate Resources:	<i>Gale In Context: Opposing Viewpoints, Gale In Context: Science, Gale In Context: World History</i>

LEARNING OUTCOMES

Students will be able to:

- define globalization and identify some of the major forces that drive it.
- detail the origins, purpose, and recent actions of an intergovernmental organization or international agreement/movement.

SKILLS USED

Students will **read** informational texts for understanding. Students will **collaborate** in small groups and conduct research on an intergovernmental organization or international agreement/movement. Students will **create** a multimedia presentation.

LESSON SEQUENCE

BEFORE CLASS

- Prepare enough copies of the rubric (see “Homework/Assessment” section) and the following presentation expectations for each student to have access to one.
 - Students' presentations must provide the following:
 - ◆ A definition of globalization
 - ◆ Three examples of globalization (other than those given in “The Globalization Economy”

- ◆ An explanation of their IGO/movement/agreement's purpose
- ◆ A brief explanation of the founding of their IGO/movement/agreement
- ◆ A list of their IGO's/movement's/agreement's members
- ◆ Two major events (current events) in the past ten years that resulted in a reaction from their IGO/movement/agreement

OPENING ACTIVITY

Suggested timing: 5 minutes

- Have students access *Gale In Context: High School* and read "[The Globalization Economy](#)."

DISCUSSION

Suggested timing: 5 minutes

- As a class, discuss the following:
 - What globalization is
 - Examples of globalization
 - Forces that affect globalization (e.g., technology, communication speeds)
 - Pros and cons of globalization

INSTRUCTION

Suggested timing: 5 minutes

- Explain to students that one way in which globalization is occurring is in the proliferation of intergovernmental organizations (IGOs) and international agreements and movements.
- Inform students that they will be researching one such group or agreement and preparing a multimedia presentation to explain it to their classmates.
- Then, distribute the rubric and presentation expectations and discuss them, answering questions and clarifying points of confusion.

RESEARCH

Suggested timing: 15–20 minutes

- Have the class divide into nine roughly equal groups.
- Then, have each group select one of the following IGOs or international agreements/movements. Each group should select a different option.
 - International Monetary Fund/IMF ("[Intergovernmental Organizations](#)")
 - World Trade Organization/WTO ("[World Trade Organization](#)")
 - World Bank ("[Intergovernmental Organizations](#)")
 - Organization of Petroleum Exporting Countries/OPEC ("[Intergovernmental Organizations](#)")
 - North Atlantic Free Trade Agreement/NAFTA ("[The North American Free Trade Agreement Is Signed...](#)")
 - European Union/EU ("[Intergovernmental Organizations](#)")
 - G20/Group of Twenty ("[Plenty at Stake when the G20 Gathers Here](#)")
 - United Nations/UN ("[Intergovernmental Organizations](#)")
 - North Atlantic Treaty Organization/NATO ("[Intergovernmental Organizations](#)")
- Students should then begin their research, using the source associated with their option as a starting point.

PROJECT

Suggested timing: 10–20 minutes

- As groups finish their research, they should create their multimedia presentations using a program such as PowerPoint, Prezi, or Google Slides. Encourage groups that will not finish

before the end of class to create their presentations in Google Slides as it will allow them to collaborate outside of class easier.

CLOSING ACTIVITY

Suggested timing: 5 minutes

- Instruct students to upload or share their presentations (such as on a class website, through Google Drive, or similar). Groups who are not finished will need to complete their multimedia presentation as homework. If they are not using Google Slides, encourage them to come to a group consensus for how they will collaborate outside of class (e.g., using Slack, posting through a class website, emailing).
- Also inform students that they will need to view the other groups' presentations prior to the following class period.
- Finally, review the concept of globalization, along with its pros and cons, as a class.

SOURCES

Gale In Context: High School

- Benson, Sonia, et al. "World Trade Organization." *UXL Encyclopedia of U.S. History*, vol. 8, UXL, 2009, pp. 1711-1714. *Gale In Context: High School*, <https://link.gale.com/apps/doc/CX3048900682/SUIC?sid=ICFE>
- Cohen, Edward S. "Globalization." *American Governance*, edited by Stephen Schechter, et al., vol. 2, Macmillan Reference USA, 2016, pp. 344-347. *Gale In Context: High School*, <https://link.gale.com/apps/doc/CX3629100307/SUIC?sid=ICFE>
- Gittins, Ross. "Globalization." *Age [Melbourne, Australia]*, 22 Feb. 2014, p. 6. *Gale In Context: High School*, <https://link.gale.com/apps/doc/A359301365/SUIC?sid=ICFE>
- "The North American Free Trade Agreement Is Signed: December 17, 1992." *Global Events: Milestone Events Throughout History*, edited by Jennifer Stock, vol. 6: North America, Gale, 2014. *Gale In Context: High School*, <https://link.gale.com/apps/doc/CUACEP815838162/SUIC?sid=ICFE>
- Swanson, Kelly W. "The Globalization Economy." *Human Geography: People and the Environment*, edited by K. Lee Lerner, et al., vol. 2, Gale, 2013, pp. 552-556. *Gale In Context: High School*, <https://link.gale.com/apps/doc/CX2062300217/SUIC?sid=ICFE>
- Valentine, Rebecca. "Intergovernmental Organizations." *UXL Civics*, vol. 3: US Foreign Policy and Global Affairs, UXL, 2015, pp. 403-437. *Gale In Context: High School*, <https://link.gale.com/apps/doc/CX3622500022/SUIC?sid=ICFE>

HOMEWORK/ASSESSMENT

Homework:

- Groups unable to complete their presentations before the end of the class period will need to finish and submit them before the next class period.

Formative:

Students will be measured on:

- their ability to explain globalization, evidence of which will be taken from the Discussion.

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Summative:

Students' multimedia presentations will be graded based on the following rubric:

Exploring Globalization Rubric

Criteria	Excelling = 4 pts	Progressing = 2 pts	Beginning = 0 pts	Points
Comprehensiveness	All presentation expectations are sufficiently addressed in the presentation.	Most presentation expectations are sufficiently addressed in the presentation.	Some of the presentation expectations (or none) are sufficiently addressed in the presentation.	
Research	At least three different sources are referenced throughout the presentation, and each is properly cited.	One or two different sources are referenced throughout the presentation, and each is properly cited.	Citations are either missing or improperly given throughout the presentation.	
Production quality	Presentation is organized, easy to follow, <i>and</i> shows attention to detail.	Presentation is somewhat organized or easy to follow <i>but</i> shows attention to detail.	Presentation is disorganized, difficult to follow, and shows little attention to detail.	
Total Number of Points				

DIFFERENTIATING INSTRUCTION

To accommodate your classroom's range of learning styles and personality types, here are some suggested modifications and strategies for this lesson. Implement as many or as few of these modifications to the lesson as deemed necessary.

Struggling Learners	
Discussion	<ul style="list-style-type: none"> Allow time for the class to discuss the reading in small groups prior to discussing it as a class.
Research	<ul style="list-style-type: none"> Provide students with (or help them create) a graphic organizer to facilitate notetaking.
Research, Project	<ul style="list-style-type: none"> Assign students to heterogeneous groups (e.g., mainstream with advanced, struggling with mainstream) rather than having them choose. Have students conduct research on the World Trade Organization or on a non-UN option with "Intergovernmental Organizations" as its source (IMF, World Bank, OPEC, NATO, or EU).

Advanced Learners

Opening Activity	• Have students read “Globalization” (see “Sources”) instead.
Research, Project	• Assign students to heterogeneous groups (e.g., mainstream with advanced, struggling with mainstream) rather than having them choose. • Task advanced students with serving as project managers and facilitators, ensuring that all group members are participating and have the chance to be heard, that all requirements are met, and that the presentation is completed before the deadline. • Have students conduct research on NAFTA, G20, or the United Nations.
Project	• If time and resources allow, have students record narration to accompany their presentation.

ALTERNATE DATABASES

This lesson can easily connect with content found on these other databases:

Gale In Context: Opposing Viewpoints

- “Globalization.” *Gale Opposing Viewpoints Online Collection*, Gale, 2017. *Gale In Context: Opposing Viewpoints*, <https://link.gale.com/apps/doc/PC3021900074/OVIC?sid=ICFE>
- Griswold, Daniel. “Globalization’s Negative Impact on U.S. Unemployment Is Exaggerated.” *Unemployment*, edited by David Haugen and Susan Musser, Greenhaven Press, 2011. *Opposing Viewpoints. Gale In Context: Opposing Viewpoints*, <https://link.gale.com/apps/doc/CX3622500022/OVIC?sid=ICFE>
- Weeks, Darren. “Globalization Increases U.S. Unemployment.” *Unemployment*, edited by David Haugen and Susan Musser, Greenhaven Press, 2011. *Opposing Viewpoints. Gale In Context: Opposing Viewpoints*, <https://link.gale.com/apps/doc/EJ3010746206/OVIC?sid=ICFE>

Gale In Context: Science

- “Remembering Bush 41: How Has NAFTA Shaped the Global Economy?” *Morning Edition*, 3 Dec. 2018. *Gale In Context: Science*, <https://link.gale.com/apps/doc/A564173035/SCIC?sid=ICFE>
- “University of Barcelona: Globalization and Climate Change Are the Passport to New Epidemic Diseases Worldwide.” *ENP Newswire*, 12 June 2019. *Gale In Context: Science*, <https://link.gale.com/apps/doc/A588656721/SCIC?sid=ICFE>

Gale In Context: World History

- “President Trump’s World View Puts the Brakes on Globalization.” *Morning Edition*, 2 May 2017. *Gale In Context: World History*, <https://link.gale.com/apps/doc/A492257233/WHIC?sid=ICFE>
- “Why They’re Wrong; Anti-Globalists.” *The Economist*, 1 Oct. 2016, p. 11 (US). *Gale In Context: World History*, <https://link.gale.com/apps/doc/A465037489/WHIC?sid=ICFE>

NCSS STANDARDS

Standard Source: *National Council for the Social Studies (2010)*

Grades 11–12

- **2.B.5** The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion.
- **9.B.2** The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws).
- **9.C.6** Analyze the causes and consequences of persistent, contemporary, and emerging global issues, and evaluate possible solutions.