

# Globalization Lesson Plan: AYA Social Studies

<http://aphumangeodontis.weebly.com/>

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<b>LESSON TITLE:</b> Popular Culture: Conflict and Globalization		<b>SUBJECT AREA:</b> AP Human Geography	
<b>GRADE LEVEL:</b> Grade 10		<b>TIME ALLOCATION:</b> One 50 Minute Period	
<b>STANDARDS (Ohio)</b>	<b>Topic: Globalization</b> <b>Content Statement: 18.</b> Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity). Content Statement:		
<b>STANDARDS (NCSS)</b>	<b>1: Culture and Cultural Diversity</b>		
<b>ISTE Technology Standards for Students</b>	<b>7: Global Collaborator</b> Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.  <b>d:</b> Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.		
<b>ISTE Technology Standards for Educators</b>	<b>5: Designer</b> Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.  <b>b:</b> Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.		
<b>ACADEMIC LANGUAGE (Pedagogical &amp; Content):</b>  Content terms: culture, globalization, popular culture Pedagogical terms: reading strategies, collaborative learning			
<b>OBJECTIVES</b>			
<b>A. “Important to Know”</b> By the end of the lesson, students will know... <ul style="list-style-type: none"><li>• what the Jasmine Revolution could be</li><li>• why the Arab Spring was relevant to the article</li><li>• why the Chinese government would promote Chinese culture</li><li>• how China has restricted its own cultural development</li><li>• how technology affects popular culture</li><li>• how globalization affects popular culture</li></ul>		<b>• “Important to Do”</b> By the end of the lesson, students will be able to... <ul style="list-style-type: none"><li>• describe both sides of the conflict presented in the news article</li><li>• analyze a news article</li><li>• explain why the opposition does not want the government to get involved in culture</li><li>• examine China’s motivation for creating a culture economy</li><li>• assess whether or not China’s plan will work</li></ul>	

## PROCEDURES: OVERVIEW

**Essential Interdisciplinary Question:** *How does globalization affect popular culture?*

Outline (in sequential order) each section of the lesson

### 1. Anticipatory Set (5 minutes)

Students will be shown a set of 5 UNESCO pictures representing designated cultural monuments:

- Sydney Opera House
- Kremlin and Red Square
- Old Havana and its Fortifications
- Palace and Park of Versailles
- Robben Island

Students will be shown one picture at a time on the screen and they will be asked to guess what it is. The completion of the anticipatory set will lead into the article about China developing its own cultural economy, much like the countries in the pictures have done.

### 2. Inform Learner of the Objectives (1 minute)

The teacher will post a PowerPoint listing the lesson objectives. Students will read the objects out loud and, if necessary, any questions will be clarified.

### 3. Pre-Assessment (4 minutes)

The teacher will have the students individually complete the following (link) pre-assessment based on the following: China and Chinese Culture.

<http://www.greece.k12.ny.us/district.cfm?subpage=940>

Students will be asked to share some of their ideas and thoughts so that classmates are aware that they generally know the same information about China.

### 4. Presentation of Content (40 minutes)

The teacher will hand out this article

(<http://www.aljazeera.com/indepth/features/2012/01/2012116141726105759.html>). Students will be told to silently read the article. Additionally, the teacher will ask the students to use the following reading strategies:

<http://www.greece.k12.ny.us/district.cfm?subpage=937> and <http://www.greece.k12.ny.us/district.cfm?subpage=934>.

The teacher will explain that students are to underline and/or circle words and ideas that they don't understand, like or have questions about and to write comments or questions, etc. as they are reading.

After students finish reading, they will pass their article, with markings, to a classmate. The classmate will then read through the comments and questions and will respond or reply with their input. Once this has taken place, the students will pass the article back to obtain their original version.

The teacher will then hold a class discussion to answer any further student questions or misconceptions. The teacher will be sure to highlight the following ideas:

- Jasmine Revolution
- Promotion of culture by government
- Private citizen resistance to government run "culture economy"
- Globalization and popular culture

### 5. Closure (1 minute)

The teacher will conclude the class by summarizing the class discussion. The students will then be asked to complete the following exit ticket:

<http://www.greece.k12.ny.us/district.cfm?subpage=943>

### 6. Providing Feedback

Feedback will be provided orally to the students as the discussions are held within groups and the whole class. Students will also receive written feedback on their formative assessments so that they can determine how well they mastered the content and the lesson objectives.

## **7. Assessing Student Learning (Through the use of Technology)**

### **a. Formative assessments (Clicker Technology) Short Answer**

Students will be given the “key points” exit slip/worksheet using the clicker technology tool (KAHOOT) that will serve as the formative assessment. The student responses on the exit ticket will indicate whether they mastered the content and why or why not, and whether we had to illiterate on some of these key points. The question on the worksheet asks students to synthesize and evaluate the content and information that was discussed in class using text messaging.

### **b. Informal assessments (Clicker Technology) Multiple Choice**

- What is globalization?
- How does technology affect culture?
- What did the author mean by Jasmine Revolution?
- Why does the Chinese government want to invest in culture?
- How has China reduced its cultural exposure?
- Why has growth been slow in culture in China?

### **c. Summative assessment (Using Technology)**

Students will be given the Unit 4 assessment that was formulated to assess the whole chapter. The assessment is the Popular Culture Blog project that students complete using the Sony Bloggie Cams. The assessment was handed out to students at the start of the unit.

## **ASSESSMENT:**

### **Topic- Globalization**

- Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks). (17)
- Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity). (18)
- Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access). (19)

### **NCSS #1 Culture and Cultural Diversity**

- Human beings create, learn, share, and adapt to culture
- Cultures are dynamic and change over time
- Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place

Assessments are aligned well to the OACS and NCSS Standards, and the ISTE Technology Standards for Students. (Group and Individual Participation)

Authenticity and real world examples are illustrated in part 3 of the final project listed below.

Assessments will ensure that students understand how globalization and technology affects popular culture.

## **TECHNOLOGY INFUSED PROJECT (SUMMATIVE ASSESSMENT):**

The students will work individually or in groups and will have to complete a unit project on popular culture using technology. Every student will be giving their own individual access to the blog to which their projects must be uploaded to and saved. The blog is located at <http://aphumangeodontis.weebly.com/>. For the first part of the project the students must take a minimum of 10 photos or up to a three minute video using the Sony Bloggie cameras that encompass the themes of popular culture. This photos or videos must consist of popular culture within their community. For part 2 of the project each group of students will be assigned their own country. The students then must research their country via the Internet and come up with at least five popular culture themes represented through pictures, videos, news stories or music then upload them to the blog. For part 3 of the project each group must include at least one paragraph comparing and contrasting the artifacts from parts 1&2. The students must also include a paragraph discussing the effects of popular culture between the United States and their assigned country; they also must include the role globalization plays in that country. The last component students must include into their projects is a paragraph discussing a current controversy issue that arose in that country due to popular culture. The students must present two prospective of the controversy. In conclusion, each group must select the prospective they support and provide a well reasoned supportive argument.

## **DIFFERENTIATED INSTRUCTION:**

Students are cross paired based on ability. Students do not know this is being done. Students are peer teaching and self-monitoring. The lesson draws from real life experiences. Students will learn how globalization affects popular culture before the final project. Since students learn differently, cross pairing is effective as students are willing to help one another. Accommodations for IEPs, 504s, and students with special needs based on a case by case scenario.

### RESOURCES/SUPPLEMENTAL MATERIALS

#### A. Materials:

- Laptop and Projector
- Class Text (ch.4 Folk and Popular Culture)
- Worksheets and Handouts (Articles)
- Sony Bloggie Cameras
- Computers and the Internet to access the blog (Weebly.com)
- Cell Phones (Clicker Technology-KAHOOT)

#### B. Attachments:

(See Attachments)

### RATIONALE & JUSTIFICATION

Drawing from content standards and research/literature in social studies education, justify the following:

#### 1. Content:

This material is found in the Ohio Department of Education 2010 Academic content standards. Students must know these benchmarks to move forward to the next grade level. The material in the lesson also aligns with NCSS standards. It is important to educate students on Globalization and how this has an effect on the rest of the world. Hoffer and Harris, in their article “Instructional Planning Activity Types as Vehicles for Curriculum-Based TPACK Development” state that “though planning instruction that is facilitated by use of digital tools and resources can be complex, with each decision determining aspects of other decision already made or yet to be determined...our work suggests that planning a particular learning event can be best described as the end result of five basic instruction decisions.” Hoffer and Harris state that they are “choosing learning goals, making practical pedagogical decisions about the nature of the learning experience, selecting and sequencing appropriate activity types to combine to form the learning experience, selecting formative and summative assessment strategies that will reveal what and how well students are learning and selecting tools and resources that will best help students to benefit from the learning experience being planned.” The authors continue that “after teachers are familiar with a complete set of technology-enriched learning activity types in a particular curriculum area, they can effectively choose among, combine and use them in standards-based learning situations.”

#### 2. Pedagogy:

The students will find it helpful to work in groups and draw on prior knowledge. The students will learn from working together. Cooperative learning is effective pedagogical style wherein students peer teach and learn from self-monitoring. Berson and Balyta state that “the investment in the creation of technologically competent students necessitates modifications in the social studies curricula so that tasks are combined to facilitate students’ utilization of their critical analysis skills.” They continue that “the potential of technology in the social studies is still being realized...and patience combined with nurturance of its application must occur if social studies educators are to be responsible to the requisites of the electronic or knowledge age.” They conclude that “social studies educators have the opportunity to discover, activate, and channel these resources to evolve social studies technological thinking and practice.”

### REFERENCES:

Berson, M. J. and Balyta, P. (2004). “Technological Thinking and Practice in Social Studies: Transcending the Tumultuous Adolescence of Reform”. *Journal of Computing in Teacher Education*. (141-150). 20(4) Summer 2004. International Society for Technology in Education (ISTE).

Harris, J. and Hofer, M. (2009). “Instructional Planning Activity Types as Vehicles for Curriculum-Based TPACK Development”. *Research highlights in Technology and Teacher Education*. (pp. 99-108). Chesapeake, VA: Society for Information Technology in Teacher Education (SITE).

**Lesson Resources:**

<http://www.greece.k12.ny.us/district.cfm?subpage=940>

<http://www.aljazeera.com/indepth/features/2012/01/2012116141726105759.html>).

<http://www.greece.k12.ny.us/district.cfm?subpage=937>

<http://www.greece.k12.ny.us/district.cfm?subpage=934>

<http://www.greece.k12.ny.us/district.cfm?subpage=943>

**Description:** I had to create a Globalization (Popular Culture and Conflict) Social Studies lesson with two of my classmates at the University of Akron for our Curriculum and Instruction Graduate Course. We taught this lesson for a 10<sup>th</sup> Grade AP Human Geography class at the former Garfield High School in Akron, Ohio. The lesson we created taught and educated the students on how technology and Globalization affects popular culture in China and in other parts of the world. The formative assessments that we used consisted of clicker technology (KAHOOT), that allows students to use their cell phone to answer questions and interact and engage in the learning. The summative assessment assignment allowed students to use technology (computers, Sony Bloggie cameras, and the internet to access the blog (Weebly.com). This lesson also aligns well with the ISTE Technology Standards for both Coaches and Students.

**Impact:** Creating lessons with technology integration allows students to stay engaged in the learning versus direct instruction whereby teachers just lecture and have their students read the text. Without the use of technology, lessons and the content would be boring. Technology projects also allows students to work in groups to make the learning activity fun and enjoyable. Technology allows students to be more creative with creating projects which in turn enhances student learning. Computers give students the opportunity to use the internet and web-based resources, such as blogs and web tools.

**Intent:** Our intent when creating this lesson was to allow students who normally do not get the chance to use technology in their classrooms, to actually get a chance to participate and create projects by way of on hands learning. We also wanted to play our part by taking an effort to eliminate the digital divide that exists throughout urban communities and in public school systems. Preparation of educators in all technology areas is critical to the task of contributing to and improving academic achievement levels. Implementing technology into lessons helps to create a visual component that is sometimes missing in books and lectures. Technology enhanced lessons are idea for all your audio and visual learners.