

Unit 2 - Globalization

STEP 1: DESIRED RESULTS

Essential Question: How does globalization impact communities?

Content Questions:

1. How does the idea of unity influence the collective grouping of political entities?
2. Why is there controversy around the issue of global warming?
3. What elements of the psychology of a person influence his or her desire to emigrate?
4. How have political, social and economic developments in one region influenced and impacted political development in other parts of the world?
5. How have immigrants influenced and changed the demographics, perspective and working conditions in America?
6. How does economic globalization differ from demographic globalization?
7. How has instant worldwide communication influenced any or all forms of globalization?
8. Why and how have the personal histories of those living in diverse places influenced their society, and the society of others?
9. What does it mean to be a child of the world?

Process Questions:

1. [RI7]- How have multiple multimedia sources of information helped to focus on questions and problems?
2. [RI9A]- How has annotating and analyzing informational texts helped to enhance your use of non-traditional viewpoints.
3. [RI1A] -In what ways has developing evaluative questions helped to explore the topics?
4. [RI4]- What elements of alternative meanings of words and phrases were necessary to develop in order to define your project?
5. [W2]- In what ways has your selection of your particular text enabled your writing of the informative essay?
6. [W3F]- What elements of language and writing have been developed to accommodate your audience?

7. [SL2]- How have you been able to evaluate the credibility and accuracy of your multiple sources in order to integrate them in your project?

8. [SL4]- How can we structure our oral presentations in order to allow the listeners to follow our line of reasoning?

9. [RL1]-What elements of explicit citations and textual evidence have been used to support your analysis?

10.[RL2]- How have we determined the themes or central ideas of the text and how do they interact and build on one another?

11.[RL7 12.[RL6]-What elements of point of view do not reflect the statements of a protagonist in a fictional or non-fictional work?

13.[L1]- How have the conventions of standard English been applied in our text?

14.[L4]-How have specialized reference material enhanced our ability to clarify the meaning of our text?

Metacognitive Questions:

1. How did your perceived audience impact your completion of your authentic task?

2. How have you learned from your interviews with individuals the importance of unity in the Zeitgeist of current ideas on globalization?

Standards:

RL1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL2- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL7A. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.

RI 1A. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI9A. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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).

W3F. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

SL2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., MerriamWebster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STEP 2: ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Students will...

A. Develop speeches researching globalization on a given topic in groups of four. Topics can include economics, poverty, education, industry, corporations, pop culture, religion, human rights, war, urbanization, environment, food, health or medicine. Student groups will present both sides of an issue to entire class; every student will take notes on each group's presentation. [SL1, SL2, SL4, SL5, L1]

B. Write a 500 word editorial based on students' notes from class presentations as well as personal findings. Student's individual OP-ED piece will present and defend their views on the impact of globalization. [SL 3] [W2] [[W4] [W3F] [L1]

Other Assessments (Diagnostic, Formative, Summative):

Diagnostic- Quizzes, Anticipation Questions [RL 7A]

Formative- Developing rubric, group oral/written progress report to present to class, school library, fishbowl discussions, exit tickets, weekly status journal[SL 2, SL 4, W2, W3F]

Summative- Authentic task {working and planning of technical aspects, group participation} edited weekly status journal. **Expository Individual paper**. [W2, W4, SL2, SL4, RL1, RL2, RL6, RL7A, RI 1A, RI 4, RI 7, RI 9A, L4]

Traditional assessments, such as vocabulary quizzes and literary or informational content exams, could also be implemented within the unit.

Final Unit Project:

Students will demonstrate their knowledge of Globalization and associated issues by creating a graphic organizer. Students will use Glogster in order to creatively display their knowledge of the Globalization concepts taught in this unit. The graphic organizer must contain relevant vocabulary and original examples in order to effectively display mastery of the topic of Globalization. Students will be graded by using the following Rubric.

STEP 3: TEACHING AND LEARNING PLAN

Teaching and Learning Activities:

Students will...

- Work in small groups to define their vision of globalization. (Formative)
- Conduct fishbowl activity for sharing out the outcome of the visions for globalization. (Formative)
- Locate primary sources which connect to the idea of globalization; work in small groups to prepare and present findings. (formative)
- Students will take notes during presentations on teacher provided graphic organizer. (Formative)
- Choose specific chapters and selections in books read or sampled by the class as a whole group, such as How the Other Half Lives, and prepare short presentation for class.
- Model and have student act as teacher in researching online resources for final authentic task; OP-ED piece.
- Use computer resources to investigate globalization and potential creation of blog.
- View and analyze TedTalks and participate in whole class discussions based on the videos.
- Read and evaluate nonfiction articles from sources such as the New York Times OP-ED sections as a model for individual papers.

Resources and Technologies Needed:

Suggested Electronic Sources-

1. Use US government materials including congressional committee reports to elucidate the process of demographic globalization.
2. Go to Tenement Museum [www.tenement.org] and other individual public websites to locate and assess primary sources.
3. Utilize local and informational sources such as historical records of local communities and reports from mayor's office to bolster your arguments regarding globalization.
4. Use newspapers [on line or in print] to enhance the use of primary sources.
5. Use databases to identify issues of economic, social and demographic globalization.
6. Go to sources such as TEDTALKS and CSPAN to identify issues, secondary sources, and primary sources concerning globalization.
7. Understand how primary and secondary sources can lead to other informational resources.
8. Storyofstuff.org – video.

Technology-

Use databases, computers, smart-boards, tablets, flash-drives, electronic library card, ereaders.

Suggested Book List

Fiction

Brave New World, Dreaming in Cuban; In the Time of the Butterflies; Siddharta; Waiting for Godot; Master Harold; Women Warrior; Fahrenheit 451; Literature Across Cultures (selections), The Good Earth; Hiroshima; Nectar in a Sieve; Jasmine; Interpreter of Maladies

Non-fiction

Short Prose book from bookroom (selections), Poetry of Emma Lazarus, How the Other Half Lives (Jacob Riis), Selections from Oscar Handlin books, including oral histories.

Books include Children of the Uprooted, Boston's Immigrants; Frank McCourt's Angela's

Ashes, 1493 by C. Mann (selections), selections from books by Daniel Moynahan; One Hundred Percent American. A]- What elements of multicultural full length texts have been used in our work?