

Course: Geography 12

Unit: Globalization

Rationale:

With the rapid growth of technology, an increase in population and the world achieving the ultimate level of interconnectedness through the World Wide Web, globalization has become a trending topic in the media and should also become a focus within education. This unit is designed to take place within a Geography 12 course but has a wide variety of applications that can even extend into Social Studies 11, Social Justice and IB Geography 11 courses. This unit overview provides eight individual lessons, each with a central theme that becomes the framework for the learning objectives. As a topic, globalization has quickly become a hot and trending “buzz” word that can often be used as a default to describe specific issues impacting the social, economic, political and environmental institutions around the globe. This unit attempts to highlight the big issues within these guiding themes and encourages students to fully comprehend what globalization is, its level of impact and influence as well as identify and assess the areas that demand a greater focus. Globalization is often presented in larger than life topic, with far too many avenues of discussion to bring into the classroom.

Objectives: *Students will be able to...*

1. Identify and describe what globalization is and what it means in term of social, economic, political and environmental impacts.
2. Identify, describe and assess the causes and consequences of globalization on a variety of levels: locally, nationally and globally.
3. Analyze the various causes of globalization.
4. Examine the positive and negative implications of globalization in terms of social, economic, political and environmental issues.
5. Examine and assess the role played by government organizations in facilitating the rise of globalization.

Focus	Lesson Title	Objectives (SWBAT)	Activities	Resources
<i>Social</i>	<p>“Behind the Swoosh:”</p> <p>Case Study into the social impacts of sweatshops</p>	<ol style="list-style-type: none"> 1. Identify and describe what a sweatshop is and the locations in which they are created. 2. Identify the push/pull factors that lead to the creation of sweatshops. 3. Identify the positive and negative impacts of sweatshops. 4. Examine the social and cultural implications of sweatshops in the areas they reside. 5. Identify and assess governmental or human rights policies aimed at limiting the negative impacts. 	<p><i>Introduction</i></p> <ol style="list-style-type: none"> 1. Class brainstorm/discussion <ul style="list-style-type: none"> - what are some characteristics of sweatshops? - where are they commonly established? why? <p><i>Body</i></p> <ol style="list-style-type: none"> 1. Show “Behind the Swoosh” video to class 2. Discussion after viewing <ul style="list-style-type: none"> - What were some of the key points in this video? - What surprised you? - Is there another solution? 3. Provide follow up for students about what is being done now in terms of NIKE, other organizations and their practices in regards to labour. <p><i>Conclusion/Assignment</i></p> <ol style="list-style-type: none"> 1. In pairs identify a brand of clothing that you regularly wear. 2. Identify wear it is made and roughly how much you paid for it in the store. 3. Research how much workers get paid in producing the article and any other interesting information about the company. 4. Be ready to present your findings to the class in a brief 5 minute presentation next class. 	<p>Video: “Behind the Swoosh”</p>

Focus	Lesson Title	Objectives (SWBAT)	Activities	Resources
<i>Social</i>	The Magical Powers of Media and Advertising	<ol style="list-style-type: none"> 1. Identify and describe the positive and negative impacts of advertising on society and culture. 2. Assess the role that advertisements and media play in driving globalization. 3. Analyze popular media and advertisements and how they influence society, individuals. 4. Identify the mixed messages behind media and advertisements. 	<p><i>Introduction</i></p> <ol style="list-style-type: none"> 1. Show a slide show of popular advertisements and brands via commercials, magazines, music. 2. Ask students who the target audience is for major companies like NIKE, McDonalds, Cover Girl, American Apparel etc. and what strategies they use? <p><i>Body</i></p> <ol style="list-style-type: none"> 1. Show the video “The Ad and the Ego.” 2. Discussion with class after the conclusion of the film. <ul style="list-style-type: none"> - What were your observations? - What did you learn? - What are the impacts of advertising? - Should there be more of the truth shown to the public? <p><i>Conclusion/Assignment</i></p> <ol style="list-style-type: none"> 1. Have students choose an advertisement from a company or brand. 2. Students will create a “truthful” advertisement that reveals the realities of the company, brand, wages, etc. 	Video: The Ad and the Ego
<i>Environmental</i>	Greenhouse Gasses and the Earth. Study of how countries are	<ol style="list-style-type: none"> 1. Utilize research skills to for a better understanding of a global issue: greenhouse gas production 2. Identify restrictions (political, 	<p><i>Introduction</i></p> <ol style="list-style-type: none"> 1. Introduction discussion <ul style="list-style-type: none"> - How did you get to school today? Walk vs. Drive. Public Transport - What do you think is your own carbon 	Video: Rick Mercer Report: Heritage Moment - Kyoto Accord

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	<p>moving towards “greener” practices</p>	<p>economic, physical) that allow countries to attain such goals Also what will hinder the attainment of such goals</p> <p>3. Examine the effects of such wide sweeping protocol on varying nations</p> <p>4. Evaluation of nations that are involved and those that are not: the idea of developing nations/USA</p>	<p>footprint?</p> <p><i>Body</i></p> <ol style="list-style-type: none"> Show Rick Mercer Video to class - Explanation of intensity based targets Discussion about Canada and the Kyoto Protocol - Why would Canada step back? Move to computer lab and outline research assignment surrounding the Kyoto Protocol - Pulling countries out of a hat to research - Students will research (in pairs of alone) the goals set out by Kyoto for their country and if they are meeting/failing expectations and finding reasons why. <p><i>Conclusion/Assignment</i></p> <ol style="list-style-type: none"> Assessment of students’ progress with research (to see if more time is needed) Advise students of assignment that requires them to write a Kyoto report card for their nation due within a week. Report card must include letter grade and reasoning behind grade. 	<p>Computer lab: if not available, students may use their smartphones or their laptops (If this is the case students will be paired up so they all have equal access)</p>
<i>Environmental</i>	<p>Closer to home: Keystone XL and Northern Gateway Pipelines.</p>	<ol style="list-style-type: none"> Determining how globalization has a large impact on their province/country Examining the pros and cons of Canada’s growing importance in the world of oil production and how it may adversely affect the environment 	<p><i>Introduction</i></p> <ol style="list-style-type: none"> Show “Front Fell Off” video - Satire on the dangers of oil tankers: explain that this is a hyperbole but is still a danger. - Discussion on dangers of oil tankers <p><i>Body</i></p> <ol style="list-style-type: none"> Short presentation of Keystone XL and 	<p>Video: “Front Fell Off”</p> <p>Smartphones/Laptops</p> <p>Lincoln-Douglas debate handout</p>

		<p>3. Identify the growing global pressure on Canada for expansion/exploitation of tar sands/pipelines</p>	<p>Northern Gateway pipelines</p> <ul style="list-style-type: none"> - Outlining routes and possible risks of each <p>2. Class debate about pros and cons of proposed pipelines</p> <ul style="list-style-type: none"> - Class divided in half: Pro and Con as decided by teacher - Description of Lincoln-Douglas style debate with handout. - Class given short time to research their position using smartphones/laptops - Alternating debate <p><i>Conclusion/Assignment</i></p> <p>1. Students to vote on whether or not the proposed pipelines should be green-lighted or not.</p> <ul style="list-style-type: none"> - Possible suggestions of alternatives <p>2. Writing of exit slip on how students believe that globalization has affected the environment at home and abroad</p>	
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