

Summer Institute for Global Education



**Communication
Technology and
Globalization in
the 20th and
21st Centuries**

Lesson Plan

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Unit Objectives:

Students will be able to identify the technologies that have increased globalization over the course of the 20th century

Students will be able to describe the how technologies developed during the 20th century have impacted globalization

Students will analyze the positives and negatives of increased globalization through technology



AP World History Standards Addressed:

Unit 9: Learning Objective A Explain how the development of new technologies changed the world from 1900 to present.

Unit 9: Learning Objective F Explain how and why globalization changed culture over time.

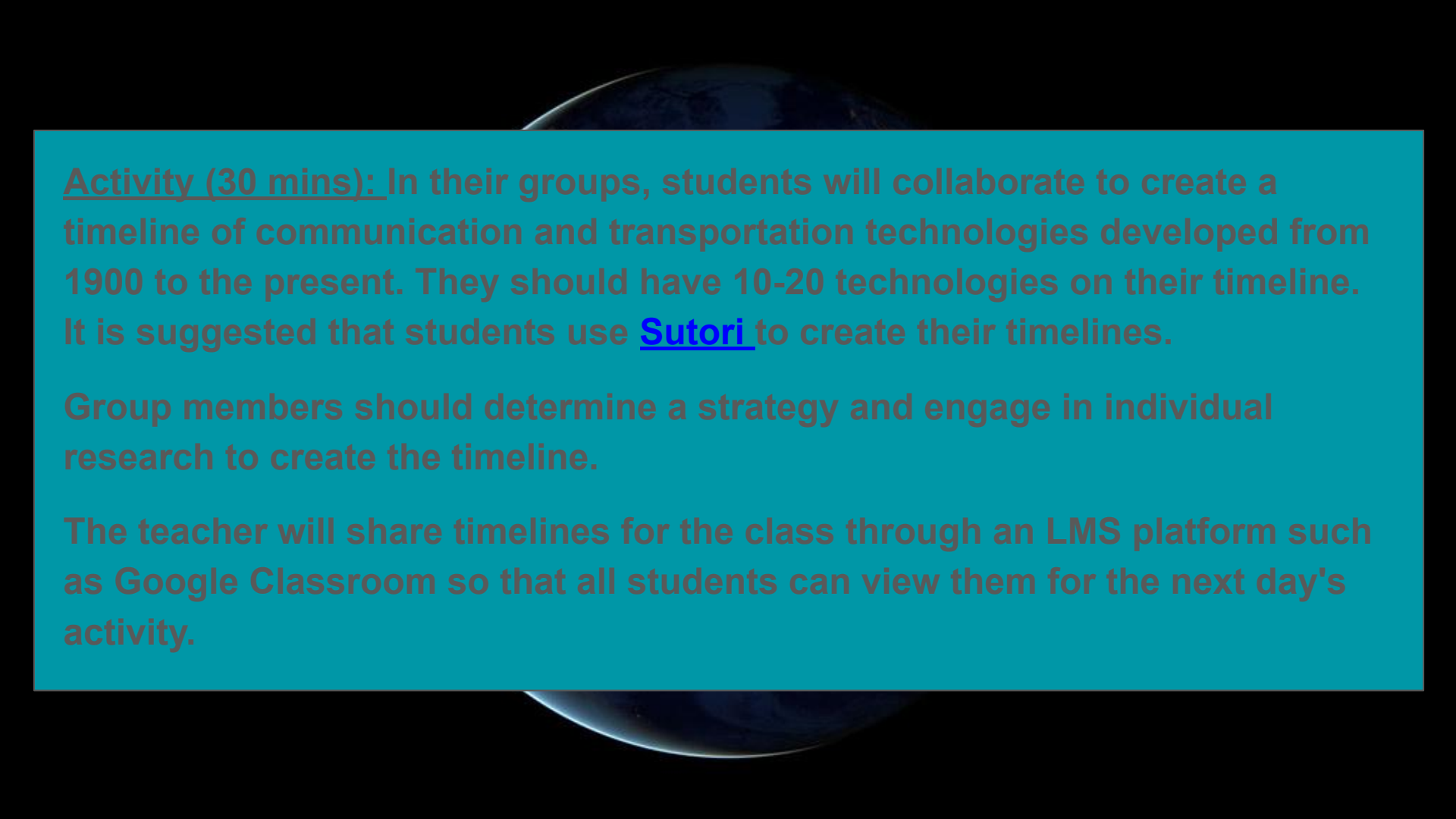
Unit 9: Learning Objective G Explain the various responses to increasing globalization from 1900 to present.



Day One Driving Question: What communication technology has developed since the beginning of the 20th century?

Warm-up/Hook (10 mins) : Students will explore how communication between major areas took place in the beginning of the 20th century

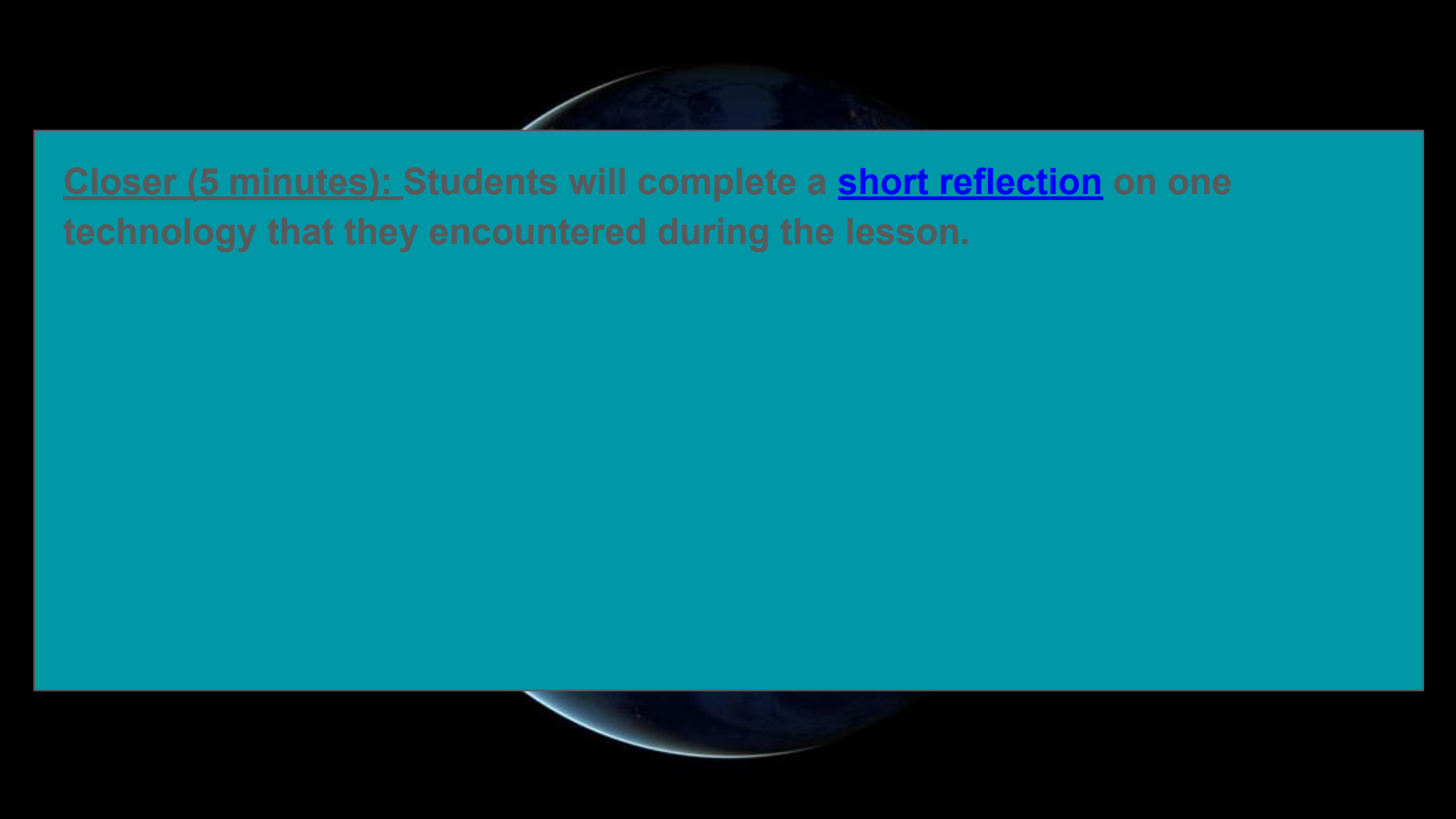
Procedure: Students will be broken into groups of 3-4. The students will be given a scenario. They will have two minutes to discuss how they will respond to the scenario in the year 1800. The spokesperson role rotates between the members of the group.



Activity (30 mins): In their groups, students will collaborate to create a timeline of communication and transportation technologies developed from 1900 to the present. They should have 10-20 technologies on their timeline. It is suggested that students use [Sutori](#) to create their timelines.

Group members should determine a strategy and engage in individual research to create the timeline.

The teacher will share timelines for the class through an LMS platform such as Google Classroom so that all students can view them for the next day's activity.

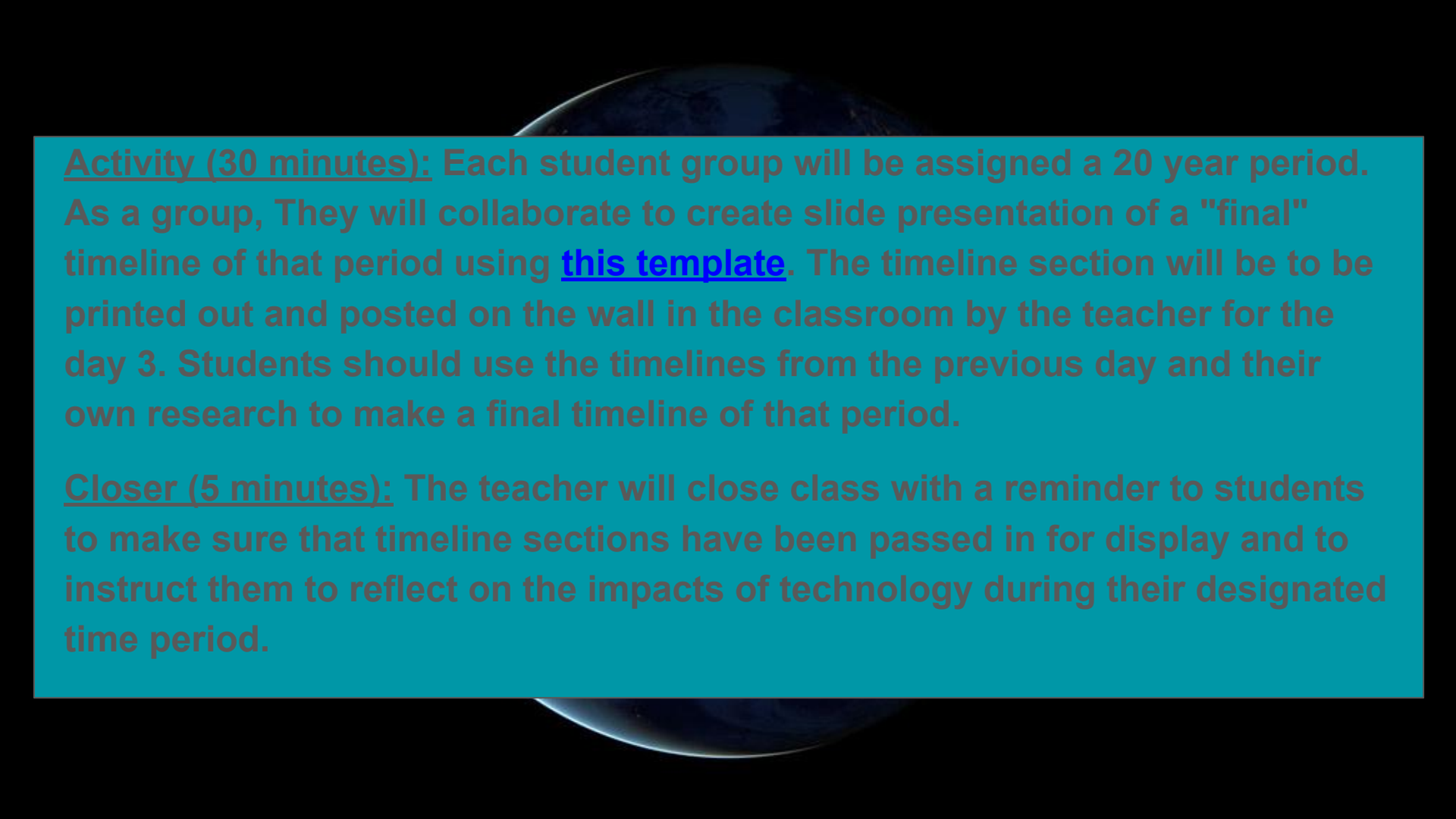


Closer (5 minutes): Students will complete a short reflection on one technology that they encountered during the lesson.



Day Two: What have been the impacts of communication technology has developed since the beginning of the 20th century?

Warm-up (20 minutes): Using the information from the previous day, students will compare how information would be spread during three or four different points in history. They will repeat the warm-up procedure from the previous day with revised scenarios that include date references. They should reference the class-created timelines to respond. When sharing out, the teacher should also facilitate discussion on the changes from the previous day's responses that students notice. Note that additional time has been allotted for today's warm up to accommodate this discussion.



Activity (30 minutes): Each student group will be assigned a 20 year period. As a group, They will collaborate to create slide presentation of a "final" timeline of that period using [this template](#). The timeline section will be to be printed out and posted on the wall in the classroom by the teacher for the day 3. Students should use the timelines from the previous day and their own research to make a final timeline of that period.

Closer (5 minutes): The teacher will close class with a reminder to students to make sure that timeline sections have been passed in for display and to instruct them to reflect on the impacts of technology during their designated time period.

Day Three: As improved communication and transportation technology has increased globalization, what have been the positive and negative outcomes?

Warm-up (5 minutes): Cold call: What is your favorite season, and why? Students will have different perspectives on the pros and cons of different weather. This activity will help students transition to the main activity in which students may have different points of view regarding the pros and cons of changes brought about by advances in technology.

Activity (30 minutes) : The students will consider the day's essential question in a [Socratic Seminar](#) format.

Closer/Assessment (10 minutes): The student will write an [opinion piece](#) taking a stand on whether advances in transportation and communication technology from 1900-present have had a positive or negative impact on the world.

Days four and five: How can I utilize communication technology to convey what I have learned?

Warm-up (5 minutes): Mini debate: What is the easiest and most efficient way to contact someone in today's world?

Activity: Students will decide on the best way to convey their learning on transportation and communication technology. They will do a mini-project using that technology to convey what they learned and will track over the next few weeks how well that got the word out.

Using [Open Fuego](#) or another student-choice platform, students (individually or collaboratively) will communicate a Google Survey. They will track the how many people, and from where, access their site.

Final unit assessment: At the conclusion of the unit, students will complete this practice LEQ on day five or as a take home independent assignment.