

# Unit 1: Globalization: Origins, Impact and Controversies

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **4 Weeks**  
Status: **Published**

## Summary

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In the Current Global Issues course, students examine global phenomena through the central themes of globalization, human rights, challenges to state power and global health, technology and the environment. During each unit, students use a set of core skills to examine the central theme and how it impacts individual nations and the global community, including problems that are shared by all nations and ways of addressing them. Moreover, a key pillar of the course is daily international news that fortifies the continuing story of world events.

This unit introduces 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 is required to teach the origins and impact of globalization and the organization and function of the United Nations and then will select one additional topic from the following list:

- Economic prosperity and Inequality
- Global cultural mixing (food, religion, music, language)
- Impact of globalization on race and ethnic minorities

This unit is part of the larger aforementioned course sequence and specifically focuses on the historic origins, impact of, and controversies surrounding globalization where students will appreciate the ways that globalization touches all aspects of our social, political and economic lives. By the end of this unit, students will be able to

- Describe the origins of globalization and evaluate its impact by reading textual and online sources
- Engage in discussions centered around cultural competency with their peers
- Recognize arguments for and against globalization and articulate their own factually informed opinion on the phenomenon.

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## Standards

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6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the

adoption of the Universal Declaration of Human Rights.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a

business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

## **Essential Questions and Enduring Understandings**

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### **Essential Questions:**

- What are the historic origins and essential processes of globalization?
- What are the costs and benefits of globalization to people and nations?
- To what extent has the United Nations been a positive force of globalization and effective in addressing global problems?

### **Enduring Understandings:**

- The United States, the United Nations, and international corporations (many American) have had a substantial role in promoting globalization since WWII.
- Globalization impacts all areas of life and has brought great progress to humankind, but has also created significant problems and controversies both within the United States and around the world; it has created tension and conflict among states competing for global power and resource

## **Objectives**

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### **Students will know:**

- Definitions of globalization.
- The origins and features of nations in the developed world versus the developing world (aka “first world” and “third world” nations).
- A historical outline of the origins 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 through the influence of the United States military, popular culture, and economy.
- There are challenges to the forces of United States dominated globalization from nation-states such as Russia, China and regional powers such as the European Union, Latin America and the African Union.
- The historical origins and essential functions of the United Nations.
- Controversy surrounding the effectiveness of the United Nations in addressing global issues, including but not limited to: the prevention of genocide; nuclear disarmament; prevention of global conflict; food

security; economic development; spread of epidemic and pandemic diseases.

**Students will be skilled at:**

- Researching current controversies about globalization and the role of the United Nations using technology.
- Assessing conflicting information about globalization and the United Nations to craft an argument.
- Thinking critically about global connections to appreciate our interconnected world.
- Learning about and interpreting current events independently and presenting that information in a global context.
- Identifying potential actions that can be taken (such as letter writing, protesting or petitions) to affect change on controversial global issues.

**Learning Plan**

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This unit includes, but is not limited to, the following learning strategies:

**Core Unit Activities:**

**“Just a Cup of Coffee”:** Students will read “Just a Cup of Coffee” and consider the impact of consumer goods on our global society. They will then research items at home such as clothing, food and household items and list the material, country of origin. Students will then consider what positive or negative impacts these items might have on culture, people and the environment.

**Origins of Globalization:** Students will read and discuss the articles “Burning Books and Destroying People” and “Globalization: A view from below” from Teaching for Justice in an Unjust World. Students will have roundtable discussions based on questions and consider sources and information that might complicate or contradict the claims made in the articles.

**Debating Globalization:** Students will consider the impact of globalization from multiple perspectives and craft a claim supported by evidence to assess this impact. As an optional extension, students may 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.

**United Nations Readings:** Students will use the Choices series to read about the historic origins and structure of the United Nations, completing the accompanied worksheets at teacher discretion.

**Saudi Arabia and the U.N. Security Council debate:** Students will debate the structure of the security council and evaluate Saudi Arabia's decision to decline a non-permanent seat as a protest. Alternatively, the instructor may have students participate in other structured academic debates from Choices on the role of the U.N.

**Advertising the United Nations:** Students research the role of the United Nations and create pro-United Nations or anti-United Nations educational advertisements based on what they have learned.

### **Optional In-Depth Activities: (Select ONE)**

**Globalization Presentations:** Students will design presentations on various topics related to globalization such as food, music, culture, which they will present to the class. Alternatively, students can create pro- or anti-globalization posters that draw from the positive and negative effects of globalization.

**“Living on One Dollar a Day” (2014):** Students watch this documentary set in rural Guatemala to learn about global poverty and economic development in the developing world and write a reaction paper to it.

**Global Racial and Ethnic Minorities:** Students will watch “Interracial Marriages in Post-Apartheid South Africa” to consider challenges and progress to racial equality in our globalized world. They will then research and design a museum-style exhibit on various global racial and ethnic minorities including, but not limited to: Aymara, Maya and Nauthtl of the Americas; Zulu, Xhosa and Massai of Africa; Christians in the Middle East; Muslim migrants in Europe; Ainu people of Japan; Uighurs of China.

**Confronting Global Issues Portfolio Project:** In this optional project, students research and document one current global issue in-depth independently, collecting and summarizing relevant sources such as news articles, approved films or political cartoons. Topics may include, but are not limited to: education, gender, health topics, immigration or refugees, effectiveness of the U.N, access to water, climate change or environmental issues. The instructor may choose to use this project to teach ways that students may become involved in the issue of their choosing on a local or global level that may include creating an action plan, letter writing or web activism.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading

strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

## **Assessment**

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When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

### **Formative Assessments -**

- Students will write their own version of “Just a Cup of Coffee” from Rethinking Globalization: Teaching for Justice in and Unjust World” edited by Bob Bigelow (2002)
- Student will write a film response to “Living on One Dollar a Day” (2014) Documentary
- Choices Program Activities from “United Nations: Challenges and Changes” to examine the role and debate its setbacks and successes

### **Summative Assessments –**

- Respond to the following prompt - Do you believe that globalization has had more positive or negative effects on the World? Explain.
- Assessing the impact of globalization presentations: Student will design presentations on various topics about globalization that may include music, food products, fashion trends, sports and pop culture.
- Pro/Anti-United Nations advertisement in the form of a poster or flier that assesses the impact of UN actions around the world.
- Global Ethnic Minorities presentations or museum exhibit - Students will design museum exhibits focusing on the impact of globalization on ethnic diversity.

### **Alternative Assessments –**

- Read and summarize current event articles in the news on various topics about globalization
- Presentations or projects may be modified to individual students; assigned as group work or presented to teacher one-on-one to meet accommodations

## Materials

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The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: [Core Book List](#).

The following are approved resources that teachers can include to further unit related objectives:

- Selected articles and resources from the book *Rethinking Globalization: Teaching for Justice in and Unjust World* edited by Bob Bigelow (2002)
- “India: Gateway to Globalization” Lesson Plan:
  - [https://www.wpunj.edu/cohss/departments/community-and-social-justice-studies/images/FHGPA/HoglundRon\\_GatewayToGlobalization\\_LessonPlan.pdf](https://www.wpunj.edu/cohss/departments/community-and-social-justice-studies/images/FHGPA/HoglundRon_GatewayToGlobalization_LessonPlan.pdf)
- “Crash Course Globalization I”:
  - <https://www.youtube.com/watch?v=5SnR-e0S6Ic>
- “Crash Course Globalization I”:
  - [https://www.youtube.com/watch?v=s\\_iwrt7D50A](https://www.youtube.com/watch?v=s_iwrt7D50A)
- “How Britain Stole \$45 Trillion”: [https://www.youtube.com/watch?v=x\\_jGPf764d0](https://www.youtube.com/watch?v=x_jGPf764d0)
- Choices Series “United Nations: Challenges and Controversies”:
  - <https://curriculum.choices.edu/me/preview/units/14/parts/1150>
  - <https://curriculum.choices.edu/me/preview/units/14/parts/1150>
- Documentary: “Living on a Dollar a Day” (2014)
  - <https://www.youtube.com/watch?v=E9Jy8gKgXi0&t=1271s>
- Journeyman Documentary: “Interracial Marriages in Post-Apartheid South Africa”:
  - <https://www.youtube.com/watch?v=AwsTf5vKuGY>

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.



## **Suggested Strategies for Modification**

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This link includes content specific accommodations and modifications for all populations:

<https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aCIW-bkRGPDRHXVrk/edit?usp=sharing>

These additional strategies are helpful when learning Social Studies content and skills:

- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials, including graphic organizers for writing.
- Mark texts with a highlighter.
- Provide time for students to process their responses before asking for contributions during class.
- Model expectations for assignments and provide clear rubrics with detailed instructions