# Globalization Unit Plan

**Name:** Mihir Garud  
**Unit Plan:** Weeks of 
**Subject/Grade Level:** 11th/12th grade

## Unit Title:
Globalization

## Unit Narrative:

- **CCSS.ELA-LITERACY.RH.11-12.3**
  Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- **CCSS.ELA-LITERACY.RH.11-12.6**
  Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

## Objectives
- Students will understand the phenomenon of globalization and how it affects them and their environment.

## Big Ideas
- Has globalization made the world a better place?
- Has everyone benefitted from globalization?

## Essential Questions
- What are the pros and cons of globalization?
- What are some ways globalization had affected you or your family?
- Do you believe globalization has brought more benefits or harm to the world?

## Learning Acquisition and Assessment

<table>
<thead>
<tr>
<th>Students will know… (content/concepts)</th>
<th>Students will be able to… (skills, performance tasks)</th>
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<tr>
<td>→ Research Project (students individually or in a group will research and report about a policy/law/agreement that deals with globalization and analyze its successes, failures, and solutions for improvement – e.g. NATO, Paris Accord, EU)</td>
<td>→ Exit tickets, KWL charts, Developing Costas Level 2 and 3 questions → KAHOOT</td>
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## Learning Activities (1 week – 5 days): Lesson introduction, body, and closing

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<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tr>
<td>Day 1</td>
<td>→ Introduction to Globalization (changes in trade, travel, technology throughout history)</td>
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<tr>
<td>Day 2</td>
<td>→ Analysis of: EU, Paris Accord, NATO, NAFTA, IMF, UN, World Bank</td>
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<td>Day 3</td>
<td>→ Students brainstorm topics to research – create outline and bibliography first drafts</td>
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<td>Day 4</td>
<td>→ Students explain one aspect of globalization to the entire class (e.g. income inequality, AI,)</td>
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<td>Day 5</td>
<td>→ Students present their research findings to the class in a 5 minute presentation that includes 1 problem, 3 suggestions for improvement, and 1 policy recommendation</td>
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## Resources and Materials
- Paris accord, NATO document, NAFTA, UN HDHR, EU Agreement, Brexit filing
- Joseph E. Stiglitz's Globalization and its Discontents
- Crossing Borders: The Globalization Debate