

Unit 02: Globalization and the United Nations Copied from: Current Global Issues, Copied on: 08/15/23

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **1-2 Weeks**
Status: **Published**

Summary

Introduction: During the course of the semester, students will be introduced to a wide variety of current issues. The goal of this unit is to introduce students to the concept of globalization, a brief historical overview of the post-Cold War era when the United States becomes the world's dominant superpower and the organization of the United Nations. The instructor can choose from a variety of activities and readings and may use the Choices series to explore the organization and function of the United Nations. Students will be asked to assess the impact of globalization and the United Nations. This unit can be used in conjunction with the project description in Unit 1.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SOC.6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
SOC.6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
SOC.6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.
SOC.6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

SOC.6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
SOC.6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
TECH.8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
WORK.K-12.9.2.A	Critical Thinking

Essential Questions/Enduring Understandings

Essential Questions

What are the costs and benefits of Globalization?

Assess the impact of globalization on the following: Culture? Environment? Politics? Gender?

Does the world need more or less globalization?

Has the United Nations been a positive force ?

Enduring Understandings

The United States, the United Nations, and international corporations (many American) have had a substantial role in promoting globalization since WWII.

Globalization has brought great progress to humankind, but has also created significant problems and controversies both within the United States and around the world. .

Objectives

Learners will know:

Definitions of globalization.

Definitions and be able to distinguish between the first world and third world (developed world/developing

world).

A basic history and timeline of globalization.

That the history of European imperialism was a major force of globalization in the 19th – 20th centuries.

Globalization accelerated significantly following World War II.

The United States military, popular culture, and economy have been prominent globalizing forces since WWII.

There are challenges to U.S. hegemony around the world.

The meaning of the “flattening of the world.”

The following global issues (and research topics) have been impacted significantly by globalization: 1. Human migration – immigration, refugees. 2. Environmental Issues – in general or specifically, climate change, deforestation, animal habitat, ocean health, environment, and human rights. 3. Food and food security – starvation and nutrition, GMO crops. 4. Terrorism – cyber-security, war on terror, drones, the international response to. 5. Gender and sexuality – gender equality, women’s rights, LGBT issues. 6. Economic developments/organizations – the World Bank, IMF, poverty, and development in developing nations. 7. Water-pollution, access to, privatization of. 8. The United Nations – various organizations, effectiveness. 9. Technology and progress – benefits/drawbacks, e-waste/environment, economic development. 10. Health-global pandemics/epidemics, HIV/AIDS, TB, malaria, Ebola, Zika.

NOTE: This section repeats part of unit 1 because both units fit together and serve as an introduction.

Learners will be skilled at:

Researching current issues using technology.

Assessing information.

Thinking critically about global connections.

Summarizing information.

Learning about and interpreting current events independently.

Using technology to become globally aware and take action to affect change.

Reflecting on global issues and their role in the world.

Learning Plan

Globalization in YOUR life... Make a list of the following at home: items of clothing/apparel, food and household items. List: Material? Country of origin? We will use this as an introduction to globalization and class discussion.

Examine GDP in the U.S. and discuss poverty statistics.

Read and discuss “Globalization: A view from below” from Teaching for Justice in an Unjust World

Teacher may select various articles and activities from Rethinking Globalization. The Introduction and Chapter I: Legacy of Inequality: Colonial Roots both contain valuable material. Note: Rethinking Globalization is biased against globalization and argues that globalization has been primarily a negative force. The instructor should point this out and give students a chance to view globalization as a positive force, as well, so they can make their own assessments.

Watch: Globalization – Crash Courses I and II (available on youtube.com)

Read and discuss The World is Flat, by Thomas Friedman. (Advanced students, if time allows)

Watch the one hour documentary Living on One Dollar a Day (2014), set in rural Guatemala and write a reaction to it.

Complete one of the “Introduction to Inequality Activities on pages 68-72 in Rethinking Globalization.

Find and summarize current event articles on globalization.

Debate the effects of globalization with one another in small groups and with the whole class.

Write an essay in which they respond to the following: Do you believe that globalization has had more positive or negative effects on the World? Explain.

Complete selected activities from “United Nations: Challenges and Changes” from Choices to examine the role of the UN, learn about how it is organized, and debate its successes and setbacks.

Complete selected activities from “The U.S. Role in a Changing World” from the Choices series.

Create pro-United Nations or anti-United Nations educational advertisements based on what they have learned.

Alternatively, students can create pro and anti-globalization posters that draw from the positive and negative effects of globalization.

Assessment

Formative Assessment – Reaction and Response to Living on One Dollar a Day (2014) Documentary

Alternative Assessment – Current Event Articles Assignment on Globalization

Summative Assessment – Respond to the following prompt - Do you believe that globalization has had more positive or negative effects on the World? Explain.

Formative/Alternative – Choices Program Activities from “United Nations: Challenges and Changes” to examine the role and debate its setbacks and successes

Formative/Alternative – Choices Program Activities from “The U.S. Role in a Changing World” to examine

and debate the role of the U.S. on the modern world stage.

Summative/Alternative – Pro/Anti-United Nations Educational Advertisement

Materials

Crash Course: Globalization I & II Videos – YouTube

Living on a Dollar a Dollar a Day Documentary – (Currently available) Amazon Prime Video

Choices Program

Integrated Accommodation and Modifications

<https://docs.google.com/spreadsheets/d/1-SxlU9JGZelUw6giBmI-Nu1D1za2lKGrAr99miCIxXo/edit?usp=sharing>