

**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"> <li>1. Identify and describe what a sweatshop is and the locations in which they are created.</li> <li>2. Identify the push/pull factors that lead to the creation of sweatshops.</li> <li>3. Identify the positive and negative impacts of sweatshops.</li> <li>4. Examine the social and cultural implications of sweatshops in the areas they reside.</li> <li>5. Identify and assess governmental or human rights policies aimed at limiting the negative impacts.</li> </ol>	<p><i>Introduction</i></p> <ol style="list-style-type: none"> <li>1. Class brainstorm/discussion               <ul style="list-style-type: none"> <li>- what are some characteristics of sweatshops?</li> <li>- where are they commonly established? why?</li> </ul> </li> </ol> <p><i>Body</i></p> <ol style="list-style-type: none"> <li>1. Show “Behind the Swoosh” video to class</li> <li>2. Discussion after viewing               <ul style="list-style-type: none"> <li>- What were some of the key points in this video?</li> <li>- What surprised you?</li> <li>- Is there another solution?</li> </ul> </li> <li>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.</li> </ol> <p><i>Conclusion/Assignment</i></p> <ol style="list-style-type: none"> <li>1. In pairs identify a brand of clothing that you regularly wear.</li> <li>2. Identify wear it is made and roughly how much you paid for it in the store.</li> <li>3. Research how much workers get paid in producing the article and any other interesting information about the company.</li> <li>4. Be ready to present your findings to the class in a brief 5 minute presentation next class.</li> </ol>	<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"> <li>1. Identify and describe the positive and negative impacts of advertising on society and culture.</li> <li>2. Assess the role that advertisements and media play in driving globalization.</li> <li>3. Analyze popular media and advertisements and how they influence society, individuals.</li> <li>4. Identify the mixed messages behind media and advertisements.</li> </ol>	<p><i>Introduction</i></p> <ol style="list-style-type: none"> <li>1. Show a slide show of popular advertisements and brands via commercials, magazines, music.</li> <li>2. Ask students who the target audience is for major companies like NIKE, McDonalds, Cover Girl, American Apparel etc. and what strategies they use?</li> </ol> <p><i>Body</i></p> <ol style="list-style-type: none"> <li>1. Show the video "The Ad and the Ego."</li> <li>2. Discussion with class after the conclusion of the film. <ul style="list-style-type: none"> <li>- What were your observations?</li> <li>- What did you learn?</li> <li>- What are the impacts of advertising?</li> <li>- Should there be more of the truth shown to the public?</li> </ul> </li> </ol> <p><i>Conclusion/Assignment</i></p> <ol style="list-style-type: none"> <li>1. Have students choose an advertisement from a company or brand.</li> <li>2. Students will create a "truthful" advertisement that reveals the realities of the company, brand, wages, etc.</li> </ol>	<p>Video: The Ad and the Ego</p>
<i>Environmental</i>	Greenhouse Gasses and the Earth. Study of how countries are	<ol style="list-style-type: none"> <li>1. Utilize research skills to for a better understanding of a global issue: greenhouse gas production</li> <li>2. Identify restrictions (political,</li> </ol>	<p><i>Introduction</i></p> <ol style="list-style-type: none"> <li>1. Introduction discussion <ul style="list-style-type: none"> <li>- How did you get to school today? Walk vs. Drive. Public Transport</li> <li>- What do you think is your own carbon</li> </ul> </li> </ol>	<p>Video: Rick Mercer Report: Heritage Moment - Kyoto Accord</p>

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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"> <li>1. Show Rick Mercer Video to class             <ul style="list-style-type: none"> <li>- Explanation of intensity based targets</li> </ul> </li> <li>2. Discussion about Canada and the Kyoto Protocol             <ul style="list-style-type: none"> <li>- Why would Canada step back?</li> </ul> </li> <li>3. Move to computer lab and outline research assignment surrounding the Kyoto Protocol             <ul style="list-style-type: none"> <li>- Pulling countries out of a hat to research</li> <li>- 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.</li> </ul> </li> </ol> <p><i>Conclusion/Assignment</i></p> <ol style="list-style-type: none"> <li>1. Assessment of students’ progress with research (to see if more time is needed)</li> <li>2. 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.</li> </ol>	<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>
<p><i>Environmental</i></p>	<p>Closer to home: Keystone XL and Northern Gateway Pipelines.</p>	<ol style="list-style-type: none"> <li>1. Determining how globalization has a large impact on their province/country</li> <li>2. Examining the pros and cons of Canada’s growing importance in the world of oil production and how it may adversely affect the environment</li> </ol>	<p><i>Introduction</i></p> <ol style="list-style-type: none"> <li>1. Show “Front Fell Off” video             <ul style="list-style-type: none"> <li>- Satire on the dangers of oil tankers: explain that this is a hyperbole but is still a danger.</li> <li>- Discussion on dangers of oil tankers</li> </ul> </li> </ol> <p><i>Body</i></p> <ol style="list-style-type: none"> <li>1. Short presentation of Keystone XL and</li> </ol>	<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"> <li>- Outlining routes and possible risks of each</li> </ul> <p>2. Class debate about pros and cons of proposed pipelines</p> <ul style="list-style-type: none"> <li>- Class divided in half: Pro and Con as decided by teacher</li> <li>- Description of Lincoln-Douglas style debate with handout.</li> <li>- Class given short time to research their position using smartphones/laptops</li> <li>- Alternating debate</li> </ul> <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"> <li>- Possible suggestions of alternatives</li> </ul> <p>2. Writing of exit slip on how students believe that globalization has affected the environment at home and abroad</p>	
<p><i>Economic</i></p>	<p>Economic Effects and Global Trade</p>	<p>1. Students will be able to identify the far reaching nature of modern global economics and the trading of goods.</p> <p>2. Students will be able to understand how quickly global trade can influence not only economies but the lives of people as well.</p> <p>3. Students will be able to use the case</p>	<p><i>Introduction-</i></p> <p>1. Identify where your clothing comes from</p> <ul style="list-style-type: none"> <li>- In this activity, students will be asked to identify where some of their articles of clothing were made. Students will write down their results and report back to the class in order to situate them on a map of the world to see the connections.</li> </ul> <p>2. <i>Body</i></p> <ul style="list-style-type: none"> <li>- For the body of the lesson, students will take notes on a lecture about the price of corn and the creation of</li> </ul>	<p>Map of the world for locating origins of merchandise. Textbook and background information regarding the international corn prices.</p>

		<p>study of the trade of corn as a model to understand the human effects behind global trading of goods.</p>	<p>ethanol fuel. The teacher will inform students on to potential dangers in rising corn prices due to increased demand and how that could affect poor farmers around the world.</p> <p>3. <i>Closure</i></p> <ul style="list-style-type: none"> <li>- For the final activity, students will be asked to write a short paragraph in response to the information they were presented in the lecture and activity. Students will contemplate the pros and cons for the global trade of goods like corn and other things as well.</li> </ul>	
<p><i>Economic</i></p>	<p>Be a Country for a Day</p>	<ol style="list-style-type: none"> <li>1. Students will be able to understand the concept of supply and demand and how this influences global pricing of goods.</li> <li>2. Students will be able to understand the concept of outsourcing work to other countries and importing goods and services.</li> <li>3. Students will be able to understand the costs and benefits of outsourcing and the nature of how countries interact economically on a global scale.</li> </ol>	<p><i>Introduction</i></p> <ul style="list-style-type: none"> <li>- Students will be shown statistics of the amount of goods and services traded around the world to Canada as a case study.</li> <li>- Students will be given some examples of the pros and cons related to outsourcing the production process</li> </ul> <p><i>Body</i></p> <ul style="list-style-type: none"> <li>- Students will be divided into groups and assigned a country that they will be responsible for.</li> <li>- Each country will receive a list of resources and the cost of production of certain types of goods in their own country.</li> <li>- After reviewing their own statistics,</li> </ul>	<p>List of countries and the related resources that each country possesses. Also the cost of producing those goods in those particular countries. Also some information of Canada's imports and exports for a case study before students begin the activity.</p>

			<p>students will work in groups to conduct trades and sales of goods to other countries in order to increase revenue for their country.</p> <ul style="list-style-type: none"><li>- Students will have to evaluate the needs of there country as compared to the profits they can make overseas.</li></ul> <p><i>Closure</i></p> <ul style="list-style-type: none"><li>- Teacher will hold a class discussion in regards to the activity and what the students learned.</li><li>- Teacher will emphasis the difficulty in trading goods while ensuring their countries interests are always at a premium.</li></ul>	
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