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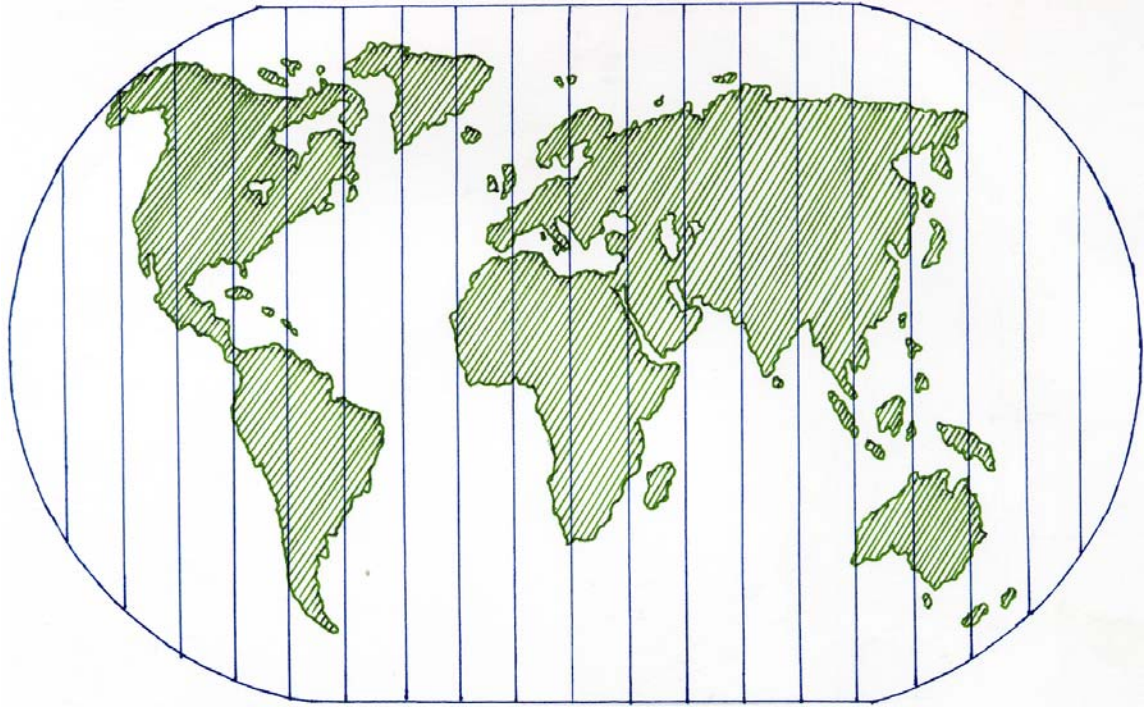
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Going Global: Teaching How Nations Interconnect



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About the Author:

Steven Beste is currently a social studies teacher at the Newgrange School in Trenton, NJ. For the last nine years he has incorporated multi-sensory teaching techniques to make history more meaningful for his students with learning disabilities. He has received his BA from Rutgers in History and his MA from Trenton State College in special education. His first book, *New Jersey Icon Map Maker*, has recently been published. He resides in Ewing, NJ with his wife Adriana and their children Ivan and Ana.

Note for Teachers:

Globalization is the popular name to describe what is happening in the world today. Globalization is the result of sweeping political, economic and cultural changes brought about by the increased connections between the people of different nations. Today, people routinely communicate, do business and learn about events in other countries. The idea of globalization has only been applied since the 1990's so it should prove to be an exciting time period to study; unlike historical time periods like the Middle Ages, it is happening right now!

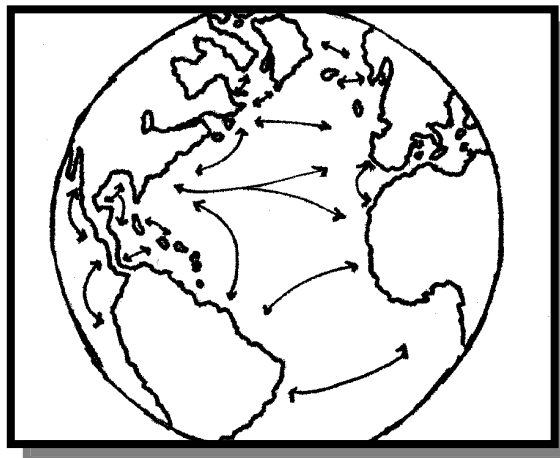
The purpose of this book is to introduce the basic concepts of globalization to students in a fun and meaningful way. Globalization is complicated but the teaching of it does not have to be. The content in this book is designed for middle school through high school students.

Each chapter has a short descriptive passage for students to read with follow-up questions. There is extensive vocabulary that is included in the glossary and an appendix with interesting world facts. Each chapter has one or two activities for the teacher to present to the students. There are simulation and hands-on activities so that students can personally experience elements of globalization. Also included are games, reports, cooperative activities and other hands-on projects. Many of the economic activities require math skills to complete.

Students should be encouraged to identify the interconnectedness that they observe with globalization. It is important that students voice their opinions about this new global system so many open-ended discussion questions are included. The activities are designed for classes of about 20 students but can be adapted for more or less students. Most classroom activities can be completed in one 40-45 minute class period. As a teacher you are the best judge of your students abilities so please feel free to adapt these activities for your students' needs.

All the activities can be evaluated by using one or more of the 5-point evaluation rubrics. Teachers can substitute their own criteria for any activity. Both class evaluation record sheets and evaluation rubrics can be found in the appendix.

1. Introduction to Globalization:



Before the 1990's many people and nations were isolated from each other because of political borders, economic boundaries and cultural differences. Globalization is the popular name for the current era. Globalization is the result of sweeping political, economic and cultural changes brought about by the increased connections between the people of different nations. Today, people routinely communicate, do business, travel and learn about events and cultures from around the world. Globalization is an accurate name for this current era because many people interact beyond their national borders. This era of globalization has been described as a world village. Like a small village everyone knows each other, can talk with each other, trade with each other and move from one end of the village to the other with ease. Just like a small village, nearly everyone in globalization is connected.

How did this era of globalization begin? Although there are different theories, most people would agree that computers and trade played important roles. With the advent of the personal computer and the Internet, people are better able to communicate and do business all around the world. This exchange of ideas and information between nations is more widespread now than at any other time in history. Advances in transportation also helped get globalization started. People and products can be easily moved around the world.

People and nations monitor the events outside of their borders. In globalization, individuals and nations watch each other's actions and hold each other accountable for misdeeds. Nations are encouraged to be peaceful to each other because warring nations would miss out on trade opportunities. One hope is that world peace will be characteristic of globalization.

The world's economy has shifted globally too. Even though nations have historically relied on each other to buy and sell products, globalization has brought a wider market for a nation's products and services. Most countries now have open market economies. This means that corporations decide what goods to produce and what services to offer. Corporations, not governments control trade and the corporations are able to trade with anyone they chose. Because of the increased economic opportunities few countries want to be isolated in this era of globalization. It is interesting to note that in globalization corporations, not countries make many economic decisions.

In globalization there is a growing awareness of other cultures. Thanks to the Internet there is a constant exchange of culture as people around the globe learn about each other. What is emerging is a global culture largely modeled after American popular culture. People are deciding what aspects to adopt or to reject of the global culture. One interesting aspect about globalization is that many of the cultural choices people make are not controlled by their nations.

The era of globalization is bringing many changes to the world, some positive and some negative. One beneficial aspect of globalization is that nations are able to trade more and increase their economies and population's prosperity. On the downside, the benefits of globalization may have a negative effect on the environment and working people of some nations. With globalization there are definitely winners and losers. In studying globalization it is essential to assess how it helps and hurts different people and seek ways to make it more beneficial for all.

Chapter #1 Questions:

1. What is Globalization?

2. Why do most nations interact peacefully in the globalization era?

3. How do people interact economically in the globalization era?

4. How do cultures interact in the globalization era?

5. What are the benefits and drawbacks of globalization?

Activity #1a- Shirt Search

Purpose: Students will learn that many of their shirts are products of the global economy.

Materials: blank Shirt Search sheets

Procedures:

1. Have students go around the classroom and gently inspect the tags of each other's shirts.
2. Students should record the country and continent for each student's shirt.
3. After they have compiled their list then the students should try to guess where their own shirt was made.
4. Students should then find these countries on the world map.
5. Class should discuss the results:
 - How many different shirt-making countries were represented in the class?
 - Which country made the most shirts in the class?
 - Were you surprised about all of the countries that make shirts?
 - Which of these countries were familiar to you?
 - Which of these countries did you not know?
 - Why do they make shirts in so many places?
 - How do you think your shirt is made?
 - Did you correctly guess which country made your shirt?
 - Is there a difference in the style of the shirts since they were made in different countries?
 - What does this activity suggest about globalization?

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (#1 and #2)

Activity #1b- Global Company Web

Purpose: Students will learn about the connections between different kinds of global businesses.

Materials: a Ball of Yarn and the 27 company cards

Procedures:

1. Before class time, cut out all 27 company cards.
2. In class, distribute one or two cards to each student. All 27 cards must be used in order for this activity to work.
3. Pick one student to go first. Give them the ball of yarn.
4. Have he or she read what company they have and what that company needs.
5. Identify the student that has the card of the company that the first student needs.
6. The first student should pass that student the ball of yarn while holding onto the string.
7. Repeat the procedures (read the card, identify the next card needed and pass the string) with all 27 cards.
8. Make sure that the students hold onto the string for the entire activity.
9. When all 27 cards have been shared there should be a huge web of yarn between the students.
10. Have the class go backwards. The last student will state what they received from the last company and remake the ball of yarn. For example: the Steel company needs energy to run the steel plant and in reverse the energy company needs the money they make from selling energy to the steel plant.
11. Lead a discussion in which you ask the students:
 - Why are companies so connected to each other?
 - What things did some of the companies need?
 - Can you think of a company that is completely self-sufficient?
 - What are the good and bad aspects of companies being dependent on each other?
 - What would happen if there was a break in the web?
12. For a follow up, have the students create an original global company web using their own created companies. Have them create cards and pass the ball of yarn in a web like before.

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (1 and 2)

Global Web Cards

<u>Tele-Communications Company</u> Needs <u>Computers</u> to run their company.	<u>Computer Company</u> Needs <u>Computer Chips</u> to make their products.	<u>Computer Chip Company</u> Needs <u>Furniture</u> for their offices.
<u>Furniture Company</u> Needs lumber from the <u>Logging Company</u> to make its products.	<u>Logging Company</u> Needs trucks from the <u>Automaker</u> to move the lumber.	<u>Automaker</u> Needs steel from the <u>Steel Company</u> to make the cars and trucks.
<u>Steel Company</u> Needs Energy from the <u>Energy Company</u> to run its machinery.	<u>Energy Company</u> Needs software from the computer <u>Software Company</u> to run their power plant.	<u>Software Company</u> Needs money from the <u>Investment Firm</u> to fund new products.

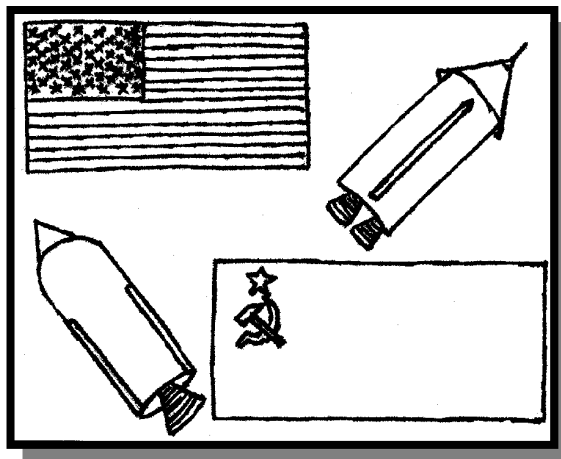
Global Web Cards

<u>Investment Firm</u> Needs to invest money in large <u>Banks</u> for its customers.	<u>Bank</u> Needs to make loans to <u>Farmers</u> to make a profit.	<u>Farmers</u> Needs to sell its crop to <u>Food Processing Company</u> .
<u>Food Processing Company</u> Needs to sell its products to the <u>Fast Food Restaurant</u> .	<u>Fast Food Restaurant</u> Needs to sell its food products in an <u>Amusement Park</u> .	<u>Amusement Park</u> Needs the <u>Animation Studio</u> to promote its characters.
<u>Animation Studio</u> Needs the <u>Toy Company</u> to make toys from their characters.	<u>Toy Company</u> Needs the <u>Retail Store</u> to sell its products.	<u>Retail Store</u> Needs the <u>Clothing Store</u> to provide merchandise.

Global Web Cards

<u>Clothing Store</u> Needs stars from <u>Film Studio</u> to promote its products.	<u>Film Studio</u> Needs the <u>Record Company</u> for the movie soundtrack.	<u>Record Company</u> Needs equipment from the <u>Electronics Company</u> .
<u>Electronics Company</u> Needs the <u>Shipping Company</u> to move their products.	<u>Shipping Company</u> Needs the cargo of the <u>Sneaker Company</u> .	<u>Sneaker Company</u> Needs the athletes from the <u>Sports Teams</u> to endorse their product.
<u>Sports Teams</u> Needs the <u>Airline Company</u> to transport them to games.	<u>Airline company</u> Needs the <u>Hotel</u> to house their employees.	<u>Hotel</u> Needs the <u>Telecommunications</u> equipment for their Hotel.

2. Before Globalization:



Before globalization there was another era that was influenced by the Cold War. The Cold War era was a period in history in which there was a lot of tension between the U.S. and Soviet Union. There was mistrust and a build up of nuclear weapons but no actual war. Hence, it was called a Cold War as opposed to a hot war. This historic period lasted from 1945-1989 and was dominated by the United States and the Soviet Union, the Cold War superpowers. In the Cold War era nations were polarized between the two superpowers. Global trade and communication were hampered because many nations either took one side or the other.

The world was divided by conflicting economic and political theories: communism vs. capitalism, totalitarianism vs. democracies. Some nations aligned with the Soviet Union and embraced communism and totalitarianism. In communism, the government makes all the decisions about what products and services will be offered. Cooperation and public ownership were encouraged. Most of the communist nations had totalitarian governments. That meant the central governments controlled most aspects of the people's lives and gave them few freedoms or rights. Nations like Bulgaria, Cuba and Poland became clients of the Soviet Union. Other nations aligned with the U.S. and Western Europe and had economies based on capitalism. In capitalism, the general population had a say in what products and services would be offered. Competition, private ownership and profit were stressed. Many capitalist nations also had democracies that allowed the people to elect their leaders and gave them many personal freedoms and rights. Many of the Soviet Union's allies joined a group called the Warsaw Pact. Many of the United States's allies formed a group called N.A.T.O., the North Atlantic Treaty Organization. Not every ally of the Soviet Union and the United States followed their economic and political theories exactly.

It was difficult to stay neutral because the two super powers offered economic and military incentives to play on their side. In the cold war era it was a very 'us and them' structure. Nations were either on the Soviet or U.S. side. This system has been compared to a chessboard. The superpowers did not directly fight each other but would fight in smaller conflicts against each other's client states. For example, in the Vietnam Conflict (1954-1975) the U.S. supported South Vietnam while the Soviets supported the North Vietnamese. This was a stressful time because no one was certain if smaller conflicts would start a larger war or even a nuclear war.

The Cold War began to thaw in the late 1980's. One of the signs of the old system's collapse was the fall of the Berlin Wall in 1989. Built in 1960, the Berlin Wall was made of concrete and barbed wire and extended for miles dividing Berlin in two halves. It was built to stop Berliners from escaping from Soviet-controlled East Berlin to freedom in West Berlin. East German border guards shot 80 of those who tried to escape over the wall. The Berlin Wall was a perfect symbol for how the world was divided at this time between the communist East and the democratic West.

Why did the Cold War system collapse? One reason was that the Soviet Union and its allies were having severe economic problems. Its citizens were angry about the economic situation and their lack of freedoms. When the people protested the communist governments were either unwilling to change or would not reform enough to suit their populations. The result was that in 1989 people in several eastern European nations took to the streets in mass demonstrations. They put intense pressure on their governments and forced them to resign.

The revolutions of 1989 took on different characteristics in different communist nations. Some nations, like East Germany and Czechoslovakia, overthrew their Soviet style governments peacefully. Other nations, like Romania did so with violence. Since the fall of the Berlin Wall in 1989, the former communist nations have been eager to become democracies and build up their economies. The former communist nations are looking towards global trade and the opportunities of globalization. Now there is free trade between many former adversaries.

Chapter #2 Questions:

1. Who were the Cold War superpowers?

2. How did the Cold War system discourage global trade?

3. Why was the Cold War a potentially dangerous system?

4. What is the difference between communism and capitalism?

5. What is the difference between totalitarianism and democracy?

Activity #2a- Cold War Chess

Purpose: Students will learn how divided and potentially dangerous the Cold War system was.

Materials: one chessboard, one set of chess pieces and Cold War chess paper pieces for each group, double-sided tape

Procedures:

1. Have the students cut out the paper Cold War chess pieces. They should use double-sided tape to attach them to the bottom of the corresponding chess pieces. White chess pieces will be used for the White Side. Black chess pieces will be used for the Black Side.
2. Have students arrange the connected pieces and their paper country piece on the board. Make sure the names of the country are visible to the players.
3. Demonstrate by playing a game of chess with one student while the class observes.
4. Pair up students. Have students who do not know how to play chess as observers and record which pieces were captured.
5. Have the students play a game of chess for a set amount of time.
6. Answer time has been called ask these discussion questions:
 - What were the first two pieces to fight?
 - Were the chess pieces able to avoid conflict?
 - Did the pieces come to each other's aid on each side?
 - What other pieces were drawn into the battle?
 - Did it become an all-out war?
 - Who won in your game, White or Black?
 - Did the kings directly fight each other?
 - How could this system deter trade even if there was no war?
 - How is this chess game like the Cold War?
 - How can nations fight wars when they do not share borders?

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (1 and 2)

Cold War Chess:

Black Side:

The United States and their Allies

United States (Black King)	Great Britain (Black Queen)	West Germany (Black Rook)	Japan (Black Rook)
France (Black Bishop)	Canada (Black Bishop)	Israel (Black Knight)	Turkey (Black Knight)
Iran (Black Pawn)	India (Black Pawn)	Argentina (Black Pawn)	Philippines (Black Pawn)
South Korea (Black Pawn)	Taiwan (Black Pawn)	El Salvador (Black Pawn)	Australia (Black Pawn)

White Side:The Soviet Union and their Allies

Soviet Union (Red King)	China (Red Queen)	Czechoslovakia (Red Rook)	Vietnam (Red Rook)
East Germany (Red Bishop)	Poland (Red Bishop)	Cuba (Red Knight)	Bulgaria (Red Knight)
Libya (Red Pawn)	Jordan (Red Pawn)	Nicaragua (Red Pawn)	Angola (Red Pawn)
Pakistan (Red Pawn)	Syria (Red Pawn)	North Korea (Red Pawn)	Albania (Red Pawn)

Cold War Chess—Pieces Taken

<u>Black</u>	<u>White</u>

Activity #2b- Cold War Timeline

Purpose: Students will research the major events of the Cold War.

Materials: List of Cold War Events

Procedures:

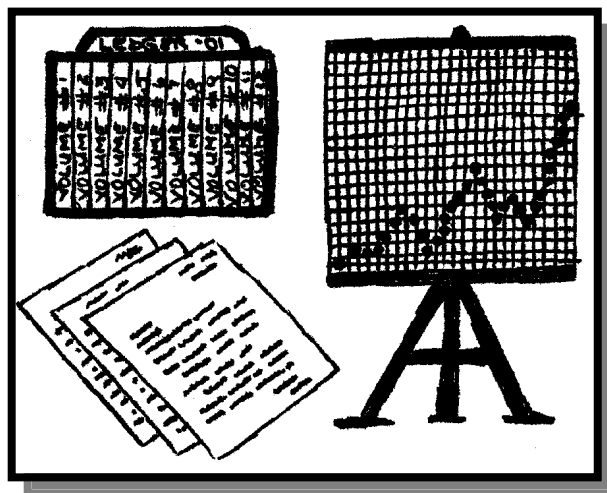
1. Assign one Cold War event to each student or pair of students.
2. Allow them to research the event and neatly write a short summary of the event on an *.5"x11" piece of paper.
3. Have students present a short synopsis of the event to the class and mount the papers chronologically to create a class timeline.

Cold War Events Timeline

Berlin Airlift-1948	Chinese Revolution-1949
N.A.T.O. formed-1949	Korean War-1950-1953
Vietnam War-1954-1975	Warsaw Pact-1955
Hungarian Revolution-1956	Cuban Revolution-1959
U2 Shot Down-1960	Berlin Wall built-1961
Cuban Missile Crisis-1962	Prague Spring-1968
Tiananmen Square-1989	Berlin Wall dismantled-1989
Reunification of Germany-1990	
Break up of the U.S.S.R.-1991	

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group, student verbal responses, student written responses and student research. (#1, #2, #3 and #4)

3. Economics:



The U.S. is a leader in the global economy; it has the world's largest economy. U.S. corporations have created many computer innovations, like the Internet, that have made globalization possible. The United States is also a leader in manufacturing, industry and many other businesses. Since the United States has been a highly industrialized country for over 100 years, the U.S. has created a powerful infrastructure of heavy machinery, power plants, communication and transportation systems.

The U.S. and other highly industrialized nations like Germany, the United Kingdom and Japan have had a major head start in the global economy. Recognizing the developed world's prosperity, many less developing nations are quickly getting plugged into the global economy. Yet other nations are entering the world of global economics more slowly. It has been difficult for some nations to make the leap with out the infrastructure that is present in the industrialized nations.

How well a country's economy is doing can be measured by examining two factors: their Gross Domestic Product (GDP) and their per capita income. GDP is the total value of all the goods and services produced in that country in a year. It is important to look at the GDP because it shows how productive a nation is and how much the economy is growing. The GDP for the United States is approximately \$9.255 trillion dollars per year for 1999. Written out that number looks like this: \$9,255,000,000,000. That is the dollar amount for all of the goods and services provided by American individuals and corporations for 1999. The eight nations with the largest economies (Canada, France, U.S.A, United Kingdom, Germany, Japan, Italy and Russia) are called the G-8 nations, or Group of 8. They meet annually to discuss economic issues.

Per capita income is also important to look at because it indicates how much money each person in a country makes. To find per capita income simply take a nation's GDP and divide it by its population. By dividing the United State's GDP by the population of 276 million then the per capita income is roughly \$33,900. This does not mean that every person in the U.S. makes \$33,900 per year it is only the average of everyone's income. The per capita income also includes all of a nation's children and others who do not earn any income. A large family with children would usually have a smaller per capita income than a married couple with no children.

To find the per capita income for your family take your parent or parents' combined salaries (before taxes) and divide by how many people are in the family.

The countries with the highest per capita income are referred to as High Income Nations or developed nations. They have per capita incomes over \$10,000. These include the U.S., the United Kingdom, Japan, Germany, Australia, Canada, France and Italy. There are Middle Income nations that have per capita incomes from \$1,000-\$9,999. These include Mexico, Russia, Thailand, Brazil, Bangladesh, Vietnam, Pakistan, Philippines, Poland, Indonesia, Turkey and Hungary. There are Low Income Nations that are economically very poor. They have per capita incomes of less than \$1,000. Somalia, Madagascar, Nigeria, Mali, Afghanistan and Cambodia fit in that category. Both Middle and Low Income nations are referred as developing nations. There are more Middle Income Nations than High or Low Income ones.

Other nations like China and India have high GDP's, but since they have huge populations their per capita income levels are low enough to put them in the low end of the Middle Income category. Thanks to globalization many nations are making rapid progress. South Korea, Brazil, Thailand, Taiwan and Gabon have all improved their economies and are now up from the Low Income to the Middle Income category. Singapore has risen from a Low Income to a High Income category in just the last 40 years. They have embraced the global economy and readily invite international corporations to do business in their country.

Chapter #3 Questions:

1. Why did the U.S. have a head start in the global economy?
2. By what two ways is a nation's economy measured?
3. What does per capita income show?
4. Why is per capita income not always an accurate measure?
5. Why are some nations richer than others?
6. Name a High, Middle and Low Income nation?

Activity #3a- Wealth List

Purpose

In cooperative groups, students will use economic data to rank 152 nations of the world from the richest to the poorest.

Materials:

Use the Country Economic list in appendix #1 and a generous supply of blank charts.

Procedures:

1. Copy appendix #1 for student groups. There are 9 pages of country economic information. Each group should have enough copies for each member.
2. Divide students into 4 groups: High Income (\$10,000 or more), High Middle Income (\$3,000-\$9,999), Low Middle Income (\$1,000-\$2,999) and Low Income (below \$1,000). Put more students in the two Middle Income groups because there are more countries in these categories.
3. Have the students analyze the per capita data in appendix #1. Each group will rank all of the countries in their category from wealthiest to poorest.
4. Students will keep track of their countries on the blank chart provided.
5. Students from the three groups will share the information to create a written master list of the wealthiest to poorest nations.

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group, student written responses and student research. (1, 3 and 4)

Activity #3b- Economic Research

Purpose: Students will learn about the economic factors of three different nations and prescribe an economic solution for them.

Materials: blank Country Economic Report sheets, Internet access

Procedures:

1. Divide the class into cooperative groups of 3-4 students. Have each group of students choose three nations to research from the list in Appendix #1. They should choose nations from the three different per capita income categories, one High Income, one Middle Income and one Low Income nation. For example, one group can pick France, Russia and Madagascar to research.
2. Groups should research and record the industrial products, natural resources, agriculture, imports, exports and trading partners for each nation on separate report sheets.
3. Students can complete all the research by using the Internet.
4. Students should recommend measures to help the economies for all three nations. For example, if a High Income nation does not produce oil and is reliant on foreign oil students could recommend that the nation seek alternate energy sources. A recommendation for a Middle Income nation might be to increase computer education to better make use of global trade. The Low Income nation might have a very young population that is not being educated or a government that needs to import more computers.
5. Students should seek advice from each other and come up with imaginative solutions based on a country's economic profile.
6. Groups should complete the outline form for each of the three countries then write up their research in a report.

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group, student written responses and student research. (1, 3 and 4)

Web Sites:

- Country Almanac <http://www.infoplease.com/country.html>
- World Factbook <http://www.bartleby.com/151>
- Country Listings <http://www.cia.gov/cia/publications/factbook>

Country Economic Research

Names: _____ Date: _____

Nation: _____

Population: _____

GDP: _____

Per capita income: _____

This is a _____ country.
(High, Middle, Low Income)

Industry:

Natural Resources (mining):

Agriculture (farming/fishing):

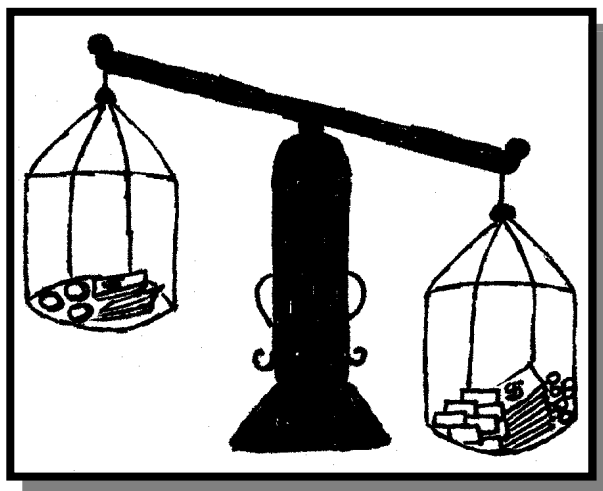
Imports:

Exports:

Trading Partners:

Economic Recommendations:

4. Wealth:



Wealth is an inventory of valuable possessions and resources. Many things like gold, diamonds, property, stocks, and products make up wealth but it is frequently measured by using money, particularly in industrialized countries. The wealth of a nation is usually represented by per capita income. Per capita income is not a flawless measure; it is only a national average of wealth. It can't tell you how many billionaires or poor people are in a nation because their incomes are lumped together with the rest of the population.

Even though Globalization has created a lot of wealth for countries, corporations and individuals wealth is not necessarily distributed equally within a country. Switzerland is a nation in Europe with a high per capita income, a very strong economy and a small population. However, A wealthy Swiss banker could make many times the \$27,100 per capita income rate in Switzerland and a Swiss hotel worker could make a fraction of the per capita income. Even though the United States has a per capita income of \$33,900, the richest 2.7 million Americans earn as much as the 100 million poorest.

One major concern about globalization is that wealth is not equally distributed between nations. There are many nations in Africa and Asia with very low per capita income. Madagascar's per capita income is approximately \$780 and Mozambique's is \$1,000. They represent nations with weak economies and large populations. The per capita income of Madagascar is about 1/300th the per capita income in the U.S. The wealthiest nine nations make up 60% of the world GDP. The wealthiest 57 nations make up only 30% of the world's population but have 90% of the world GDP. That means that 70% of the world's population has only 10% of the world's wealth. Wealth tends to be concentrated in the richest nations and there is a huge wealth gap between the richest and poorest nations.

With globalization, nations have the chance to greatly boost their populations' per capita income. Some nations are getting richer by participating in the global economy. Asian nations like Singapore, Korea and Thailand have seen a huge jump in per capita income within 20 years. They have done this by allowing foreign companies to set up factories in their nations. In turn this has brought in investments and given opportunities to the people.

But this system is not always equitable. The workers in Indonesia do not usually get paid as much as their bosses there. A boss in Indonesia typically does not get paid as much as workers

in the Japanese headquarters. It would be highly unusual for workers in Japan to be paid as much as their Japanese bosses. This example helps explain why many people in High Income nations continue to be wealthier than those from Low and middle Income nations and why within a nation there is also a diverse distribution of wealth.

Chapter #4 Questions:

1. How is wealth measured?
2. How has globalization affected wealth?
3. Give an example of unequal wealth distribution within a country?
4. Give an example of unequal wealth distribution between two nations?
5. Why do you think that wealth is concentrated in a few rich nations?
6. Should the distribution of wealth be changed? How?
7. Who are the winners and losers in global wealth distribution?
8. Why are the High Income nation employees paid more than other nations?
9. Why are bosses usually paid more than workers?

Activity #4a – Stack Up the Wealth

Purpose: Students will make a giant per capita income map to see the distribution of wealth.

Materials: Large World Political Map, per capita income list, dozens of red, blue and white poker chips.

Procedures:

1. Place the large world map on a flat table.
2. Make copies of the per capita income list found in appendix #1.
3. Explain the conversion rate for the poker chips. Blue=\$5,000, Red=\$1,000, White=\$200.
4. Have groups of students place the poker chips on each nation on the map from the list.
(Example: U.S. per capita income is \$31,500 so place 6 Blues, 1 Red and 2 Whites on the U.S.)
5. Round per capita income to the nearest \$200.
6. After the entire world wealth map is completed, photograph it. Ask the students to discuss these questions:
 - Which 10 countries have the highest per capita income?
 - Which 10 countries have the lowest per capita income?
 - Which continent seems to be the wealthiest?
 - Which continent seems to be the poorest?

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (1 and 2)

Activity #4b- Family Budget

Purpose: Students will calculate budgets for three families using the per capita information for High, Middle and Low Income nations.

Materials: per capita income list, blank pie charts

Procedures:

1. Have each student select three nations from the list of per capita Incomes: one High, Middle and Low Income nation.
2. Have them calculate a monthly budget for a family of four in each nation. To do this they will have to multiply the per capita figure by 4 then divide by 12 for the months of the year. Or more simply take the per capita income and divide it by 3.
For example: per capita income of \$12,000x4 people/12 months= \$4,000/month.
3. Have the students fill out the dollar amounts for the items in the monthly family budgets. They will need to calculate the percentage of the monthly budget and write it in the correct slice. For example: The family with \$4,000/month would spend \$1,200/ month on housing, \$400/month for food and \$200/month for clothing.
4. Have them answer the questions about the family budgets.
 - What advantages does a family in a High Income Nation have?
 - What disadvantages does a family in a Middle or Low Income nation have?
 - What could a High Income family buy that Middle or low Income families could not?
 - What would a Low or Middle Income family have to do with out?
 - What would happen to a family who made less than the per capita income in their nation?

Evaluation: Use the 5-point evaluation rubrics for student verbal responses. (#1)

Family Monthly Budget

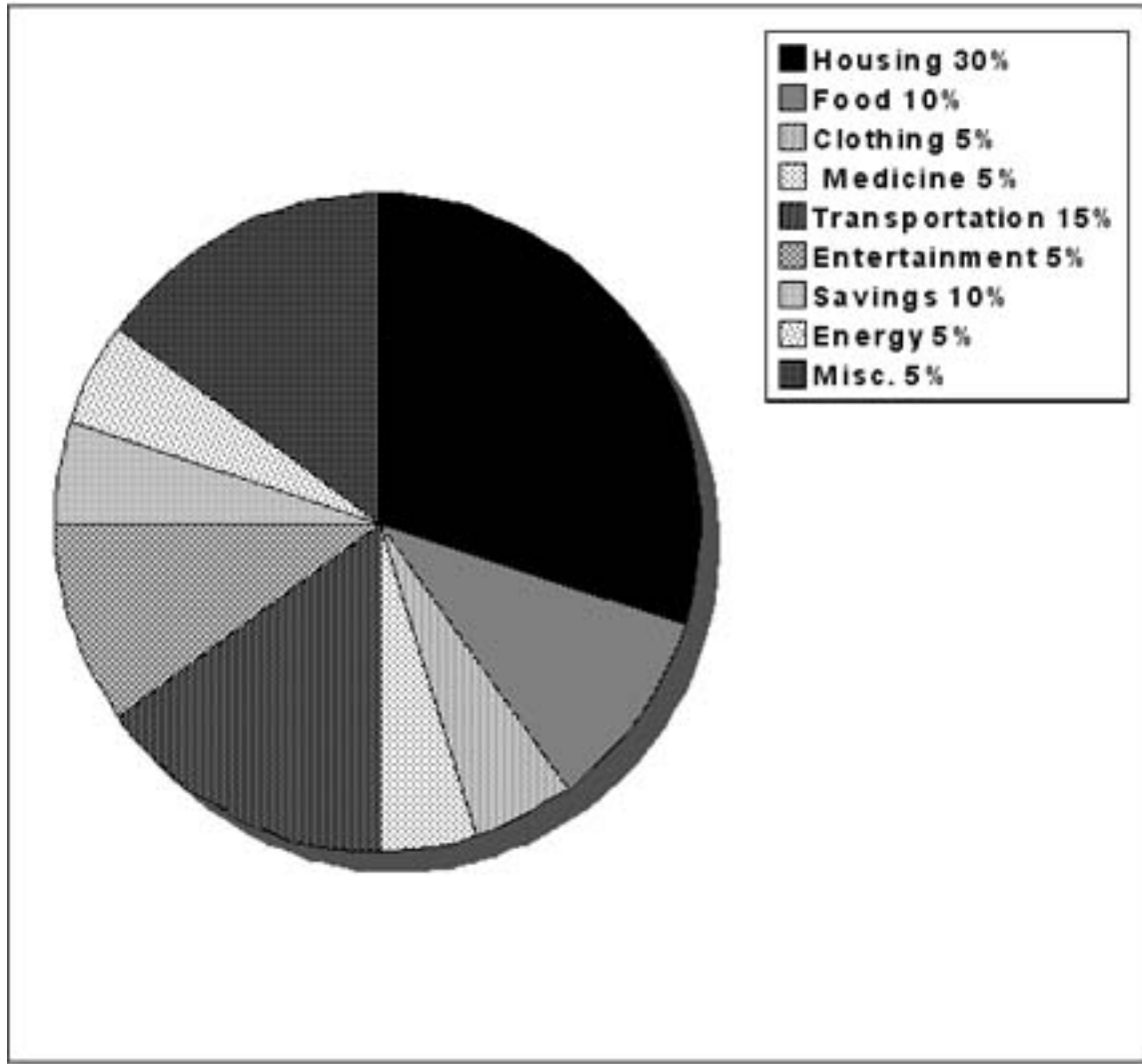
Name: _____ Date: _____

Nation: _____

Income Category: _____

Per capita income: _____

Family of 4 Monthly Income: _____



Housing: _____

Clothing: _____

Transportation: _____

Savings: _____

Miscellaneous: _____

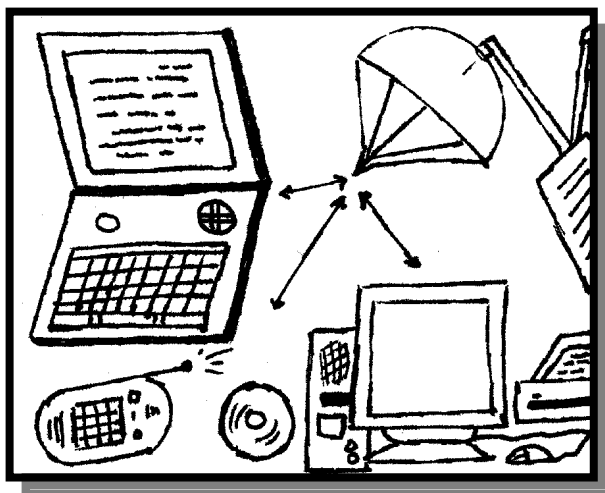
Food: _____

Medicine: _____

Entertainment: _____

Energy: _____

5. Technology:



Technology is one of the prime factors that made globalization possible. Personal computers, high-speed modems, the Internet, cell phones, E-mail, digital images, satellites, and laptops computers have changed the world. Around the world, people are able to communicate, send digital pictures, download music and video, research information and do business via the World Wide Web. People can learn about any topic of interest and they can e-mail with the click of a mouse. Countless new 'Dot Com' high-tech companies have started in the last decade. These high-tech companies enable people to purchase products and services on-line. People buy products on-line from around the globe and have it shipped to them. People can even live in different nations but work for the same company and even on the same project. They simply share information via modems sometimes even working from their homes.

This computer revolution is a new phenomenon. The Internet, the PC and the World Wide Web have only been in popular use since the 1990's. This technological revolution is an international phenomenon; people use computers in homes, schools and businesses. There are about 364.4 million computers worldwide. The United States, Japan, Germany and The United Kingdom have the most computers. There are about 129 million computers in the U. S. alone. One problem is that the top 15 computer using nations own 79% of all of the computers. The rest of the world has only 21% of the worlds' computers. This means that many people around the world do not have access to the information, communication and businesses available from computers. The nations with few computers are at risk of being left behind in the globalization process. Many of these computer poor nations are also lacking in other high-tech products. The majority of the world's population does not own a computer, television or telephone and may or may not have electricity.

Chapter #5 Questions:

1. How does technology promote global connections?

2. Which technological invention do you feel is the most important? Why?

3. Who are the winners in losers in technology?

4. How does technology give people more freedom?

5. How does technology make country borders unimportant?

Activity #5a- Internet Scavenger Hunt

Purpose: Students will do Internet research to learn the role of the computers in gathering information.

Materials: 3 page list of 27 companies, Internet access, list of search engines, and list of nations with the most computers

Procedures:

1. Divide the class into pairs or larger groups and assign each group a computer.
2. Demonstrate how to find a company in a foreign country by using a search engine or one of the web sites listed below. For example: to find an oil company in Kuwait search:

Oil Kuwait

3. Students should find 27 companies. For the companies they should try to find them from 27 different nations.
4. Students should record the name and country for each company in the 27 boxes.

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student research. (1 and 4)

Web Sites

- <http://www.corporateinformation.com>
- <http://www.yp.f2s.com/>
- <http://www.businessjeeves.com/MoneyComInd.html#YEWH>
- <http://www.businesspatrol.com/businessdirectories.html>
- <http://www.b2bnow.com/cgi-bin/search/search.pl?advancedbox=1&category=2>
- <http://www.business.com/companies/>
- <http://www.hexium.com/>
- <http://www.virtualafricana.com/>
- <http://www.mercantil.com/>
- <http://strategis.ic.gc.ca/scdt/businessmap/engdoc/1.html>
- http://dir.yahoo.com/Business_and_Economy/Directories/Companies/Regional/Countries/

Internet Scavenger Hunt Companies:

Name: _____ Date: _____

<u>Tele-Communications Company</u> <u>Name:</u> <u>Country:</u>	<u>Computer Company</u> <u>Name:</u> <u>Country:</u>	<u>Computer Chip Company</u> <u>Name:</u> <u>Country:</u>
<u>Furniture Company</u> <u>Name:</u> <u>Country:</u>	<u>Logging Company</u> <u>Name:</u> <u>Country:</u>	<u>Automaker</u> <u>Name:</u> <u>Country:</u>
<u>Steel Company</u> <u>Name:</u> <u>Country:</u>	<u>Energy Company</u> <u>Name:</u> <u>Country:</u>	<u>Software Company</u> <u>Name:</u> <u>Country:</u>

Internet Scavenger Hunt Companies:

Name: _____ Date: _____

<u>Investment Firm</u> <u>Name:</u> <u>Country:</u>	<u>Bank</u> <u>Name:</u> <u>Country:</u>	<u>Farms</u> <u>Name:</u> <u>Country:</u>
<u>Food Processing Company</u> <u>Name:</u> <u>Country:</u>	<u>Fast Food Restaurant</u> <u>Name:</u> <u>Country:</u>	<u>Amusement Park</u> <u>Name:</u> <u>Country:</u>
<u>Animation Studio</u> <u>Name:</u> <u>Country:</u>	<u>Toy Company</u> <u>Name:</u> <u>Country:</u>	<u>Retail Store</u> <u>Name:</u> <u>Country:</u>

Internet Scavenger Hunt Companies:

Name: _____ Date: _____

<u>Clothing Store</u> <u>Name:</u> <u>Country:</u>	<u>Film Studio</u> <u>Name:</u> <u>Country:</u>	<u>Record Company</u> <u>Name:</u> <u>Country:</u>
<u>Electronics Company</u> <u>Name:</u> <u>Country:</u>	<u>Shipping Company</u> <u>Name:</u> <u>Country:</u>	<u>Sneaker Company</u> <u>Name:</u> <u>Country:</u>
<u>Sports Teams</u> <u>Name:</u> <u>Country:</u>	<u>Airline company</u> <u>Name:</u> <u>Country:</u>	<u>Hotel</u> <u>Name:</u> <u>Country:</u>

Activity #5b- Build a Computer Chip

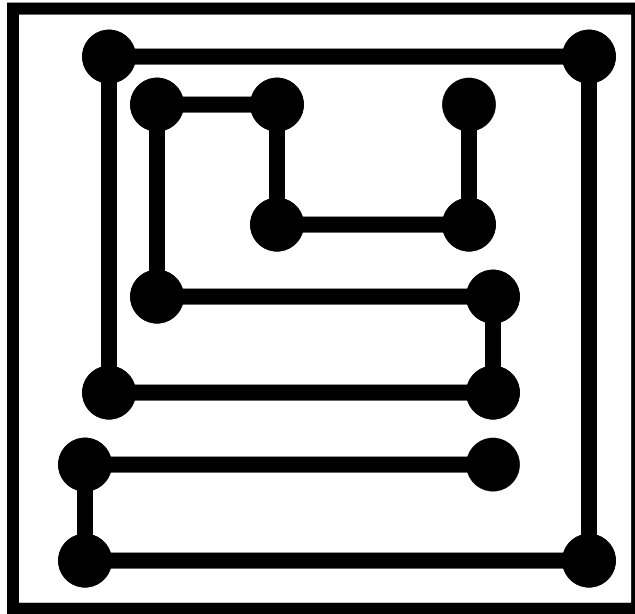
Purpose: Students will race to build computer chips, the heart of modern computer technology.

Materials: Microchip templates, 15-paper fasteners/computer chip, thin insulated wire or pipe cleaners (about 3 feet/computer chip), tweezers, scissors.

Procedures:

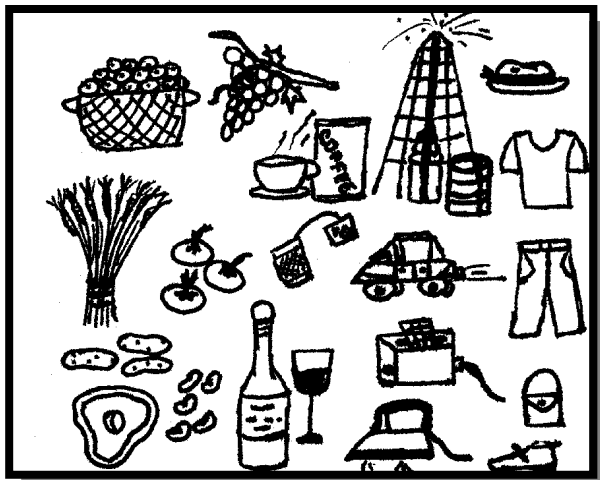
1. Explain to the students that they are your employees in your fictitious company, Global Microchips. Their job will be building computer chips. Normally the chips would be less than one-inch square but they will practice with the large Microchip templates.
2. Model how to build a microchip by placing the 15 paper fasteners through the black dots and connecting the path between the fasteners with the wire. Tweezers should be used to twist the wire. Extra wire should be twisted around the last fastener top and snipped with a scissor.
3. Give the students their materials and the Microchip template.
4. Allow the students a set time to build their microchips.
5. Reject any sloppy microchips.
6. Count how many microchips the class built in the time limit.
7. Lead a discussion and ask the class these questions.
 - What was hard about making the chips?
 - How are technicians able to make chips that are less than one inch square?
 - Do you think the global demand for microchips will rise or fall?
 - What do you think would happen to technicians who are too slow or sloppy?
 - What are some of the hazards of working on such small items?
 - Would you want to assemble computer chips for a job?
 - Why are computer chips essential in the global economy?
 - What do you think real computer chips are made of?

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (1 and 2)



Microchip

6. Trade:



One important element of the globalization era is trade. Trade is the buying and selling of products between nations, corporations or individual people. Countries need to trade because almost no country produces all of the food and consumer goods that the people need or want. For example if one nation has an extra supply of grapes they can sell it to another country and use the money to buy the oil that they lack. One nation may buy toaster ovens from China and sell computer chips to Taiwan. The products nations sell to others are called their exports. The products nations buy from other nations are called imports. The goal of trade is to make a profit, to sell your products for more money than it cost to produce them.

The United States' trade policy has evolved over the years. At first, the U.S. would have high tariffs, taxes on imported goods and only trade with a few nations. Then the U.S. set up trading blocs, giving tariff discounts to its allies and traded with more nations. In the globalization era, trade occurs between the U.S. and almost all nations. The U.S. can keep its tariffs low which attracts more trade. Some corporations in the United States sell cars, machinery, computer chips, wheat, electronics, pharmaceuticals and chemicals around the world. Then other U. S. corporations buy oil, bananas, shirts, toys and motorcycles to sell to people in the United States.

Countries, corporations and people will buy some products from other nations because the products are not made in their country. Some nations will import raw materials like oil and steel, which they do not possess to make new products. Another reason that products are imported is because it is often less expensive to make products in other nations. This is because workers are paid less and factories are less costly to run. For example, an automobile assembly factory in Mexico does not have to pay their workers as much or adhere to expensive environmental restrictions that apply in the U.S. Trade in the global system can be complicated. A company in Japan may import raw materials from France, have workers in Mexico assemble the product and eventually sell it in the United States.

Chapter #6 Questions:

1. What are two goals of global trade?
2. How does trade promote connections between nations?
3. How does global trade work?
4. What are the advantages and drawbacks of global trade?
5. What has happened to U.S. trade policy in the era of globalization?
6. What might happen to nations that do not participate in global trade?
7. What are two reasons that nations import some products?
8. Why do nations export products?

Activity #6a- Trade Rummy

Purpose: Students will learn about global trade and strategies to get the products and materials they need.













Materials: Set of Trade Rummy cards, poker chips

Procedures:














1. Copy, cut out and laminate the 48 Trade Rummy cards. You may want to put colored backing paper on them and laminate them.
2. Divide the group up into 4 teams. Each team gets 7 random Trade Rummy cards in the beginning of the game.
3. Students can select their nation team from the economic data list in the appendix.
4. The object of the game is to have all 7 cards be matches or runs. A match will be the same number on the card but of different suits. For example: the 7 of Raw Materials, the 7 of Finished Products, the 7 of High-Tech Products, and the 7 of Heavy Equipment. A run is incremental numbers in the same suit. For example: the 3, 4, 5, and 6 of Raw Materials.
5. There are 4 wild Cards, one for each suit. They can count for any number in that suit.
6. Teams should sit in a circle with their cards hidden from each other. The teacher can randomly choose the team to go first. Play goes from left of the first team.
7. Round 1: Teams can either pick the face up card in the discard pile or the face down card on top of the pile.
8. Round 2: Teams offer trades. The first team offers one card to trade to the team on their left. For example: "Canada offers the 5 of High-Tech for the 6 of Finished Products." Only one card can be traded for one card. Each team must always have 7 cards. The team sitting on their left can either accept or decline the trade. The first team that accepts that trade must complete the trade then offer a new trade starting on their left and going around the room. If no team accepts Canada's trade offer then the team to their left can initiate a trade.
9. Alternate between Round 1 and Round 2 play until one team wins by revealing they have 7 cards that are matches, runs or both.

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group. (1)













Trade Rummy Cards (Suit of Raw Materials):

 1 Steel	 2 Oil	 3 Rubber	 4 Plastic
 5 Cotton	 6 Timber	 7 Sugar	 8 Wheat
 9 Aluminum	 10 Chemicals	 11 Wool	 Wild Card

Trade Rummy Cards (Suit of Finished Products):

 1 Furniture	 2 Tires	 3 Shirts	 4 Pants
 5 Bicycles	 6 Paper	 7 Sneakers	 8 Soft Drink
 9 Scooters	 10 Jackets	 11 Food	  Wild Card

Trade Rummy Cards (Suit of High-Tech Products):

 1 Personal Computers	 2 Cell Phones	 3 Lap tops	 4 Televisions
 5 Stereos	 6 CD Players	 7 VCR's	 8 Camcorders
 9 Cameras	 10 Software	 11 Video Game System	 ★ Wild Card

Trade Rummy Cards (Suit of Heavy Machinery):

 1	 2	 3	 4
Trucks	Cars	Tractors	Buses
 5	 6	 7	 8
Motorcycles	Bulldozers	Airplanes	Ships
 9	 10	 11	 
Cranes	Helicopters	Train Cars	Wild Card

Activity #6b- Trade War

Purpose: Students will acquire the raw materials they need in an often times hostile trade environment.

Materials: One set of Raw Materials from the Trade Rummy Cards (for each team), one Trade War grid sheet.

Procedures:

1. Divide the class into 2-4 teams. Give each team a set of Raw Materials and one Trade War grid sheet.
2. Have each team secretly write the names of all 12 cards in one of the boxes on the grid sheet. Then they should write: FREE CHOICE in four additional boxes. There should be writing in only 16 boxes.
3. Explain to the students that they will be trading Raw Materials with each other to make 5 products: cars, houses, furniture, clothes and cereal. Share this chart with the students:

Car (10pts.)= 2 Steel, 1 Rubber, 1 Plastic, 1 Aluminum, 1 Chemical.
House (5pts.)= 2 timber, 1 Chemical, 1 Plastic
Furniture (2pts.)= 1 timber, 1 cotton
Clothes (2pts.)= 1 Cotton, 1 Wool
Cereal (2pts.)= 1 Wheat, 1 Sugar

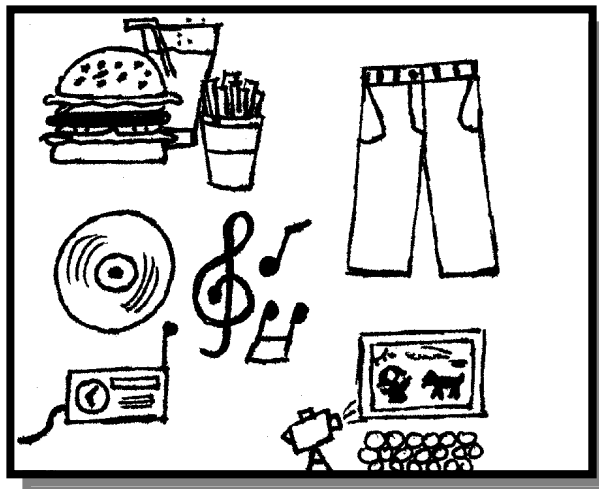
4. Select a team to go first. They name any grid coordinate. They will receive whatever is in that space on the other teams' grid sheets. For example, if team one says, "B-4," team two had nothing in that spot and says, "Miss," team three had Steel in that spot and must surrender it to team one. Team four had FREE CHOICE in that spot so team four can choose any one raw material from team one to give them.
5. Teams should record which grid coordinates they picked so that they do not have a repeat.
6. After 10-20 rounds the teams must take the cards that they possess any assemble whatever products they can. Whichever team makes the products with the highest point value wins.

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group. (#1)

Trade War Grid Sheet

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							

#7 Culture:



Culture is the distinct expression of a group of people with shared experiences. Examples of a group's culture are their clothes, food, shelter, arts, literature, entertainment, technology, practices, traditions, music, education, products, and language. With globalization and the advent of the Internet, new cultural ideas come into many more countries. This global culture has been dominated by the United States. American fast food, Hollywood movies, blue jeans, pop music, and other American cultural ideas have permeated into many new places. This new global culture is often called Americanization.

In the era of globalization, many changes are happening to traditional cultures around the world. For example people from the country of Mongolia have a distinct cultural identity. Mongolian culture is nomadic; they do not have permanent dwellings but travel with their herds. Mongolians rely on horses and yaks for transportation and food. They sleep in round felt-covered tents called yurts, are very skilled archers and make hand-made wool rugs. Can the Mongolians retain their unique culture in the era of globalization? Will they have to stay outside of the global system to preserve their culture?

Some people embrace new cultural ideas and others resist them. In many countries it is the youth who initially embrace the Americanization of their culture. Teenagers in different countries have a similar global culture that may be stronger than their national or ethnic identity. Because American clothes, soft drinks, music, and hair styles are popular and available world-wide, a teenager in the Netherlands may have more in common with teenagers in Germany, Japan, Korea and Australia than with his or her own parents. Because of the rapid pace of cultural change some individuals and cultures have turned away from globalization and prefer to be isolated from its cultural effects. When old cultural identities meet new cultural identities, conflicts are inevitable. It is up to individuals to decide what cultural aspects they want to adopt and what ones they want to reject.

Chapter #7 Questions:

1. How does globalization encourage cultural connections?
2. Who are the winners and losers in the global culture?
3. What is America's role in the global culture?
4. What role does technology play in global culture?
5. What role do youth play in global culture?
6. What is your favorite aspect of culture?
7. Is the Americanized global culture a good or bad thing?
8. What is the benefit of preserving traditional cultures?
9. What is the benefit of new cultural ideas?
10. What aspects make up your culture?

Activity #7a-Cultural Elements Chart

Purpose: for students to analyze the different aspects of American culture.

Materials: blank cultural elements list

Procedures:

1. Divide the class into pairs.
2. Give pairs of students two cultural elements chart and have them interview each other and record their findings.
3. Students should name 2-3 items for each cultural element.
4. Have students share results with the class.

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (1 and 2)

20th Century American Culture

Name: _____ Date: _____

Student Interviewed: _____

What are the things that you like best about American Culture?

1. Television	
2. Movies	
3. Books	
4. Games	
5. Fashion	
6. Slang	
7. Food	
8. Music	
9. Sports	
10. Toys or Games	

Activity #7b- Cultural Scenarios

Purpose: Students will evaluate and share how they feel about the exchange of global cultures.

Materials: 26 Cultural Scenarios

Procedures:

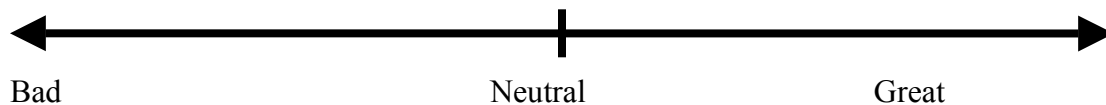
1. Have students read the 26 cultural scenarios. Explain that these are true occurrences that are happening around the globe.
2. Have students mark their opinions on the cultural continuum lines. Their responses can range from great to neutral to bad.
3. Have the class share their results in a discussion.
 - How many cultural scenarios did you rate as great?
 - How many cultural scenarios did you rate as neutral?
 - How many cultural scenarios did you rate as bad?
 - Which cultural exchange did you feel is the best? Why?
 - Which cultural exchange do you feel is the worst? Why?
 - Why are there so many global cultural exchanges?
 - What other global cultural exchanges do you know about?
 - Is the U.S. dominating these scenarios?
 - What are the pros and cons of U.S. cultural domination?

Evaluation: Use the 5-point evaluation rubric for student verbal responses. (#2)

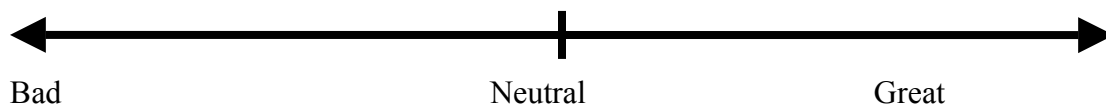
Name _____ Date _____

Evaluate these cultural scenarios from around the world.

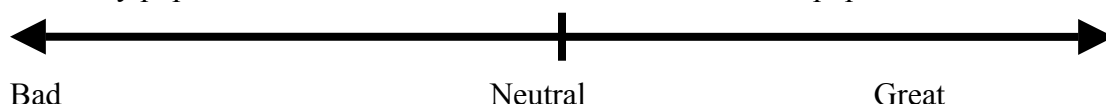
1. There are hundreds of American fast food restaurants in Japan and hundreds of Japanese sushi restaurants in America.



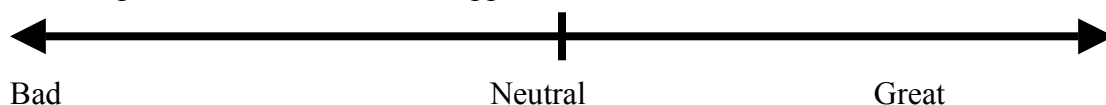
2. Many Muslim women are no longer wearing traditional veils and are adopting western style dress.



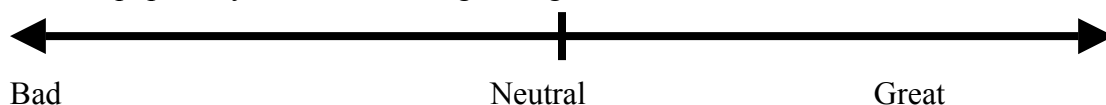
3. Many pop music stars from America and Great Britain are popular around the world.



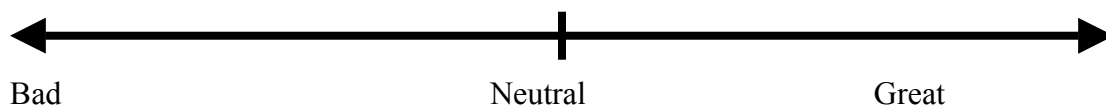
4. Many traditional Brazilian villagers learn about modern culture and leave their villages and traditions for new opportunities.



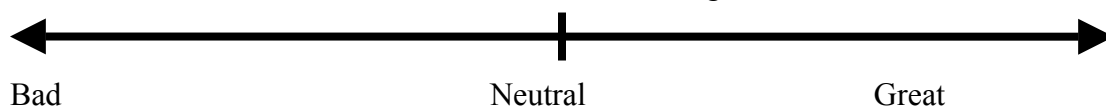
5. The popularity of basketball is growing around the world.



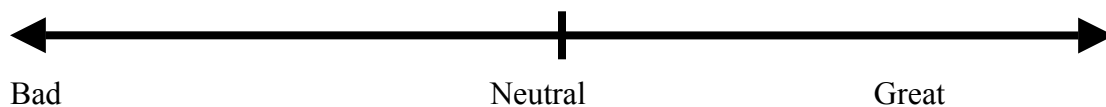
6. In Low Income nations, American fast food restaurants are causing many local restaurants to go out of business.



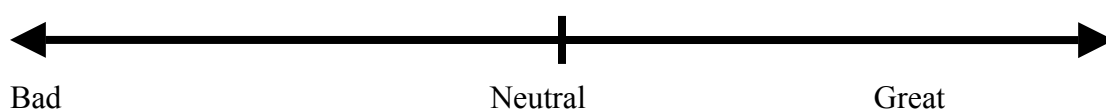
7. American soft drinks are sold and advertised through out the world.



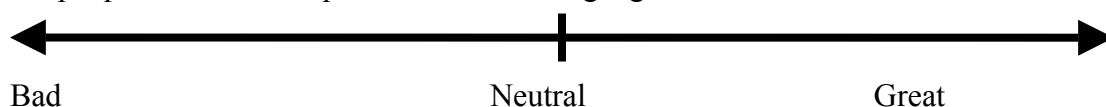
8. Japanese animation is internationally popular.



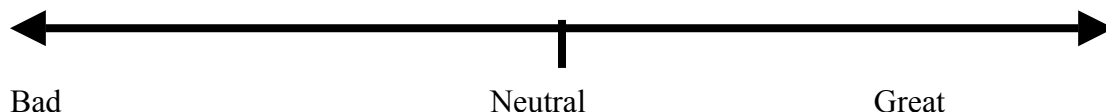
9. Business people in Low Income nations world use cell phones to conduct their businesses.



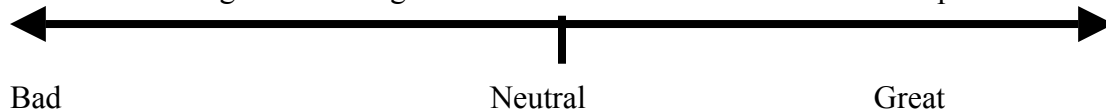
10. English is used in the majority of the information in the Internet. This is discouraging people to learn and speak their native languages.



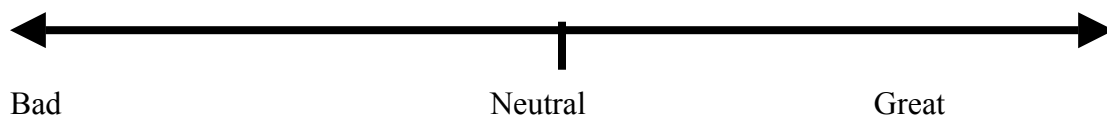
11. Multi-cultural elements like music, art and stories are taught in many American schools.



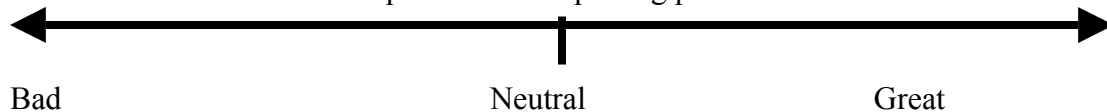
12. Visitors can get a taste of global cultures at several American theme parks.



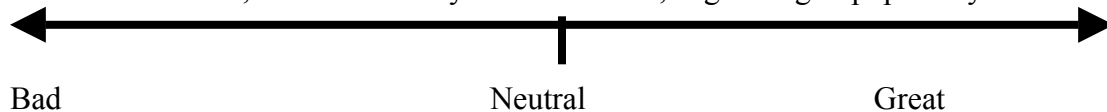
13. New fashions in High Income nations borrow elements from African and Asian fashions.



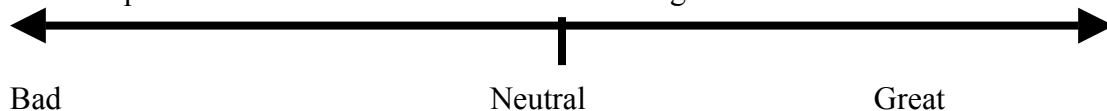
14. Some American stores specialize in importing products from different cultures.



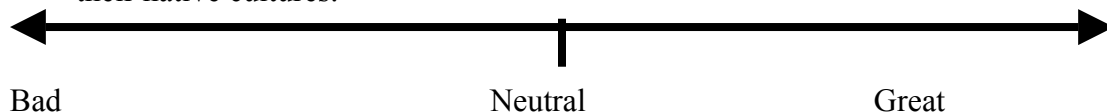
15. World music, a blend of many cultures music, is growing in popularity.



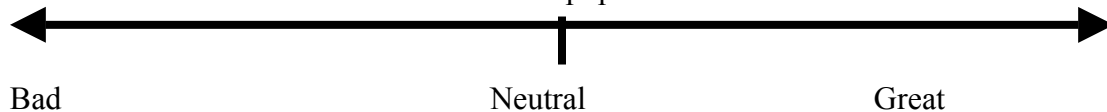
16. People can learn about different cultures through the World Wide Web.



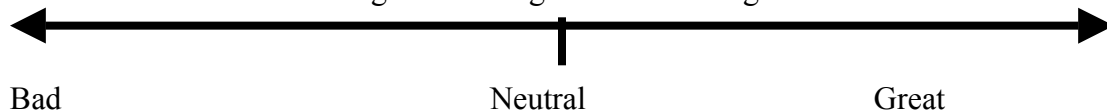
17. Some immigrants to High Income nations set up stores and restaurants dedicated to their native cultures.



18. Latin American dances and music are popular worldwide.



19. Americans are watching more foreign films with English subtitles.



20. American films are dubbed into foreign languages and distributed worldwide.



Bad Neutral Great

21. American clothing styles, like jeans, are popular around the world.



Bad Neutral Great

22. Businessmen in most countries wear western-style suits and ties.



Bad Neutral Great

23. More and more people in Europe and North America practice yoga, tai chi, and martial arts that originated in Asia.



Bad Neutral Great

24. The world's favorite sport, soccer, is growing in popularity in the U.S.



Bad Neutral Great

25. Many youths are shunning their native cultures and adopting aspects of the global youth culture.



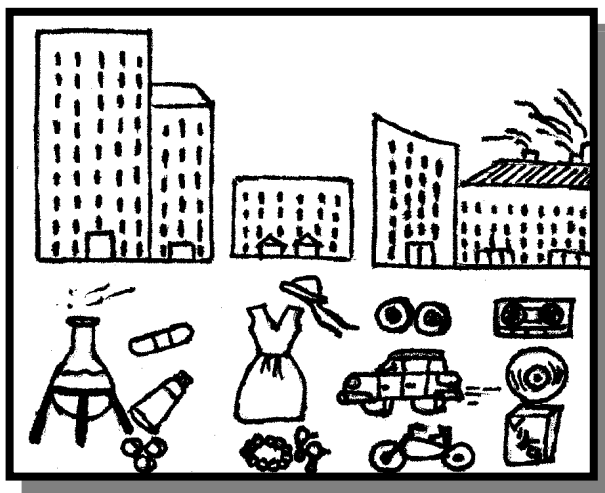
Bad Neutral Great

26. American movies and music are very popular in Canada and it dwarfs their own culture.



Bad Neutral Great

#8 Corporations:



American corporations are leading the charge into globalization. U.S. companies make countless products and provide many services: telecommunications, fast foods, soft drinks, computers, sport shoes, electronics, chemicals, cars, financial services, On-line services, hotels and retail stores. Since most of the larger U.S. corporations have factories, franchises, stores and branch offices around the world, they are called multi-national corporations. Other nations like Japan, and Germany also have large multi-national companies that operate around the world. For example many Japanese electronics and automobile companies make and sell their products throughout the world. The incentive for these companies to expand into the global scene is the lure of large profits. Corporations make decisions about what products and services to offer in the global economy. Consumers make choices about which of these products and services they want to purchase. Some of these multi-national corporations have huge annual economies, in the billions of dollars. They have larger economies than many national economies in the developing world.

Before globalization corporations were more regional. A company would make a product or offer a service to people in their region. For example some soft drinks in America would only be available in the south and some restaurant franchises were only found on the west coast. The result of global corporations is that products are designed and produced for a world market. Many American products like restaurants, soft drinks, toothpaste, clothing, recorded music and television shows are marketed and distributed worldwide. It is hard for smaller businesses to compete with these multi-nationals since they can't produce and distribute products as cheaply nor market products as effectively.

To gain new customers, Multi-national companies rely on clever marketing and advertising techniques. \$450 billion is spent on global advertising per year. One successful technique is called branding. This is the practice in which companies create powerful advertisements that encourage people to personally identify with the product or brand name. Some companies are creating the illusion that their products are essential for certain life styles. Corporations also branch out into global markets through the use of logos and slogans. Logos are easily identifiable pictures that are printed on a product. Logos used to be small labels, but now many logos can take up a majority of the product's space. This way whoever wears or uses a

product is a walking advertisement for the company. Think of a shirt that has the brand name large and prominently displayed. Slogans are catchy phrases about the product. One advantage of logos is that a picture or symbol can be readily identified with a product. It can be marketed to nations regardless of language barriers and literacy rates. Multi-national companies use these marketing strategies to encourage loyalty to their products. Many television commercials, billboards and print are translated from English into many languages and used abroad.

Chapter #8 Questions:

1. How do corporations make people and nations more connected?
2. What are the benefits and drawbacks of global corporations?
3. What decisions do people make in the global economy?
4. How do corporations encourage people to buy their products?
5. How do corporations get new customers in the global economy?

Activity #8a-Brand X- Product Research:

Purpose: Students will identify the company, brand name, logo and slogans of products that they and their peers use.

Materials: Popular products, TV commercials, Brand X recording sheets

Procedure:

1. Brainstorm with the students the company brand names, logos and slogans that are popular. You can bring in a collection of brand name products or draw and write popular logos and slogans on the board for the students to identify. You can also show the class television commercials and or magazine advertisements. Inevitably, there will be a student who is wearing a logo that you can point out to add to the brainstorm.
2. Pair the students up and have them interview and record the names of products they use, the brand names, the logos and slogans associated with these products.
3. There are blank interviewing forms to allow students to write in product types that are not listed.
4. Have the whole class discuss these questions.
 - Which name brand product do you have the most loyalty to?
 - Which brand name is the coolest?
 - Which product has the most memorable logo?
 - Which product has the most memorable slogan?
 - How important is it to you that you have brand name products?
 - How much extra would you pay for a brand name?
 - What are the pros and cons of logos and slogans?
 - What are the pros and cons of brand name products?
 - What are the pros and cons of a no-name or generic brand?
 - If a no-brand shirt cost \$10 and your favorite brand shirt cost \$25, which would you buy?
 - If a no-brand pair of sneakers cost \$30 and your favorite brand name pair cost \$70, which would you buy?
 - Why do you think corporations use brand names, logos and slogans?

Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups and student verbal responses. (1 and 2)

Brand X-Product Research

Name: _____ Date: _____

Product	Company Brand Name	Logo	Slogan
Pants			
Shirts			
Electronics			
Computers Or video games			

Brand X-Product Research

Name _____ Date: _____

Product	Company Brand Name	Logo	Slogan
Bicycles			
Fast Food			
Sneakers			
Cosmetics			
Soft Drinks			

Brand X-Product Research

Name _____ Date: _____

Product	Company Brand Name	Logo	Slogan

Activity #8b- Create-a-Brand

Purpose: Students will learn about the power of brands by creating their own brand name product and selling it to their peers.

Materials: poster board, Create-a-Brand Worksheet

Procedures:

1. Have individual or groups of students design their own product, company brand name, logo and slogan using the Create-a-Brand worksheet
2. Students will use their worksheets in order to design a poster that advertises their product with the logo and slogan.
3. Have them present their product and try to sell it to the other students.
4. Have students vote on which product they would be most likely to purchase.
5. Have the class discuss these questions:
 - Which aspect of the most popular class product attracted you the most? The product, brand name, logo or slogan?
 - What group of people would be most likely to buy that product?
 - What aspect of your product do you feel is the best? The product, brand name, logo or slogan?
 - What group of people would be most likely to buy your product?
 - Would you predict that the most popular class product would be as successful with out its brand name, logo and slogan?
 - Would your product that your product would be as successful with out its brand name, logo and slogan?
 - Why do corporations spend so much money creating brand names, developing logos and slogans and advertising their products?
 - Which of those corporate endeavors do you think is most important?

Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups, student verbal responses and student visual aids. (1, 2 and 5)

Create-a-Brand Worksheet

Name: _____ Date: _____

Product: _____

Company Brand Name: _____

Logo:



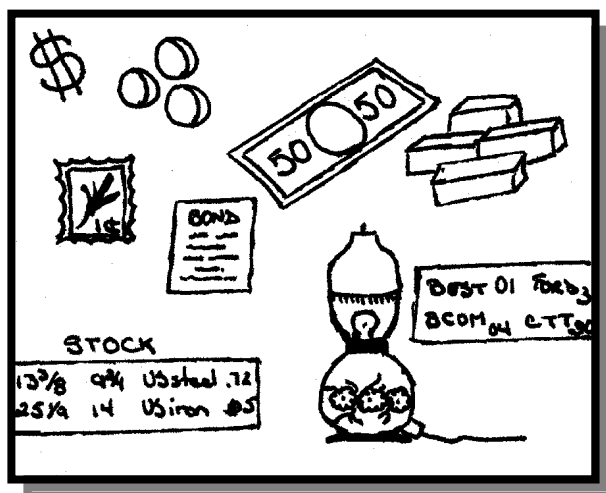
Slogan:

“ _____ ”



Sketch the product with the logo on it.

#9 Investing:



Investing is buying something in order to sell it later for a profit. People invest in many things: stocks, bonds, gold, commodities, currency, old coins, stamps, antiques and art. More people invest in the stock market now than in any time in American history. In order for the rapid growth that global companies desire they need to raise a lot of money. To do this companies offer shares in their companies called stock. Many people buy and sell stock or shares in different companies. They are hoping that the price for each share goes up so that they can sell it for a higher price and make a profit.

There are stock exchanges in many countries and major ones are in New York City, London, Berlin, Shanghai and Tokyo. It is not just Americans that invest. With the Internet and on-line trading the stock market is accessible for people around the world. Another change with globalization is that investing now happens 24 hours a day. Many investors own stock from companies around the world. Good and bad events in one country can affect stock prices around the world. For example a flood that destroys a factory in Bangladesh can send the parent company's stock price to fall. Increased production of steel in Poland can cause the stock of an automobile manufacturer in the U.S. to rise.

When people invest in the stock market they are hoping that the price of the stock will go up so that they can make a profit. For example, if you buy 100 shares of stock on Monday for \$5 per share and the price jumps to \$10 a share on Thursday, your initial investment of \$500 is now worth \$1,000. The trick is to know when to buy and sell the stocks. That \$10 a share price on Thursday can dive down to \$3 a share on Friday. The stock market is risky for both individuals as well as companies. If many investors decide to sell their shares of a company then the value of that company will decline.

Chapter #9 Questions:

1. How does investing promote global connections?

2. What are the pros and cons of investing?

3. How does investing give people more freedom?

4. Why is investing risky in the global economy?

Activity #9a- Pick a Prospectus:

Purpose: Students will evaluate fictional global companies and decide which ones will make good investments.

Materials: 12 company prospectus profiles

Procedures:

1. Explain to students that a prospectus is a financial history of a company and a plan of what the company wants to do in the future. Have students read the 12 prospectuses from the global companies.
2. Have them give each global company a rating from 1-5 (1=poor, 2= fair, 3=good, 4=very good, 5=excellent)
3. Have them write an evaluation of the company.
4. Have each student fill in a blank investing sheet in which they decide how to invest \$100,000 between these 12 global companies.
5. Tabulate the class results to see which global company attracted the most investment money.
6. Have each student create a prospectus for his or her own company. Present them to the class and allow the class to invest \$100,000 in the student companies. Tabulate the results and declare a student winner. Have the class discuss these questions:
 - Which global company received the most investment money?
 - What factors influenced your choice for the best company?
 - Which global companies would make solid investments?
 - Which global companies were too risky for investment?
 - What considerations did you make when you wrote your own prospectus?
 - Which student company received the most investment money?
 - What factors made this a good investment?
 - Which student companies are too risky for investments?

Evaluation: Use the 5-point evaluation rubric for student verbal responses and student written responses. (#2 and #3)

Global Companies

1. Global Gem Mining Company (GGMC)

History	Present	Future
The Clancy family started the Global Gem Mining Co. in 1966 in Australia. They have had over 30 years experience mining opals and sapphires.	At present GGM is the largest mining company in Australia. They are a 150 million dollar company and have shown a 10% profit for the last three years. The founder has recently retired and his sons have taken over.	GGM wants to expand its operations around the world. They are hoping to start an emerald mine in Colombia, S.A. and a ruby mine in Burma (Myanmar). For this they need to raise 35 million dollars for this venture.
Rating: (1-5)	Evaluation:	

2. Global Automobile Company (GAC)

History	Present	Future
GAC was founded in Japan in 1975. Its founder, Izu Ono, spent his youth observing insects. When he became an engineer he used his knowledge of insect exoskeletons to design cars.	At present GAC produces 3 models of insect-inspired cars: the Fly (sports car), the Flea (sub-compact) and the Cockroach (mid-sized car). They are a 345 million dollar company and make 6% profits per year.	GAC needs \$60 million dollars to start two new models. The Dragonfly luxury sedan is due out next year. The Cockroach line will be remodeled in Mexico. It will be renamed, La Cucaracha.
Rating: (1-5)	Evaluation:	

Global Companies

3. Global Sneaker Company (GSC)

History	Present	Future
Sprint Johnson founded GSC in 1972 in California. He saw the need for a low-cost good-looking shoe for running. Its trademark Flying Fox logo is world famous.	GSC has 40 factories worldwide, mostly in Central America and Asia. GSC keeps production costs low by using non-union labor. GSC is a 312 million dollar company and it made an 11% profit for its investors.	GSC wants to expand their operations abroad. They are planning a \$45 million dollar expansion. They want to set up 17 more factories in Asia and advertise their Flying Fox logo in Europe.
Rating: (1-5)	Evaluation:	

4. Global Clothing Company (GCC)

History	Present	Future
Louise Fabricinni, an Italian immigrant to the United States, founded GCC in 1957. She combined bright colors, tough fabrics and fair labor policies to create a clothing empire. In 1995, they won an international labor award.	GCC has 24-textile factories worldwide. They boast that they pay fair wages, have health care and clean working conditions at all of their factories. They are a 178 million dollar company that makes 4.7% profit last year.	GSC wants to set up an educational system so that many of their textile laborers can learn to be factory managers.
Rating: (1-5)	Evaluation:	

Global Companies

5. Global Furniture Company (GFC)

History	Present	Future
The Svenson family founded GFC in Sweden in 1960. They have used hard woods and simple designs to make tough, inexpensive furniture.	GFC has a healthy financial picture. They are a \$245 million company that posted a profit of 6.5% last year. They have an experienced management team and they are committed to environmental preservation.	GFC needs \$55 million to expand into rain forest regions. They will continue their policy of planting three trees for every one they cut.
Rating: (1-5)	Evaluation:	

6. Global Bicycle Company (GBC)

History	Present	Future
The Frommage family started GBC in France in 1925. They have a long history of creating quality bicycles at reasonable prices.	GBC has had some rocky financial reports. Last year, their three French factories only produced 20,000 bicycles and the company is only worth \$54 million. They reported a loss of 8.4%.	GBC has big plans for next year. They need \$35 million to open 4 factories in China. They want to produce and sell their inexpensive bicycles in Asia.
Rating: (1-5)	Evaluation:	

Global Companies

7. Global Farming and Seed Company (GFSC)

History	Present	Future
GFSC was stated in 1935 in Nebraska, USA. It was founded in a time where many American farmers could not afford seeds or farm equipment. GFSC gave loans and information to America's farmers.	Today, GFSC is a leader in agri-business. They still sell seeds and equipment but also teach farmers the latest techniques and buy their crops at fair prices. This \$425 million company reported a profit of 3.75%.	GFSC wants to expand its agri-business to the developing world. They want to introduce the use of beneficial insects instead of deadly pesticides and insure that farmers are well paid for their crops.
Rating: (1-5)	Evaluation:	

8. Global Fast Food Company (GFFC)

History	Present	Future
GFFC was formed in 1993 as the result of the merger between Truck Stop Chicken and Highway Pizza. In the merger, a new young fresh management team replaced most of the executives from both companies.	Today, GFFC is a financially strong company. It showed a profit of 9% and has assets of \$530 million. There are 1,478 franchises in 42 nations.	GFFC wants to expand with more franchises in Asia, Africa and South America.
Rating: (1-5)	Evaluation:	

Global Companies

9. Global Energy and Oil Company (GEOC)

History	Present	Future
The O'Sullivan family founded GEOC in Texas in 1914. It has traditionally been a petroleum producer.	Today, GEOC is one of the largest companies in the world. With assets worth \$1.6 billion and a yearly profit of 12.3% it is a well-managed money making company.	GEOC needs \$400 million for two bold plans. It wants to look for petroleum in untapped regions of Asia and the Pacific Ocean. GEOC also wants to invest money into research for renewable energy sources.
Rating: (1-5)	Evaluation:	

10. Global Water Company (GWC)

History	Present	Future
The Franken brothers in Vermont, USA in 1983, founded GWC. They began bottling their pure spring water and export it to the world's thirsty. They use the highly recognizable logo, Wally the Water Drop.	Today, GWC is a company treading water. The company is worth \$34 million and showed a loss of 17.6% last year. The Franken brothers have recently hired hydrology experts to help them run the business.	GWC wants to expand into the developing nation's market. To do this they want to set up desalination plants to remove the salt from seawater.
Rating: (1-5)	Evaluation:	

Global Companies

11. Global Entertainment and Company (GEC)

History	Present	Future
Joskins and Spiegleman started GEC. They started translating American movies into other languages back in 1982. Now they translate thousands of movies, T.V. shows and videos per year.	Today, GEC hires thousands of translators and actors who dub movies from English into 38 languages and sell them to 49 nations. The company is worth \$56 million and reported profits of 13% last year.	GEC needs \$16 million to expand. They want to distribute their movies to 17 other nations and into 11 more languages. They are hoping to translate their work into Mandarin Chinese.
Rating: (1-5)	Evaluation:	

12. Global Internet Company (GIC)

History	Present	Future
GUIC is a new company and this is their initial public offering (IPO). Two computer engineers who are also dog lovers started GIC last month in Silicon Valley, California.	Today, GUCC has 35 employees, 67 computers and rents a small office space. They want to provide an on-line chat room for pets to access when their owners go to work.	GUCC needs \$15 million for start up costs. They need to buy more computers, de-flea their office space and advertise their domain name: www.dogchat.com
Rating: (1-5)	Evaluation:	

Student Company

Company Name: _____

[illegible]

Prospectus Pick:

Company Name:	Rating:	\$ Invested:

Activity 9b- Investment Dartboard

Purpose: Students will compare the results of randomly or choosing their stocks.

Materials: Highlighters, Newspaper Stock Market Report, and Two Stock Tally Sheets

Procedures:

1. Explain to the students that they will be selecting two stocks from the New York Stock exchange for a five-day investment simulation. Have the students brainstorm a list of popular stocks. You can add a few big ones if the class needs help. Allow the students to select one stock that they want.
2. The second stock pick they will do randomly. Spread the Newspaper Stock Market page on the ground. Have students take turns dropping an open highlighter about three feet from the floor onto the paper. Whatever stock they hit will be their second pick.
3. Have the students record the names of their two stocks and the current price.
4. Have them track the value of the stock over five days. On the last day they should record how much the stock lost or gained for the five days.
5. After the fifth day have the students participate in a discussion about the value of their stocks and their best investment strategy.
 - Which stock did better the one you choose or the random pick?
 - How do investors usually make their stock picks?
 - Which investment strategy do you recommend?

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (1 and 2)

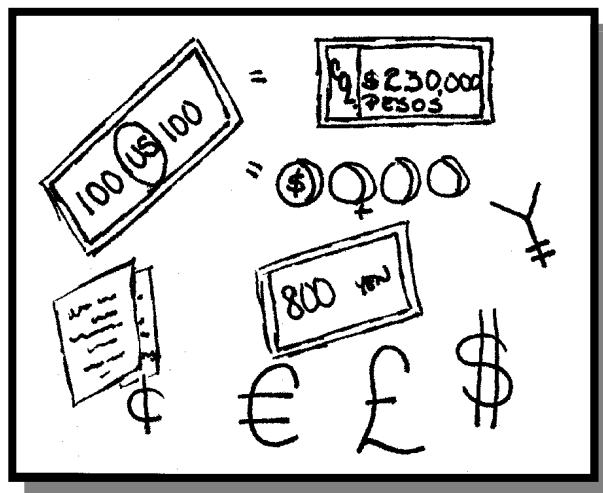
Name: _____

Date: _____

Two Stock Tally Sheet

Stocks	Day 1	Day 2	Day 3	Day 4	Day 5	Gain or Loss

#10 Currency:



Currency is the money that people in each country use. If an American travels to Canada then he or she would have to convert their American dollars into Canadian Dollars. There is no one global currency people in different nations must regularly exchange currency when they travel. Currency trading is also done for investment purposes. Traders buy and sell large amounts of currency in order to make a profit. Over one trillion dollars of currency is exchanged daily.

The value of currency like the value of stocks goes up and down. Currencies are floated against each other; they gain and lose value compared to other currencies. For example, if an investor in Singapore buys 10,000 Japanese Yen (\$100 USD) and the value of the Yen goes up (9000 Yen equals \$100 USD) then the investor made a profit. It takes 1000 Mexican Pesos to equal \$100 USD. If the value of the Peso falls as it did in 1995 then it might take 1200 or 1500 Pesos to equal \$100 USD. Many factors can cause a country's currency to rise and fall: confidence in the country's economy, repayment of loans, bond ratings, performance of industries, stocks and their overall economy.

Many Asian currencies have had problems in the late 1990's. If a nation's currency loses a substantial amount of its value then various world organizations may take steps to prop up the failing currency. A currency crisis can quickly spread to other nations' currencies. When currency traders lose faith in a world currency they will sell it and buy a currency with a more stable price. This makes its value decrease even more. The U.S. dollar, the Japanese Yen and the Swiss Franc are among the strongest currencies in the world. They are stable currencies that routinely go up in value.

There is a new currency called the 'Euro' that is the monetary unit for the European Union. Instead of converting Spanish Pesetas to Dutch Guilders or converting German Marks to Italian Lire, the people in the European Union can all use the Euro. There are 15 E.U. nations but more are expected to join. By 2002, all E.U. nations will replace their country's currency with the Euro.

Chapter 10 Questions:

1. Why are the world's currencies exchanged?
2. How does currency exchange promote connections between nations in globalization?
3. Would one world currency be a good or bad thing?
4. What factors affect the rise and fall of currency values?
5. What are the pros and cons of currency exchange?

Activity #10a- Currency Trading Game

Purpose: Students will learn about the joys and pitfalls of currency exchange.

Materials: copies of the 12 kinds of currencies

Procedures:

1. Each player starts with one piece of currency from each country. At the beginning of the game all currency is equal in value but it will gain and lose value throughout the game.

**100 U.S. dollars=10,000 Japanese Yen=
115 European Euros=800 Chinese Yuan=
150 Canadian Dollars=1,000 Mexican
Pesos=175 Swiss Francs=100,000 Korean
Won=750 South African Rand=4500 Indian
Rupees=2800 Russian Rubles=180 Australian
Dollars.**

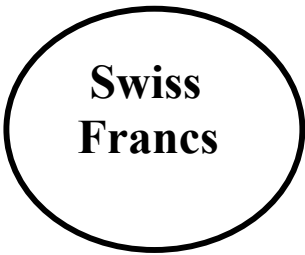

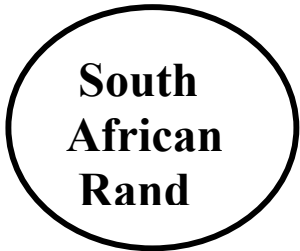
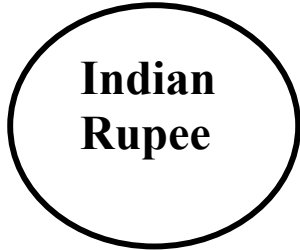


2. The players will secretly trade the currency they want. They can make one trade per round. For example, Player A trades away their 4500 Indian Rupees for 800 Chinese Yuan.
3. Each time a currency is traded away it will lose 10% of its value. Each time a currency is traded for it will gain 10% of its value. So after the last trade the Chinese Yuan is worth 10% more (720 Yuan equals \$100) and the Indian Rupees lost 10% of its value (4950 Rupees equals \$100).
4. Each round the banker will publicly post how well each currency is doing. For example after round one 4 players traded away their Euros and it is at -4, 3 players traded for Mexican Pesos so it is at +3.
5. If a currency reaches -10 at the end of any round then it is in collapse and henceforth worthless.
6. After 10 rounds the banker will list the final value of each currency and students will convert all of their currencies back to U.S. dollars.

Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups.
(1)

Global Currencies

<u>\$100</u> U.S. Dollars	<u>10,000Yen</u> Japanese Yen
<u>115E</u> European Union Euros	<u>800 Yuan</u> Chinese Yuan
<u>150 C\$</u> Canadian Dollars	<u>1,000 Pesos</u> Mexican Pesos

Global Currencies

<u>175 Francs</u> 	<u>100,000 Won</u> 
<u>750 Rand</u> 	<u>4500 Rupee</u> 
<u>2800 Rubles</u> 	<u>180 Dollars</u> 

Student Currency Tracker:

Currency	Starting Exchange Rate (Round 1)	Gain or Loss (Round10)	Ending Value (Round 10)
U.S. Dollar			
Japanese Yen			
European Euro			
Chinese Yuan			
Canadian Dollar			
Mexican Peso			
Swiss Franc			
S. Korean Won			
S. African Rand			
Indian Rupee			
Russian Ruble			
Australian Dollar			

Banker Exchange Rates

Round	1	2	3	4	5	6	7	8	9	10
U.S. Dollar										
Japanese Yen										
European Euro										
Chinese Yuan										
Canadian Dollar										
Mexican Peso										
Swiss Franc										
S. Korean Won										
S. African Rand										
Indian Rupee										
Russian Ruble										
Australian Dollar										

Activity 10b- Global Currency Design:

Purpose: Students will design a new global currency that can be used worldwide and represents the economic and cultural aspects of globalization.

Materials: Global Currency Blanks, colored pencils and markers

Procedures:

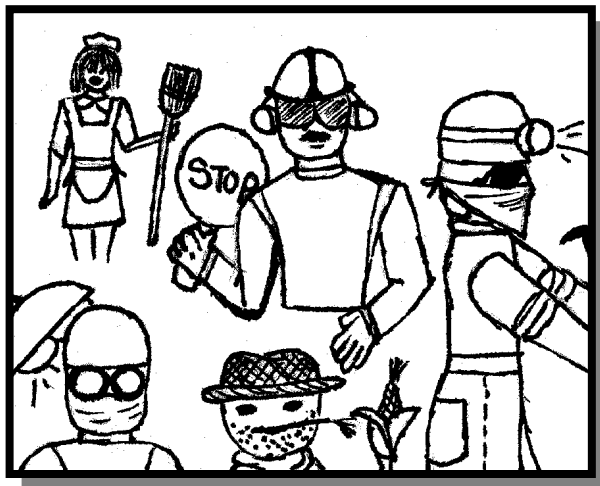
1. Show students examples of world currency.
2. Have them design both sides of a world currency to be used by all nations of the world. Have them decide the name of the currency, denominations, and portrait for the front and a picture for the back.
3. Have them consider what aspects of globalization are positive and should be commemorated on global currency. Are there any people that should be celebrated? What pictures would be appropriate for the back of global currency? What symbols would be appropriate?
4. Have them design several denominations and share their best designs with the class.

Evaluation: Use the 5-point evaluation rubric for student verbal responses and student visual aids. (2 and 5)

Global Currency Blanks:



11. Labor:



The term labor refers to the workers who make products and perform services. Laborers make everything from clothes to cars, bread to beds. Laborers also perform services like coal miners and cashiers. There are workers in all countries. In fact the majority of the population of every country are workers. In High Income countries many of the workers work in offices and work with information. In less developed nations many more people perform manual labor and work in factories and on farms. China has a work force of over 700 million workers. The United States has over 130 million workers. With globalization there are new threats to workers around the world.

Workers in High Income nations are losing jobs to workers in Middle and Low Income nations. Some workers in High Income nations are losing jobs because companies can replace them with high-tech solutions and automation like robots. Companies shift their factory jobs to nations where they can pay workers less wages and operate cheaper. Many multi-national companies contract their manufacturing to developing world factories. One reason that companies shift jobs to the Low Income nations is because some of their labor practices would not be tolerated in the High Income nations. Some nations do not ensure proper treatment of their workers. Child labor and forced prison labor exist in some countries.

Some factories, nicknamed “sweatshops”, operate with terrible working conditions. Many sweatshops are textile assembly factories that make clothes and a majority of the workers tend to be young women But sweatshops can be any kind of factory; electronics, toys or purses. All sweatshops have unsafe working conditions, pay their workers poorly and require workers to put in more than 12 hours per day. There are reports of dirty, foul-smelling, cramped, dark and dangerous sweatshops.

Another problem is that the owners of sweatshops do not allow the workers to organize into unions and get a better deal. To keep the workers from organizing unions the bosses routinely fire labor leaders and their supporters. Threats and actual violence is used to keep workers in line. To keep unions out, some sweatshops have even threatened to close down the factory, something the Low Income nation worker can’t afford. But the wealthy companies can afford to relocate their factories. Some sweatshops are exposed for their unfair and dangerous practices. Some multi-nationals are shamed into fixing the poor conditions while others ignore

this pressure. Usually the corporations are not breaking any local laws and they continue business as usual.

Some developing nations have allowed multi-nationals to set up Free Trade Zones (FTZ) within their nations. These are huge facilities with dozens of manufacturing plants and many are sweatshops. One FTZ may have contracts to sew products for 15 or more brand names. Low Income nations allow the FTZ to exist because they produce tax revenue. On the inside, the multi-national corporations are free to dictate the wages and working conditions to the workers without government interference. If governments complain the companies who make up the FTZ can close down which deprives the people of jobs and the nation with tax money. FTZ are looking for nations that will allow them to do business without asking too many questions.

Chapter #11 Questions:

1. How are workers around the world connected?

2. What are some problems that workers in High Income nations face?

3. What are some problems that workers in Low Income nations face?

4. Why are there more sweatshops in developing nations?

5. Why would workers work in sweatshops?

6. Who do sweatshops benefit and harm?
7. How can you find out under what conditions your clothes were manufactured?
8. What could you do if you found out that your clothes were made in a sweatshop?
9. What is the solution to the sweatshop problem?

Activity #11a- Sweatshop

Purpose: to have students experience the conditions in a Low Income nation sweatshop

Materials: paper shirts and pants, glue, scissors

Procedures:

1. Copy a generous supply of paper shirts and pants found on pages 103 and 104. Copy the shirts onto green paper and the pants onto blue paper. Students will cut out one 8x11 page to make one shirt or one pair of pants.
2. Demonstrate to the class the correct way to cut out the pieces of the pants and shirts and glue them together. Cut both the front and back views of the shirts and pants. Make sure the students only glue the solid lines and do not glue the dotted lines. Those are the openings for legs, arms and heads.
3. You can also pick a country that the sweatshop is located in and glue labels in the shirt and pants.



4. Explain to the class that you are the boss and owner of the Global Clothing Company and that they are your workers. You will pay them 20 cents for each shirt and 30 cents for each pair of pants produced. Explain that this is a typical piecework rate in low and middle Income nations and that these pants will be sold in America and Europe for \$20/shirt and \$30/pants.
5. Allow them 15-20 minutes to make as many shirts and pants as they can. As in a real garment factory do not let allow them to stop working. You can also allow realism to the simulation by dimming the lights to save on electricity. You can also have the students pile their scrap paper on the floor to simulate unclean work conditions.
6. While they are busily making their pants and shirts pick several students and give them their calamity. You can copy the calamities onto cards. Make sure that you announce their hardship to the class. Allow students who have been fired or have to leave a space away from the sweatshop to observe.

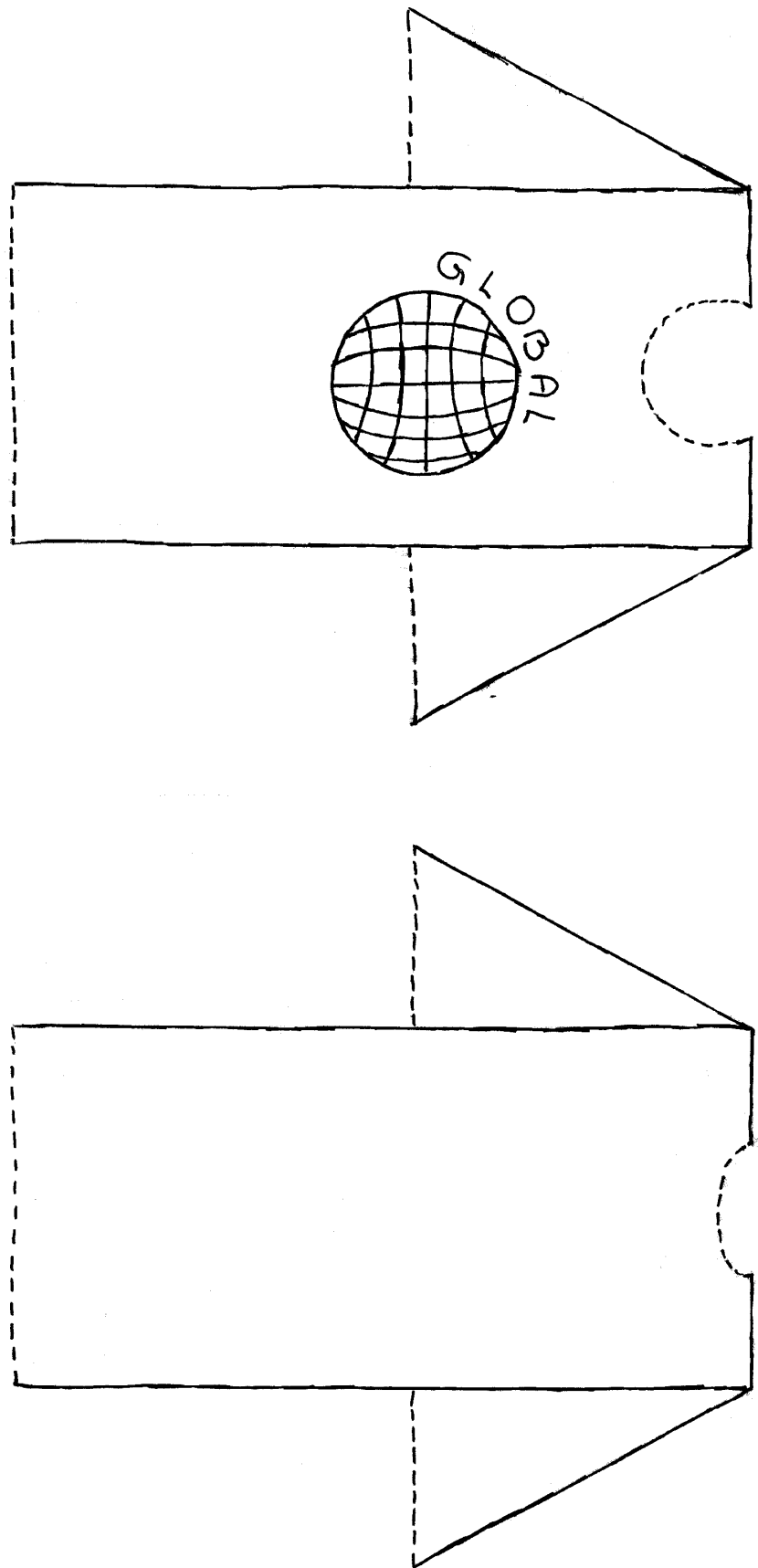
Calamity #1-You are coughing but you have to keep working.
Calamity #2- You are fired for talking back to your supervisor.
Calamity #3- You are injured by some machinery and can only use your left hand.
Calamity #4- Your children are sick and you have to leave to stay with them.
Calamity #5- You are fired for talking about starting a union.
Calamity #6- You are losing your eyesight because of the dusty working conditions. Continue working but cover one eye.

7. Call time and inspect their garments. Reject any shoddy workmanship. Only pay them for quality products. Let them tally how much money they made in the end.
8. Lead a discussion about how it felt to be a garment worker in a Low Income country. You can ask these questions and allow the students to ask their own questions.
 - How did it feel to be a garment worker?
 - What parts of this role-play do you think were similar to real working conditions?
 - What kinds of calamities did students experience?
 - Do you think your pay was fair or unfair?
 - If you were a garment worker, what would you do about your pay and working conditions?
 - Why would workers not want to lose their jobs?
 - What happens if you were sick or injured on the job?
 - What happened to the worker who wanted to start a union?
 - What might happen if the other workers demanded changes?
 - Why do many garment workers get paid per piece they make and do not get paid a minimum wage?
 - Is that fair?

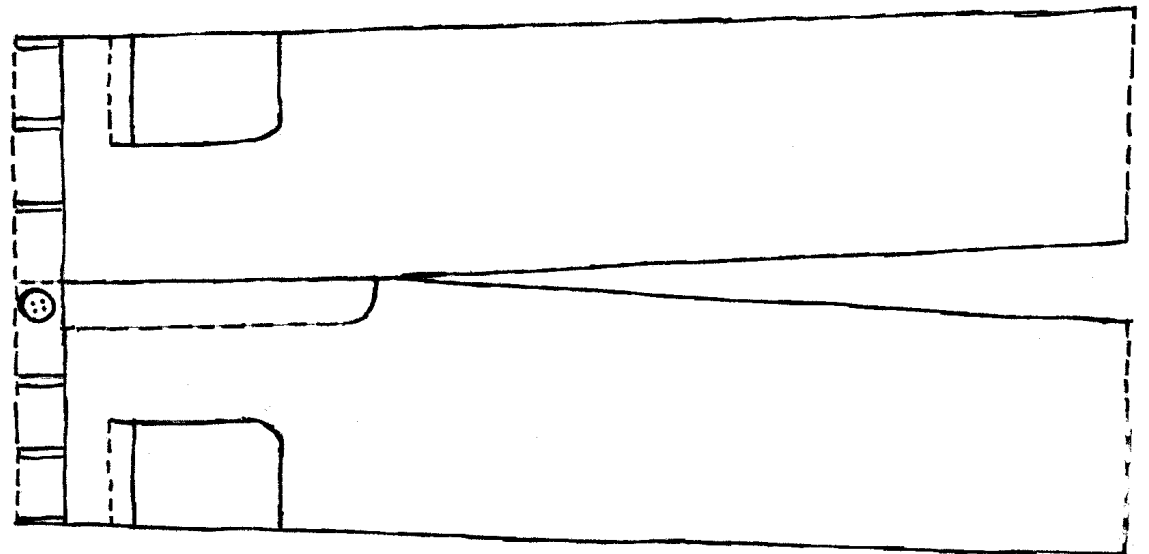
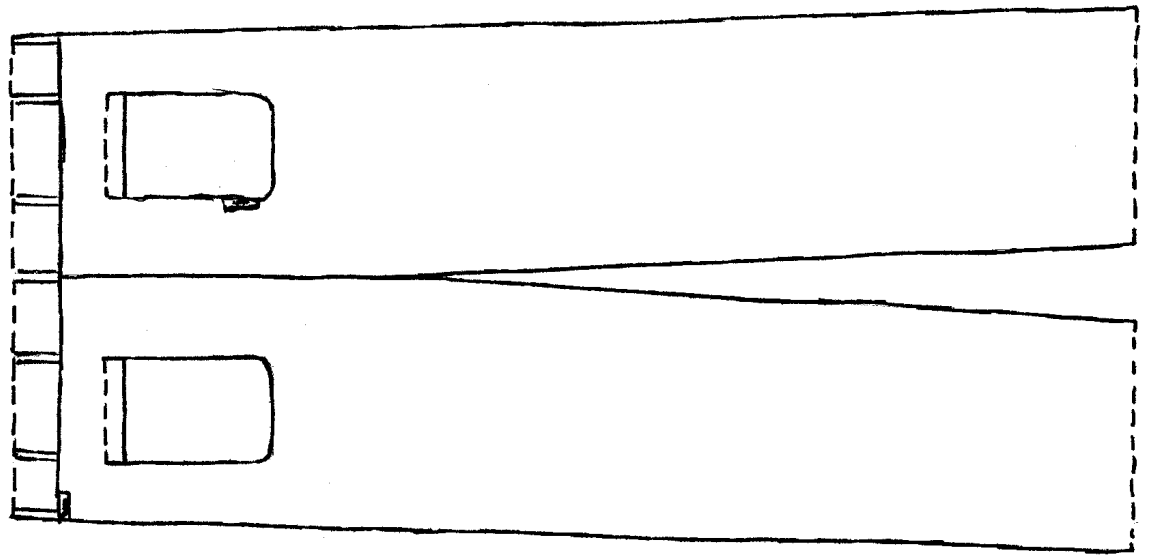
Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups and student verbal responses. (1 and 2)

Sweatshop Employee Pay Roll

Name of Worker:	Number of Pants Completed:	\$.30/ Pants	Number of Shirts Completed:	\$.20/ Shirt	Total Amount Earned:



Shirt to cut out



Pants to cut out

Activity #11b-Workers' Bill of Rights

Purpose: Students will devise a solution to the problems of workers.

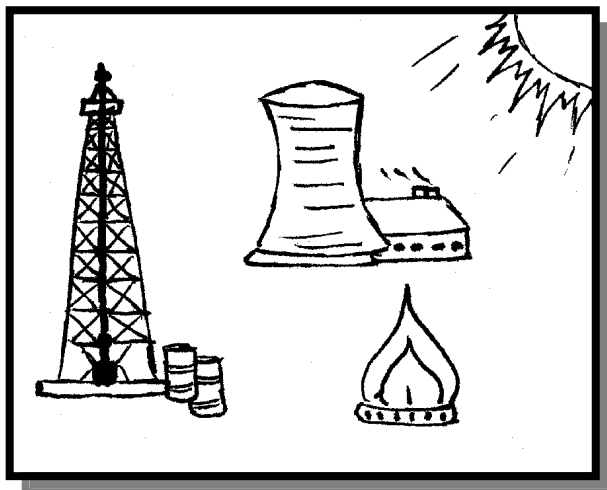
Materials: poster board

Procedures:

1. Divide the students into groups of 3-4.
2. Have the students brainstorm a document in which all of the world's workers are guaranteed.
3. They can include standards about wages, working conditions, leave policies, health insurance, work hours, overtime rules, union rules, job protection, age requirements, pensions, safety regulations and other factors that they value.
4. Have the groups report back their recommendations and the entire class can develop a Worker's Bill of Rights.
5. Write the final document and mount it on poster board.
6. Have the class respond to these discussion questions:
7. Was there a little or a lot of arguments in drafting the final Workers' Bill of Rights?
8. What were some hard issues to resolve?
9. What issues were easy for the group to agree about?
10. Do you think your agreement could be implemented globally? Why or why not?
11. Should there be separate rules for workers in High, Middle and Low Income nations? Why or why not?

Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups, student verbal responses and student written responses. (1, 2 and 3)

#12 Energy:



Energy is required to power many things that people around the world use: electric lights, toasters, televisions, stereos, and computers. Not surprising the largest countries in population and the most developed countries use the most power. The United States is the world's biggest energy consumer followed by China, Russia, Japan, and Germany. With only 7% of the population North America uses up 30% of the world's energy. The average American uses the same energy as 3 Japanese, 6 Mexicans, 14 Chinese, 38 Indians, 168 Bangladeshi or 531 Ethiopians. If everyone in the world consumed energy like an American the world would quickly run out of power.

There are many problems with global energy consumption. The major sources of energy in the world are petroleum (oil), coal and natural gas. Two problems with these energy sources are that they are limited in supply and they are pollutants. Nuclear power is also used in many nations, including the U.S., but there is a danger of radiation contamination and nuclear waste. Wind power, hydroelectric, geothermal and solar powers are renewable and non-polluting. Unfortunately, with current technology and consumption rates they are not practical for global energy needs.

Even though there are many sources of energy throughout the world, there remains a reliance on petroleum (oil). Petroleum is needed to make gas for cars and heating oil for homes. It is also used in power plants to make electricity. Many nations are petroleum importers who need more oil than they can produce. The United States needs to import millions of barrels of oil everyday. Some nations are energy exporters, those who sell their surplus energy on the world market. Many of these countries have joined OPEC (Oil Petroleum Exporting Countries). OPEC decides on the price for a barrel of oil. They can basically charge what they want but factors around the world will influence the price. The price for a barrel of oil has fluctuated from about \$5 a barrel to \$40 a barrel. Since the world is dependant on the flow of oil from the oil producing nations of the world, OPEC is a politically and economically powerful organization.

Chapter 12 Questions:

1. Why is energy important in globalization?
2. Who consumes the most energy?
3. What are some negative aspects of oil, gas and coal?
4. Why is the energy problem expected to get worse?
5. How does the high demand for oil effect the energy situation and the world economy?

6. Name three renewable and non-polluting energy sources?
7. Why are these sources not more globally used?
8. What are some negative aspects of nuclear energy?
9. Why does OPEC have so much power in the global economy?

Activity #12a- Over a Barrel

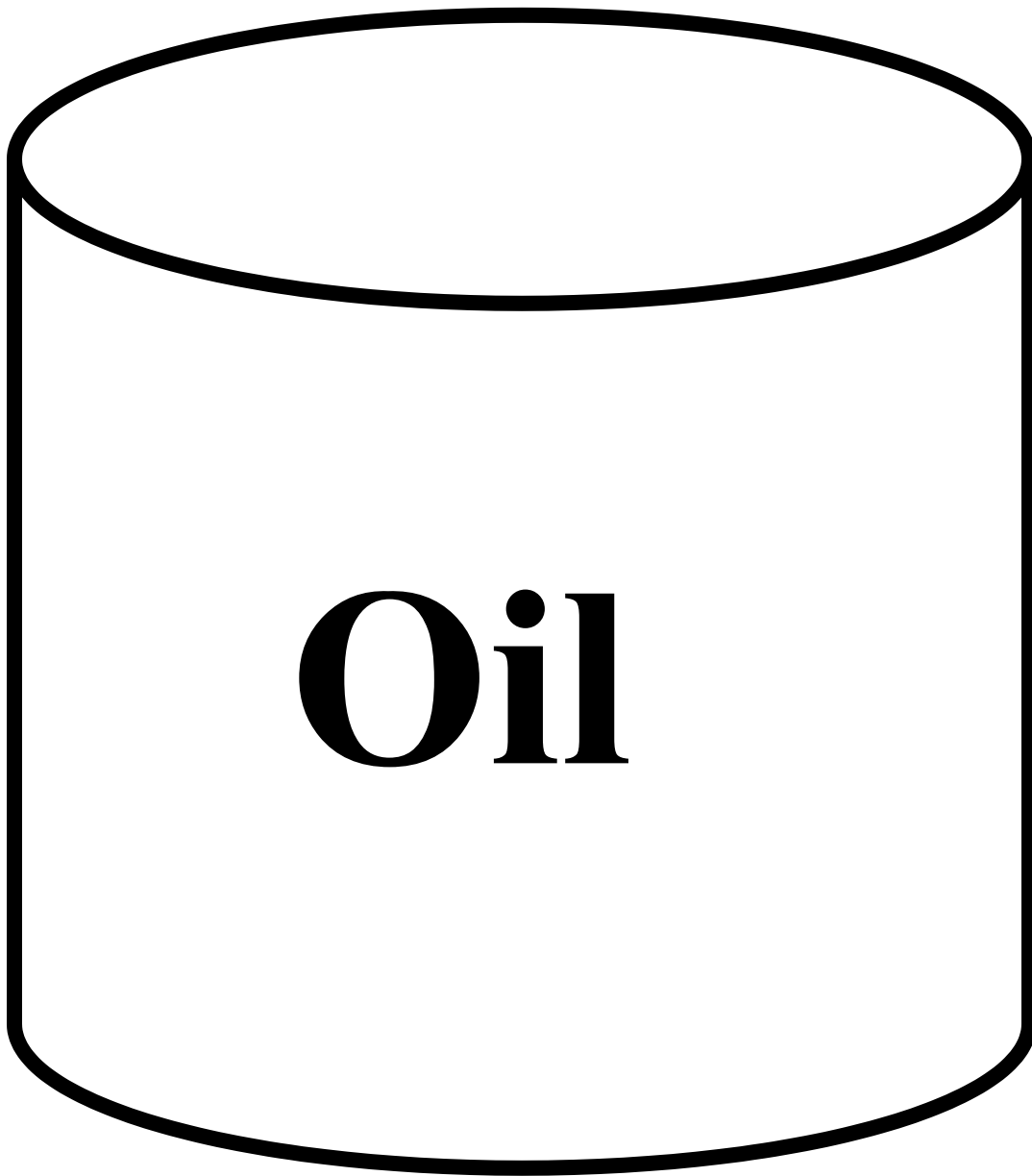
Purpose: Students will learn the causes of the shifts in the price of a barrel of oil.

Materials: yarn, cut out oil barrel, tape

Procedures:

1. Explain to students that they will be simulating the rising and falling price of oil as determined by OPEC.
2. Cut out the oil barrel and tape a six-foot piece of yarn on the back so that the oil is in the middle and the yarn is even on both sides. Set up the price cards from \$5 through the \$50 on the floor or a table.
3. Have a small group of students represent the OPEC nations. They can wear nametags with the name of their country. They will pull the price of the barrel back and forth.
4. Start the price for a barrel of oil at the \$20 mark. Place the barrel of oil on the floor or table parallel with the \$20 'price of oil' card. Extend the yarn in both directions.
5. Have students read the 'price of oil cards' and as a group decide if this will make the price go up or down. Use \$5 increments for each price shift.
6. Have the students representing the OPEC nations to physically pull the yarn and the attached oil barrel to the next price.
7. After using 10 'price of oil cards' have the students discuss these questions.
 - What was the last price for a barrel of oil?
 - What were the highest and lowest prices?
 - How much control do ordinary people have over the price of oil?
 - How much control does OPEC have over the price?
 - What are the pros and cons of low and high prices for oil?
 - How did the group decide if the price was going to go up or down?
 - What factors raise or lower the price of a barrel of oil?
 - What is to stop the price from going over \$50/barrel?
 - What is the relationship between oil production or supply and price?
 - What is the relationship between demand and price?

Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups and student verbal responses. (1 and 2)



Oil Price Cards:

<u>\$5/Barrel</u>	<u>\$10/Barrel</u>
<u>\$15/Barrel</u>	<u>\$20/Barrel</u>
<u>\$25/Barrel</u>	<u>\$30/Barrel</u>
<u>\$40/Barrel</u>	<u>\$50/Barrel</u>

Oil Price Cards:

Oil deposits in Mexico, an OPEC nation, are running dry.	OPEC ministers decide to cut back on oil production.
Americans are buying more SUV cars.	There is a very cold winter in Europe.
A huge new oil deposit is found in the Pacific Ocean.	There is a war in the Middle East near oil drilling centers.
Energy conservation methods are being used world wide.	More electric battery cars are produced.
Huge new coal deposits are found in the U.S.	Solar powered technology has greatly improved.

Activity #12b- Energy Crunch

Purpose: Students will have to keep their wheels of industry spinning without running out of energy supplies.

Materials: paper plates, paper fasteners, small brown bag, and Energy Sources cards

Procedures:

1. Cut up the Energy Source cards and put them into a brown paper bag. Divide the students up into groups of four. Have them choose a country name.
2. Explain to the students that the paper plate represents the wheels of industry, all of the heavy industry in their nation. The goal is to keep the wheel moving throughout the whole game. Demonstrate by poking a paper fastener through the center and spinning the plate. If you have time students can decorate their plates like a giant cogwheel.
3. Explain to the students that their industries require huge amounts of energy to keep running. Each round they will have to randomly choose an Energy Source card from the brown bag. Allow them time to assemble their wheel of industry.
4. Each energy source will do different things. Oil, gas and coal will power your industry wheel for one round and then they are useless. Nuclear, wind, solar, geothermal and hydroelectric will power your wheel for one round but hold onto them. If you get three of any one of those then you have continuous energy for the rest of the game and that team will not have to draw any cards. There are also “No Energy cards”. When a student draws one, his or her team cannot spin their wheel of industry for that round.
5. Play for 10-20 rounds or until the Energy Cards have all been drawn. Then lead a discussion and have the students answer these questions.
 - Did you keep the wheel of industry moving?
 - What energy did you use?
 - How does this game relate to the real global energy issue?
 - What kind of energy would you use if given the choice?
 - What were the pros and cons of each energy type?
 - Which were the renewable energy sources?

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (1 and 2)

Energy Source Cards:

Oil	Oil	Oil	Oil	Oil	Oil
Gas	Gas	Gas	Gas	Gas	Gas
Coal	Coal	Coal	Coal	Coal	Coal
Nuclear	Nuclear	Nuclear	Nuclear	No Energy	No Energy
Wind	Solar	Geo-Thermal	Hydro-Electric	No Energy	No Energy
Wind	Solar	Geo-Thermal	Hydro-Electric	No Energy	No Energy

13. Environment:



The environment is a major concern around the world. Many of the threats to the environment: air pollution, water pollution, solid waste, toxic waste, acid rain and global warming are affecting many nations. Unchecked the environmental impact will be devastating to the world. There is no way to prevent pollution from crossing international borders so it is really a global environmental problem.

High Income nations are the biggest consumers of resources and the biggest polluters. Daily, the average American produces 120 gallons of sewerage, 3.4 pounds of garbage and uses 150 gallons of water. Every day the same American consumes 120 pounds of resources from farms, forests and mines. The developed nations also contribute the most CO₂ and other air pollutants. The burning of fossil fuels has caused a rise in the levels of CO₂ in the environment. This is causing the Earth's temperature to rise that is called global warming. If this continues there will be a severe warming in the world's climate and rising ocean tides. Even though the developed nations have the most toxic waste, air pollution and water pollution many developed countries are passing laws to clean up their environmental practices.

Now that the Middle and Low Income nations are eagerly industrializing there are more global environmental problems in developing nations. For example there are major environmental problems in China, Russia and Eastern Europe that have been caused by industry. China now has 5 out of 10 of the world's worst cities for air pollution. In addition half of China's rivers have been contaminated from industrial runoff. In Russia, hundreds of sites have been seriously contaminated with toxic and nuclear waste from nuclear weapons production, mining, chemical plants, metal works and utilities. Unfortunately, the government does not have the resources to clean them up. In Poland, air pollution is a critical problem because most of their power is generated by coal-burning power plants many have no pollution controls. They also have considerable water pollution caused by sewage routinely being dumped in their rivers.

Another fear is that developing nations will be bigger consumers of resources and bigger polluters. By purchasing more cars and trucks and developing more heavy industry this will bring more air pollution and toxic waste. Mexico City has air pollution worse than Los Angeles and New Delhi, India reports severe air pollution from vehicular traffic. If every person in China owned a car the air pollution would be even more lethal. With globalization many developing countries are putting industry and profits over the environment. Instead of instituting pollution

controls on smokestacks at steel plants or regulating toxic waste from chemical factories, the industrial polluters have a free hand to continue polluting. Many developing countries do not have the environmental regulations that the richer nations have. Some of these countries see environmental regulations as a hindrance to their rapid industrialization and reject them.

A large number of Low and Middle Income nations are engaging in widespread deforestation. Deforestation means turning forests into farmland and harvesting the trees. Deforestation occurred in many parts of North America and Europe hundreds of years ago. Places like Brazil, Indonesia, Congo, Venezuela and the Philippines are deforesting now. The lumber is in global demand for use in home construction. Like people all around the world, they still burn wood for fuel as well as burn sections of the rainforest for farming. Often the crops and livestock farmed on rainforest land are exported to developed nations.

To combat deforestation, environmentalists are urging rain forest peoples to switch their economies from logging to eco-tourism. This means that tourists would visit the rain forests to see the plant life and wildlife. The natives would earn money through tourist jobs like hotel worker, tour guide, taxi driver or restaurant cook. One problem of this plan is that it requires a lot of time and money to change a region's entire economy. It also may backfire because the tourists can do environmental damage too.

There are solutions proposed to the global pollution problems but they are not guaranteed to succeed. There are international agreements to limit the amount of CO₂ and other harmful substances a nation may emit. Some initiatives involve mandatory recycling of industrial and consumer products. These agreements are hard to monitor and many polluters continue to break the agreements. Another difficulty is that not every nation supports these measures and there are few incentives or consequences to do so. Some nations in the developing world have argued that imposing strict environmental regulations would hinder them from economically catching up to the developed nations. They also contend that they should have the right to exploit their forests and resources as the developed world had previously done.

Globalization can either bring widespread environmental problems or the promise of environmentally sound policies. With 6 billion people on the planet and growing industrialization and deforestation the impact on the environment is expected to get worse.

Chapter 13 Questions:

1. What are some global environmental problems?

2. Why is the environmental situation expected to get worse?

3. What are the threats to the global environment in the richer nations?

4. What are the environmental problems in the Low and Middle Income nations?

5. What are some possible solutions to the environmental problems?

6. What would happen to the environment if the developing nations started living like Americans?

7. Why would it be hypocritical to criticize the developing world for deforestation?

8. What are the pros and cons of eco-tourism?

Activity # 13a - Eco-Tourism

Purpose: Students will learn about environmentally sensitive areas and design an environmentally friendly eco-tourism solution to preserve the area and help benefit the people economically.

Materials: planning sheet, Web site research, poster board, colored pencils, markers

Procedures:

1. Allow the students to work as partners.
2. Give them time to research different environmentally fragile areas.
3. Have them fill out the Eco-tourism planning sheet.
4. Have the students make posters to advertise their eco-tourism proposal and present it to the class.
5. Here is a partial list of countries that might make good candidates for eco-tourism.

Australia, Botswana, Brazil, Argentina, Canada, China, Costa Rica, Dominican Republic, Egypt, India, Indonesia, Kenya, New Guinea, New Zealand, Norway, Philippines, Russia, South Africa, Thailand, United States, Vietnam

Web sites:

- <http://www.ecotourism.com>
- <http://www.ecotourism.org>

Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups, student verbal responses, student research, and student visual aids (1, 2, 4 and 5)

Eco-Tourism Planning Sheet

Country:
Area or Region:
Description of the natural area:
What is the environmental threat to this region?
What are your Eco-tourism plans? (Tours, Hotels, Eco-Parks, Theme Parks, Recreation Activities)
How can you minimize the impact of tourism on the region?
What jobs will you create for the native population?

Activity # 13b-Global Environmental Agreement

Purpose: Students will learn about environmental issues and propose solutions.

Materials: Internet access

Procedures:

1. Have the students choose an environmental concern and write a global solution to the concern. For example the solution should state the problem, why it is a problem, how to minimize the problem and the benefits to the world of fixing the problem.
2. Students may need to go on-line to research the environmental topic.
3. Take all the solutions and create a global agreement.
4. Have each student represent a different nation and sign the document.

**Global Warming
Deforestation
Toxic Waste
Wetlands Preservation
Water Pollution
Air Pollution (CO2)
Acid Rain
Solid Waste (garbage)
Ocean Dumping
Nuclear waste
Endangered Animal Species
Endangered Plant Species**

Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups, student verbal responses and student written responses and student research. (#1, #2, #3 and #4))

Web Sites:

- World Watch, <http://www.worldwatch.org>
- Greenpeace, <http://www.greenpeace.org>
- World Wildlife Federation, <http://www.wwf.org>
- Environmental Defense Fund, <http://www.edf.org>
- Rainforest Action Network, <http://www.ran.org>

Activity #13c- Polluters vs. Environmentalists

Purpose: Students will play a simulation game that pits the polluters against the environmentalists.

Materials: 10x18-paper grid and pencils or 10x18 grid on a dry erase board and dry erase markers, and dice.

Procedures:

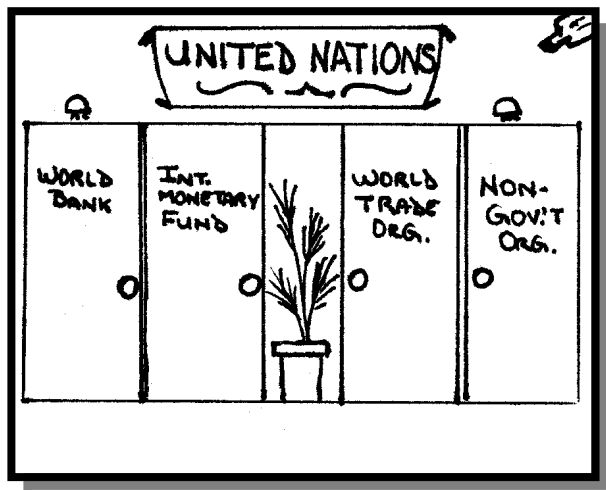
1. Divide the class into two teams, the polluters and the environmentalists. Explain that each side is operating in Globalvania and trying to gain control. The polluters will place X's in the grid boxes and the environmentalists will place O's.
2. Each side will roll one six-sided dice. A 1-3 means that the team places one X or O in one grid box. A 4-6 means that the teams can either place two X's or O's in two grid boxes or erase one X or O from their opponent's grid box.
3. When one side has four X's or O's in a foursquare box then that section should be highlighted. If the polluters get a four square box then that area is totally dead and cannot be cleaned up by the environmentalists. If the environmentalists get a foursquare box then that area is totally protected from pollution.
4. Let the polluters go first by rolling one dice and calling out the grid where they want to place their X's. Then alternate between the environmentalists and the polluters until the grid is mostly filled with X's and O's.
5. The winner is the team that has the most highlighted four-squares.
6. After a winner has been determined, lead the class in a discussion and ask these questions.
 - What strategy did the environmentalists use?
 - Is it better to preserve in-polluted land or clean up the already polluted land?
 - What strategy did the polluters use?
 - How is this game like the real fight between polluters and environmentalists?
 - How does this game differ from the fight between polluters and environmentalists?
 - Why do people really pollute?

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (1 and 2)

Polluters vs. Environmentalists

	A	B	C	D	E	F	G	H	I	J
1										
2										
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18										

14. Global Organizations:



There are many international organizations that are active in this era of globalization. Since 1945, the United Nations (UN) has been the premier global organization. Currently there are 185 member nations in the UN. The UN does a lot of important work. It helps settle disputes between member nations, sends peacekeeping military forces to war torn areas, sets up and runs refugee camps and gives out vaccines to the poor. In the 1990's the three UN organizations that were instrumental in spreading economic globalization were the World Bank (WB), the International Monetary Fund (IMF) and the World Trade Organization (WTO).

The World Bank is responsible for loaning money to developing nations for large projects that are designed to help their economy. For example, a South American nation might secure a loan from the World Bank to build a massive hydroelectric dam or an African nation might secure a loan for an oil pipeline. They also give loans to nations to restructure their economic systems. The World Bank gives to over 100 countries in the developing world, Low and Middle Income nations, approximately \$16 billion annually. To raise the money for these multi-million dollar projects the World Bank sells bonds. The World Bank bonds are guaranteed by the 178 member nations who own the bank. The World Bank makes the loans to the governments of the developing countries and charges low interest rates. The poorer the nation, the lower the interest rate. With the World Bank the Middle and Low Income nations can receive the money they need to develop.

There have been some criticisms of the World Bank. Critics claim that they leave nations in huge amounts of debt. Others contend that the projects they finance do not directly help the many poor people in the borrowing nation. Still others charge that the World Bank finances huge construction projects that are damaging to the environment.

The International Monetary Fund (IMF) is also a UN sponsored program. It is made up of 182 member nations who work towards global economic stability. The IMF uses money from its members to buy large sums of foreign currency. This helps stabilize exchange rates and helps a country with its debts. The member nations use their pooled resources to help nations that are in economic crisis. Some nations have borrowed too much money or have made unwise investments. This would cause their currency to lose some or most of its value. When a member country has severe financial difficulties then the IMF steps in and bails-out that nation. The IMF

works to stabilize a country by giving it emergency loans and fixing the bad financial practices that got them in the mess to begin with. The IMF has bailed out the economies of Russia, Mexico, Turkey and various countries in Asia. The IMF believes that if one nation's economy goes critical then this could easily spread to other nations since global investors would be adversely affected. Some criticisms of the IMF are that it only gives a country a quick fix and that it only steps in after a country is in a full-blown economic crisis.

The World Trade Organization (WTO) deals with regulating trade between nations. They monitor trade agreements and negotiate trade disputes between its 140 member nations. Through their trade agreements they want to make sure that there are open markets and low trade barriers. This means that members are not allowed to protect their home grown products and keep out a cheaper import. For example, France is not allowed to ban the importation of wine from Spain to protect their local wine makers. Japan is not allowed to prohibit cars being imported from The U.S. to protect their automobile industry. The WTO believes that free trade and open markets will bring more growth, wealth and jobs to its member nations.

The WTO has experienced criticism in the past years. It is often portrayed as a tool of the richest nations to dictate trade on poorer nations without regard to local impact like environmental damage and job loss. Many trade unions are critical of the WTO because of fears of lost jobs to other nations. In 1999 there was a huge protest of the WTO in Seattle, Washington that turned violent. Like the World Bank and the IMF, the WTO is very conscious of its image and is looking to portray itself as a global problem solver, not a problem creator.

There are thousands of other global organizations that are small compared to the U.N. organizations but also very important. Collectively they are called Non-Governmental Organizations (NGO's). They are international groups that are run by private citizens. There are reported to be tens of thousands of these groups. Most NGO's are concerned with a particular global issue or business. There are NGO's working for hundreds of global interests including: the environment, trade groups, labor groups, women's rights, agricultural groups, AIDS research, population control, housing, human rights, medicine, refugees, and hundreds of other causes. The International Red Cross is a NGO concerned with disaster relief. Many of these groups are non-profits who raise money through private donations. NGO's are gaining in importance. They are even getting money from the World Bank to fund their development projects in the developing world.

Chapter 14 Questions:

1. What are some roles of the U.N.?

2. What is the mission of the World Bank?

3. What is one criticism of the World Bank?

4. What is the mission of the IMF?

5. What is one criticism of the IMF?

6. What is the mission of the WTO?

7. What is one criticism of the WTO?

8. What do NGO's do?

Activity 14a- World Bank Loan Application

Purpose: Students will devise a development project for a developing nation that is worthy of a World Bank Loan.

Materials: Loan application, Country Economic Information

Procedures:

1. Pair the students up. Select one to be the World Bank Loan Officer and one to be the official from a developing nation, the applicant.
2. Have the pairs of students work together filling out the form.
3. The applicants will fill out the first 10 sections of the form that explains what the loan is for. The Loan Officers can offer assistance.
4. Have the Loan Officer complete sections 11-13. There they will decide to approve or decline the loan and explain their decision.
5. After the forms are completed have the class come together and ask questions:
 - Whose projects did the World Bank approve?
 - What are the successful projects and how will they help your nations?
 - What are some of the drawbacks of these approved projects?
 - What projects did the World Bank not approve?
 - What changes could be made to those project proposals?
 - What were some of the drawbacks for these declined projects?

Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups, student verbal responses and student written responses. (1, 2 and 3)

World Bank Loan Application (page 1)

1. Name of country:
2. GNP of country:
3. Per capita income:
4. Economic category for the country:
5. Amount Requested in millions:
6. What will you do with the loan money? (Give a Project Summary):
7. How will this project help your nation?

World Bank Loan Application (page 2)

8. What are the environmental considerations?

9. When will you start to pay back the loan?

For World Bank Official Use:

10. This loan is approved/declined:

11. Amount approved at _____% interest:

12. This application is approved or declined for the following reasons:

Activity 14b- Foundation Donation

Purpose: Students will learn about non-government organizations (NGO's) and decide which one is worthy of a large monetary donation.

Materials: list of global causes, Internet

Procedures:

1. Explain to the students that they are in charge of a global foundation with \$10,000,000 to spend each year on one worthy global cause. It is their decision which group gets the money.
2. Have students pick a global cause that they are interested in researching. They can use the list of global causes. Encourage them to use the Internet to gain more information.
3. Have the students write up a letter informing the group of their intended donation. The letter should detail what positive global work this group does to deserve such a large donation.
4. Have the students discuss these questions:
 - Which NGO received your annual donation?
 - Why did they deserve the money?
 - What did you learn about them from their website?
 - What NGO might you give the donation to next year? Why?
 - What NGO would you never give a donation to? Why?
5. As a follow up, have a real class fundraiser for one of these global causes.

Evaluation: Use the 5-point evaluation rubric for student verbal responses, student written responses and student research. (2, 3 and 4)

Global Organizations:

Greenpeace (Environment)

<http://www.greenpeace.org>

World Wildlife Federation (Environment)

<http://www.wwf.org>

Environmental Defense Fund (Environment)

<http://www.edf.org>

Rainforest Action Network (Environment)

<http://www.ran.org>

Amnesty International
(Human Rights)

<http://www.amnesty.org>

Human Rights Watch
(Human Rights)

<http://www.hrw.org>

Witness (Human Rights)

<http://www.witness.org>

Habitat for Humanity (Housing)

<http://www.habitat.org>

C.A.R.E. (Developing Nations)

<http://www.care.org>

Oxfam (Developing Nations)

<http://www.oxfam.org.uk>

Sweatshop Watch (Labor Rights)

<http://www.sweatshopwatch.org>

Grameen Bank (Micro-Loans)

<http://www.grameen-info.org>

World Watch (Environment)

<http://www.worldwatch.org>

Doctors With Out Borders (Medical Aid)

<http://www.doctorswithoutborders.org>

Refugees International
(Refugee Aid)

<http://www.refintl.org>

International Committee of the Red Cross
(Refugee Aid)

<http://www.icrc/eng>

AIDS International (AIDS Issues)

<http://www.aids-international.org>

International Women's Health
Coalition (Women's Issues)

<http://www.iwhc.org>

Global fund for Women
(Women's Issues)

<http://www.globalfundforwomen>

Zero Population Growth (Population Control)

<http://www.zpg.org>

Coalition to Reduce Nuclear Dangers (Arms
control)

<http://www.clw.org/coalition>

Save the Children (Children's Aid)

<http://www.savethechildren.org>

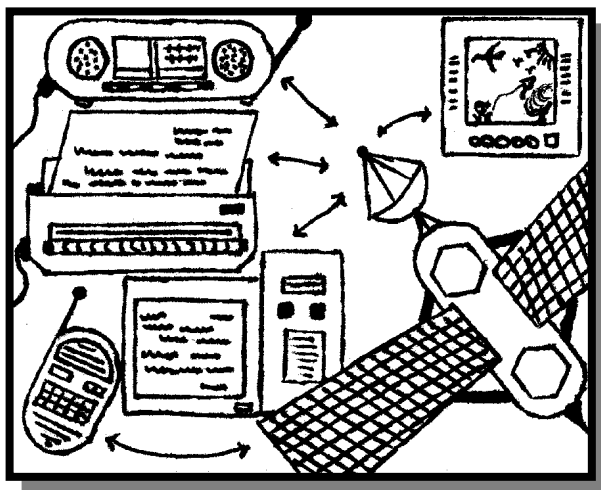
Earth Council (Indigenous People)

<http://www.ecouncil.ac.cr>

Union of Concerned Scientists
(Environment)

<http://www.ucsusa.org>

15. Information:



One vital aspect of globalization is the rapid spread of global information. This time period in history is often called the Information Age or the Information Revolution because of the new ways to send and to receive information. This is the age of the Internet, the World Wide Web, fiber optic cables, satellite transmissions, cell phones, fax machines, and e-mail. Besides the new inventions, the use of radios, televisions and camcorders is more prevalent around the globe. This information technology has changed how information is exchanged and dramatically impacted on peoples' lives. Basically there is a fun and a serious side of the Information Age.

On the fun side, the Information Revolution gives people access to a lot of creative and interesting information. Many consumers have more station choices with cable television and more home movie choices with DVD's. People, old and young, use the Internet and the World Wide Web to find information that interests them. People can search web sites for information about their favorite musical groups, television shows, movies, actors and actresses, hobbies, sports and virtually anything else they want. There are Web sites for every topic, organization and interest. The web has .org sites for organizations, .com sites for companies, .edu sites for educational institutions and .gov for government sites. There are on-line auctions, games, interactive events and movies. New and dazzling things to do on-line are being developed and implemented constantly. Both teachers and students can research information they need for school. The information Age has had a major impact on the entertainment and educational material available.

The information Revolution also has a serious side. With the information Age there is the ability to monitor events around the world and a growing interest in global news. International news stories about disasters, wars, riots, strikes, famines, oil spills and elections are routinely reported in the United States. News organizations like CNN report from around the globe 24 hours a day both on-line and on television. This is advantageous because whenever there is a crisis like an earthquake or a shipwreck, governments and people can respond quickly. Investors use the Internet to check global stock prices. They can react quickly if there is a change in the market. Thanks to cell phones, farmers can check crop prices in the global markets.

Corporate injustices from around the globe are known quickly because of the Information Revolution. Millions of people have access to information about corporate labor and environmental practices and the safety of products. This can put sufficient pressure on large companies, and institutions to act responsibly. In globalization everyone is competing with everyone all of the time. No one wants to risk a scandal in which the public might take their business elsewhere. The Information Age is like a giant microscope in which everyone is being scrutinized constantly. Corporate abuses are electronically mass-mailed to millions of recipients. Millions are alerted to corporate wrong doings and are asked to sign a petition and then forward this message to another concerned person. All corporations are trying to project a positive corporate image to the world of consumers. To avoid bad publicity about their labor practices some multi-national corporations have improved their labor practices. This kind of global scrutiny is also used on nations who have poor human rights records. Some nations do not want bad reputations for human rights abuses and will sometimes change their practices. It is hoped that the information age will bring people more freedom and more wealth.

Questions Chapter #15

1. Name three positive things that the rapid spread of information does?

2. How can poor conditions improve at a sweatshop if millions of people learn about it?

3. How can bad corporate policies improve if millions of people learn about them?

4. How does the Information Revolution make nations and people more connected?

5. How does the Information Age help create a world with out borders?

Activity #15a-Understanding Global News

Purpose: Students will learn about a global issue using an on-line newspaper.

Materials: Internet access, Newspaper analysis sheet

Procedures:

1. Have students collect a variety of newspaper articles that illustrate globalization. The articles should include a mix of political, economic and cultural news from around the world.
2. Model the activity by reading one article aloud and analyzing it with the class using the outline below.
3. Have the students research a news story on the Internet.

Web Sites:

- CNN
<http://www.cnn.com>
- Corporate Watch
<http://www.corporatewatch.com>
- New York Times
<http://www.nytimes.com>
- Global News
<http://www.nystromnet.com/worldwatch.html>
- World News
<http://worldnews.about.com>

Evaluation: Use the 5-point evaluation rubric for student written responses and student research. (3 and 4).

Newspaper Analysis:

Article Title:

Country:

Summary:

[illegible]

Major Category: (Political, Economic, Cultural, Other)

Did this article show a positive or negative aspect about globalization? Why?

Activity #15b- Voice Mail

Purpose: Students will have to verbally get information out of their country using a tape recorder in order to make it a global news story.

Materials: Tape Recorder with microphone, Headphones, 15 Global News Scenarios

Procedures:

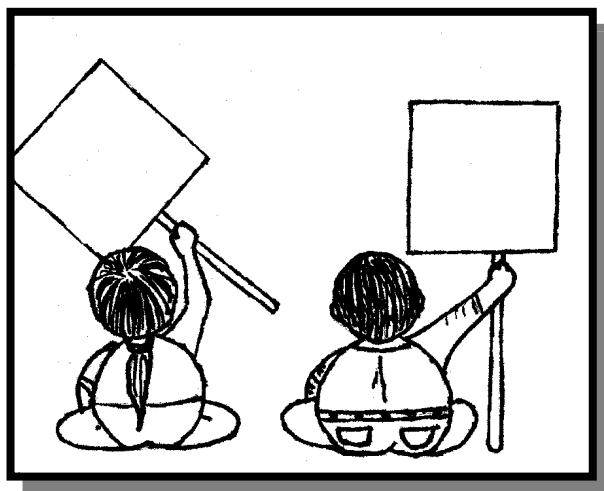
1. Record one message from the list of Global News Scenarios. Explain to the students that this activity is a take-off of the children's game, Telephone. Instead of whispering the information the students will listen and record the message on a tape recorder. This will simulate people sending phone messages that are trying to report on an important event in their country.
2. Play the message from the tape recorder. See who can retell the message perfectly. Explain that these messages are important news stories and they have to travel around the room correctly.
3. Pick one student to go first. Let he or she read and record one global message into the tape recorder.
4. Have the next student listen to the message one time using headphones. Then rewind the message and have the second student record over the first message with their best version of the original message.
5. Repeat with the entire class. You may want to give the students an independent activity while they are waiting their turn to pass the global news story.
6. Allow the first student to play the message for the entire class to determine if the class retold the message correctly or not.
7. Have the students discuss these questions.
 - Why is it important that these messages become global news stories?
 - What is the danger of spreading these news stories?
 - What could happen if this message never reached the world press?
 - What could happen if the message was mangled and inaccurate or nonsensical information was received?
 - What technology could have helped this message?
 - What danger could people face for reporting this information?

Evaluation: Use the 5-point evaluation rubrics for student behavior in a cooperative group and student verbal responses. (1 and 2)

Global News Scenarios:

1. The Chinese government is using prison labor to make toys for an American Toy store.
2. A guerilla army in Colombia is practicing kidnapping and other human rights abuses.
3. A Brazilian logging company is using violence to intimidate local environmental groups.
4. An American chemical company is secretly dumping toxic waste off the coast of Hawaii.
5. A Guatemalan garment factory is firing all its employees who joined a trade union.
6. A young woman died in an Indonesian sweatshop because she was required to work 14-hour shifts.
7. An American pharmaceutical company refuses to make AIDS drugs affordable in Africa.
8. Para-military fighters in former Yugoslavia have committed a secret massacre in a small village.
9. A pro-democracy demonstration has been violently repressed in China, 4 dead and 15 wounded.
10. Iraq has launched rockets at a Kurdish village.
11. The government of Afghanistan is using violence against critics of its fundamental Islamic policies.
12. North Korea is secretly buying a nuclear device from a republic of the former Soviet Union.
13. Striking workers in a Philippine sweatshop have been tear-gassed and shot by the police, 6 dead.
14. 12 Factory workers in Poland have been fired for complaining about exposure to toxic waste.
15. Wildlife poachers in Kenya have been secretly bribing local game officials in order to keep hunting endangered animals.

16. Viewpoints:



Globalization is considered to be either the greatest or worst thing that has ever happened, depending on who you talk to. Whether you love it or hate it, globalization has happened.

Some people feel that globalization is a great thing with the potential of doing even greater things around the world. They recognize that the global economy means economic growth and opportunities for many people. They feel that the rich nations will get richer and the poor nations will get richer too. “A rising tide lifts all boats.” They also note that people have many choices where they want to invest their money or how they want to spend it. They also feel that the global cultural exchange is another positive factor. Supporters also credit globalization for keeping the world more peaceful. They believe that most nations will not risk aggression and lose global business. They also think that it will bring more freedom to oppressed people. In the future they hope that more nations will improve their human rights records and not risk global scrutiny. Globalization’s supporters want to spread globalization to all corners of the world and feel that the World Bank, IMF and the WTO are important organizations to do this. In the global fishpond they feel that a nation or a company has to be big to survive. You have to grow or risk being eaten by a bigger fish.

Still others feel that globalization is inherently a bad thing with the potential to harm more people and the environment. They argue that the economic miracle of globalization does not reach everyone. They point out that there are many workers around the world who are either untouched by the benefits of globalization or are exploited by it. Critics argue that the increased productivity of the global economy strips natural resources and creates dangerous pollution. Another issue is they say that global culture is overwhelming and destroying native cultures. They are fearful of an Americanized global culture engineered by multi-national corporations.

Many critics of globalization are dedicated to their cause. They have formed or have joined NGO’s and spread their beliefs through web sites, corporate boycotts and even protesting. In the global fishpond they want to stay small and they want protection from the big predator fish.

Chapter 16 Questions:

1. What do you feel is the strongest part of the globalization supporter's argument?

2. What do you feel is the weakest part of the globalization supporter's argument?

3. What do you feel is the strongest part of the globalization critic's argument?

4. What do you feel is the weakest part of the globalization critic's argument?

5. Who in the world would you predict to be a globalization supporter?

6. Who in the world would you predict to be a globalization critic?

7. How do you feel about globalization? Why?

8. Why is globalization controversial?

Activity #16a-Globalization Opinion Essay

Purpose: Students will write their opinions about globalization in a formal essay.

Materials: Brainstorm Sheet

Procedures:

1. Have students decide if they are going to write an essay that supports or criticizes globalization. An essay that balances the pro and con arguments is also possible.
2. Help the students complete the brainstorm sheet. Students should pick 3-4 categories to focus on and list about 10-12 specific examples about what they like or dislike about globalization.
3. There is room for thoughts that don't fit a specific category in the miscellaneous section. These gems could be used in the conclusion paragraph.
4. If students are stuck and can't think of examples you can prompt them, "What do you like (or dislike) about global _____?" Then they can put their response in the brainstorm category boxes.
5. Help the students formulate a thesis. For example: globalization is a positive force because... Globalization is a negative force... Globalization is at times a positive and negative force because...
6. Help students plan out their essays. There should be an introductory paragraph with the thesis as the last sentence, 3-4 supporting paragraphs and a concluding paragraph. Each paragraph should focus on one positive or negative aspect about globalization with a topic sentence, 3-4 specific examples and a clincher sentence.
7. Students can write their essay in the first person because it is an opinion essay.
8. Publish the essays by grouping all of the pro, con and mixed essays into different student magazines. Have the students create titles and original artwork for their magazines.

Evaluation: Use the 5-point evaluation rubric for student written responses, student research, and student visual aids. (3, 4 and 5).

Globalization Essay--Brainstorm Sheet page 1

Economics:

Wealth:

Technology:

Trade:

Culture:

Corporations:

Investing:

Globalization Essay--Brainstorm Sheet page 2

Currency:
Labor:
Energy:
Environment:
Organizations:
Information:
Misc.:

Activity #16b-Globalization Survey

Purpose: Students will conduct a survey to find out how their peers feel about globalization.

Materials: Globalization Poll blanks

Procedures:

1. Model how to conduct a poll by asking the class the poll questions, tabulating the classroom results and looking for trends in the responses.
2. Have each student conduct 10 surveys around the school. They can poll students, teachers and their parents.
3. Have the students tabulate their results together and draw any conclusions from the data.
4. Here are some discussion questions to consider once the data has been tabulated:
 - Why do you need a big sample (amount of respondents) to get accurate results?
 - Did you notice any trends from the results?
 - Was there a difference in the results from students and adults?
 - Was there a difference in results based on respondents from different genders, ethnic identities or wealth status?
 - Overall, What percentage of the respondents thought globalization is a good or bad thing?
5. Publish the results. Make sure the students write a conclusion that analyzes the data.

Evaluation: Use the 5-point evaluation rubric for student verbal responses and written responses (2 and 3).

Globalization Survey

Age: _____ Gender: _____

Ethnic Identity: _____

Socio-Economic Identity: _____

(Poor, Working Class, Middle Class, Upper Middle Class, Wealthy)

1. How much do you know about globalization?

Nothing-----a little-----a lot

2. How do you feel about the spread of American culture into a global culture?

Bad Thing-----Neutral-----Good Thing-----Don't Know

3. How do you feel about the global economy being dominated by the U.S., Japan and the richest nations?

Bad Thing-----Neutral-----Good Thing-----Don't Know

4. What do you feel is the affect of technology on the world?

Bad Thing-----Neutral-----Good Thing-----Don't Know

5. Do you feel that globalization will make warfare?

More Likely-----Same-----Less Likely-----Don't Know

6. Who are the winners in globalization?

Developed Nations----Developing Nations----Both ----Neither----Don't Know

7. Who are the losers in globalization?

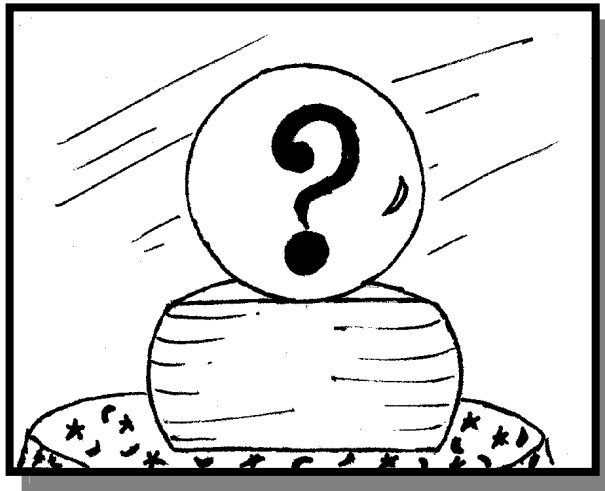
Developed Nations----Developing Nations----Both ----Neither----Don't Know

8. What are the best and worst aspects of globalization?

9. Overall how do you feel about globalization? (Scale of 1-5)

Very Bad----Somewhat Bad----Neutral----Somewhat Good----Very Good

17. Future:



Of course no one knows what will happen in the future and no one knows what the ultimate effects of globalization will be either. By analyzing possible outcomes of globalization it may be possible to accentuate the positive aspects and curb the negative aspects. One fear is that a crisis could spread globally because of all the connections in the world. A financial crisis in Asia could have a devastating effect on European investors. An environmental crisis in the U.S. could affect Canada. An energy crisis in Brazil could affect the power in Uruguay. The fear is that nations are too reliant and vulnerable as a result of globalization. There might be a domino effect in which one nation's problem causes a global catastrophe.

There are four possible scenarios for the world in 2050. The first is a win-win scenario in which High, Middle and Low Income nations all benefit from globalization. Next is a win-lose scenario in which the High Income nations benefit but the Middle and Low Income nations suffer. There is also the possibility of a lose-win situation in which the developing world succeeds and the developed world does not. Finally, there is the worst possibility of all in which the whole world is worse off because of globalization.

Win-Lose Scenario Essay

Welcome to the United States in 2050 I am XJ-145 your robotic tour guide. I am pleased to report that the world is in a time of peace and prosperity. Traditional wars are deemed illogical and too detrimental to trade and investments. As you can see, New York City is still a busy city. The economy of the developed world has greatly improved; nearly everyone in America earns the per capita income of \$350,000. Advanced technology has greatly benefited society; robots perform many of the menial tasks, computers are extremely compact and powerful and medical technology has eradicated most diseases.

As you view this colorful shopping district you will surely notice that there is a more balanced exchange of culture with regional products readily available. American corporations take good care of their human and robotic employees and have pioneered idea of worker's rights around the globe. Inexpensive, renewable and non-polluting energy sources are readily available. I personally run on a hydrogen cell the size of your thumb.

The quiet hum of flying cars and buses fills the air. The environment in America is also in great shape. Back in 2015, comprehensive environmental laws were put into place. That and advanced environmental technology have made the air, water and land quite livable. Take a whiff of that NYC air, I bet you would not do that earlier in the century.

Next stop is a small town in the developing nation of Indonesia in 2050. The dirt roads and tin shacks have not changed much in 50 years. It is early afternoon and the streets are eerily quiet. There are no children playing or shops open. Most of the population of this small town is working in a concrete and barbed wire International Trade Zone building. They make robots that are used in the developed world. Few people in this Indonesian town make anything for themselves, they have everything imported from abroad. There are few decent houses in town so many families pay to be allowed to sleep in the facility. At least inside they are relatively safe from the toxic waste that litters the countryside.

The fields of rice are barren because of the danger of contamination. This town can't afford the latest environmental technology available in the richer nations. Nor can the residents afford all of the life-saving drugs available in America. The machines to run the factory still burn fossil fuels and pollute the air. No one in this town makes near the \$45,000 per capita income for Indonesia. The wealthiest businessmen in the capital city own most of the wealth. One of the saddest results of globalization is that their native language and culture are practically extinct. Only a few of the oldest town people speak the old language or practice the old customs. The youth of this town are 100% Americanized.

Oh are you an American? You better not tell anyone else. There are a lot of Anti-American feelings here and violence against Americans is commonplace. Start running...

Chapter 17 questions:

1. How could the domino effect cause a global crisis?
2. What do you feel is believable or likely to occur in this future scenario?
3. What was unbelievable or not very likely to happen?
4. Do you feel the future will be a win-win, win-lose, lose-win or lose-lose? Why?

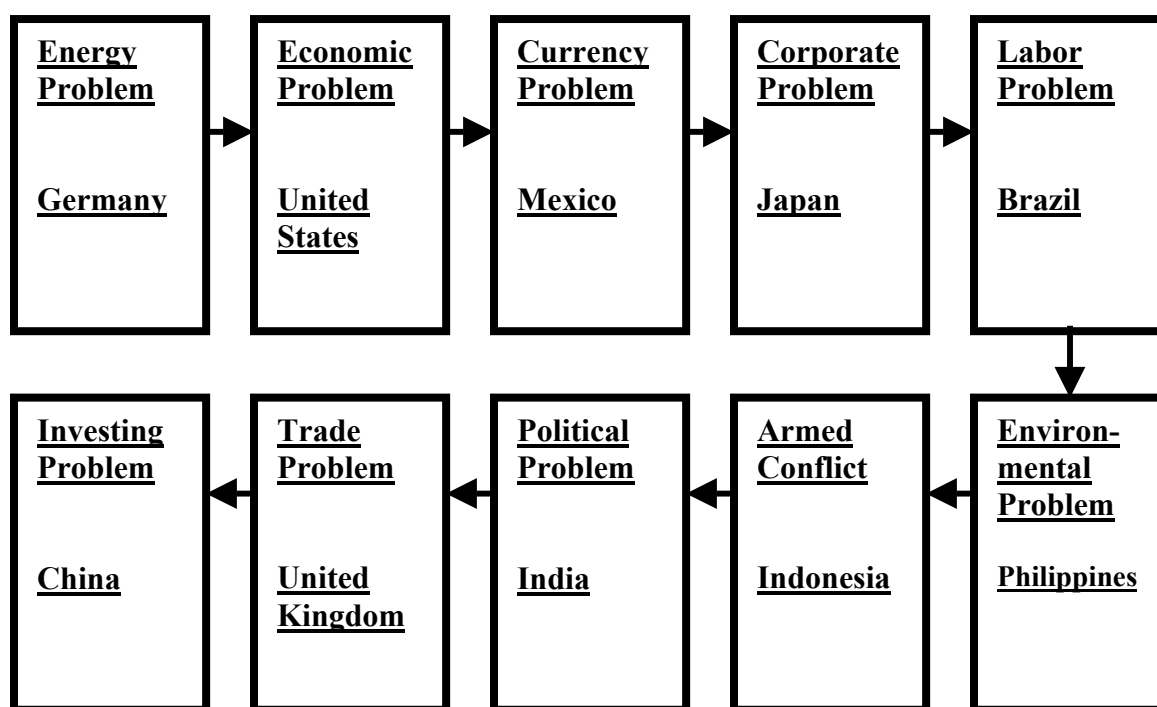
Activity #17a- Domino Effect

Purpose: Students will learn how one nation's problem can cause a global crisis.

Materials: 100 or more full-size dominoes, blank domino templates, large world map, double-sided tape

Procedures:

1. Give each student or group of students 10 dominoes and a blank domino template sheet.
2. Explain the domino effect how one crisis can cause a global disaster.
3. Model how to create a global crisis chain by presenting this scenario:



A good global crisis chain should tell a story. For example: Rising energy prices in Germany caused a rise in the prices of German exports and caused an economic problem in the U.S. The U.S. had to recall loans from Mexico that caused the peso to fall. With the peso down many Japanese corporations in Mexico lost money and they had to close factories in Brazil too. The unemployment problem in Brazil shifted the timber market to the Philippines. This caused an environmental problem in the Philippines that spread to Indonesia's timber industry and ignited an armed conflict between rebel groups. Fearing the mess in Indonesia, India's ruling party lost the peoples' confidence and the elections. Afraid of the volatility of India the United Kingdom stopped importing goods from there. The blow to the United Kingdom's economy hurt investors in China.

4. Cut out and tape the domino crisis scenario on 10 dominoes. Tap the first domino so the class can see that one event can trigger many others.
5. Have the students write in the name of one country in each box in their blank domino templates.
6. Students should cut out their 12 template boxes and tape each one on a domino using double-sided tape.
7. Allow the students to create a domino scenario using all 12 dominoes. They should plan it out with the dominoes flat on the table. Explain to them that their global crisis chain should tell a story. They do not have to make 100% sense but they should be creative.
8. Have the students set their 12 dominoes up vertically about 1" apart so that when they tap the first one it topples them all over.
9. Have the whole class connect their global crisis chains. For an added impact, set them up on top of a world map and even videotape the global catastrophe.

Evaluation: Use the 5-point evaluation rubric for student behavior in cooperative groups (#1).

Blank Domino Templates

<u>Labor</u> <u>Problem</u>

<u>Economic</u> <u>Problem</u>

<u>Energy</u> <u>Problem</u>

<u>Investing</u> <u>Problem</u>

<u>Corporate</u> <u>Problem</u>

<u>Political</u> <u>Problem</u>

<u>Trade</u> <u>Problem</u>

<u>Armed</u> <u>Conflict</u>

<u>Currency</u> <u>Problem</u>

<u>Environ-</u> <u>mental</u> <u>Problem</u>

Activity#17b- Write a future Scenario

Purpose: Students will compose creative writing pieces about the future world and the effects of globalization.

Materials: Brainstorm Sheet

Procedures:

1. Have students pick a scenario type to write their story about. (Win-Win, Win-Lose, Lose-Win, Lose-Lose)
2. Use the Win-Lose Scenario as a model.
3. Have them pick two countries for a fictional tour in the year 2050. Here are some things to consider while brainstorming:
 - Why did this country win/lose?
 - What is it like in this country?
 - What are the lessons that this country learned?
 - How much different is the first and the second country?
 - Describe the winners and losers in each country.
 - Describe the country itself.
 - What work are the people doing?
4. Have the students create a magazine with a title and original artwork in which to publish these future scenarios.

Evaluation: Use the 5-point evaluation rubric for student written responses, (#3).

Future Scenario—Brainstorm SheetScenario Type (Win-Win, Win-Lose, Lose-Win, Lose-Lose):

<u>Country #1:</u>	<u>Country #2:</u>

Appendix #1

Country Population and Economic Data (1999 est.)

<u>Country</u>	<u>Continent</u>	<u>Population</u>	<u>GDP</u>	<u>Per Capita income</u>	<u>Category</u>
Afghanistan	Asia	26 million	\$21 billion	\$800	Low Income
Albania	Europe	3.5 million	\$5.6 billion	\$1,650	Middle Income
Algeria	Africa	31 million	\$147.6 billion	\$4,700	Middle Income
Angola	Africa	10 million	\$11.6 billion	\$1,030	Middle Income
Argentina	South America	37 million	\$367 billion	\$10,300	High Income
Armenia	Asia	3.3 million	\$9.9 billion	\$2,900	Middle Income
Australia	Oceania	19 million	\$416.2 billion	\$22,200	High Income
Austria	Europe	8.1 million	\$190.6 billion	\$23,400	High Income
Azerbaijan	Asia	7.7 million	\$14 billion	\$1,770	Middle Income
Bangladesh	Asia	129 million	\$187 billion	\$1,470	Middle Income
Belarus	Europe	10.4 million	\$55.2 billion	\$5,300	Middle Income
Belgium	Europe	10.2 million	\$243.4 billion	\$23,900	High Income
Benin	Africa	6.4 million	\$8.1 billion	\$1,300	Middle Income

<u>Country</u>	<u>Continent</u>	<u>Population</u>	<u>GDP</u>	<u>Per Capita Income</u>	<u>Category</u>
Bolivia	South America	8.2 million	\$24.2 billion	\$3,000	Middle Income
Bosnia and Herzegovina	Europe	3.8 million	\$6.2 billion	\$1,770	Middle Income
Botswana	Africa	1.6 million	\$5.7 billion	\$3,900	Middle Income
Brazil	South America	173 million	\$1.057 trillion	\$6,150	Middle Income
Bulgaria	Europe	7.8 million	\$34.9 million	\$4,300	Middle Income
Burkina Faso	Africa	12 million	\$12.4 billion	\$1,100	Middle Income
Burma	Asia	41.7 million	\$59.4 billion	\$1,200	Middle Income
Burundi	Africa	6.1 million	\$4.2 billion	\$730	Low Income
Cambodia	Asia	12.2 million	\$8.2 billion	\$710	Low Income
Cameroon	Africa	15.4 million	\$31.5 billion	\$2,000	Middle Income
Canada	North America	31.3 million	\$722.3 billion	\$23,300	High Income
Central African Republic	Africa	3.5 million	\$5.8 billion	\$1,700	Middle Income
Chad	Africa	8.4 million	\$7.6 billion	\$1,000	Middle Income
Chile	South America	15.1 million	\$185.1 billion	\$12,400	High Income
China	Asia	1.262 billion	\$4.8 trillion	\$3,800	Middle Income
Colombia	South America	39.6 million	\$245.1 billion	\$6,200	Middle Income
Congo	Africa	51.9 million	\$35.7 billion	\$710	Low Income
Costa Rica	North America	3.7 million	\$26 billion	\$7,100	Middle Income
Cote d'Ivoire	Africa	15.9 million	\$25.7 billion	\$1,600	Middle Income

<u>Country</u>	<u>Continent</u>	<u>Population</u>	<u>GDP</u>	<u>Per Capita Income</u>	<u>Category</u>
Croatia	Europe	4.2 million	\$23.9 billion	\$5,100	Middle Income
Cuba	North America	11.1 million	\$18.6 billion	\$1,700	Middle Income
Czech Republic	Europe	10.2 million	\$120.8 Billion	\$11,700	High Income
Denmark	Europe	5.3 million	\$127.7 billion	\$23,800	High Income
Dominican Republic	North America	8.4 million	\$43.7 billion	\$5,400	Middle Income
Ecuador	South America	12.9 million	\$54.5 billion	\$4,300	Middle Income
Egypt	Africa	68.3 million	\$200 billion	\$3,000	Middle Income
El Salvador	North America	6.1 million	\$18.1 billion	\$3,100	Middle Income
Eritrea	Africa	4.1 million	\$2.9 billion	\$750	Low Income
Estonia	Europe	1.4 million	\$7.9 billion	\$5,600	Middle Income
Ethiopia	Africa	64 million	\$33.3 billion	\$560	Low Income
Finland	Europe	5.2 million	\$108.6 billion	\$21,000	High Income
France	Europe	59.3 million	\$1.373 trillion	\$23,300	High Income
Gabon	Africa	1.2 million	\$7.9 billion	\$6,500	Middle Income
Gambia	Africa	1.4 million	\$1.4 billion	\$1,030	Middle Income
Georgia	Asia	5 million	\$11.7 billion	\$2,300	Middle Income
Germany	Europe	82.8 million	\$1.864 trillion	\$22,700	High Income
Ghana	Africa	19.5 million	\$35.5 billion	\$1,900	Middle Income
Greece	Europe	10.6 million	\$149.2 billion	\$13,900	High Income

<u>Country</u>	<u>Continent</u>	<u>Population</u>	<u>GDP</u>	<u>Per Capita Income</u>	<u>Category</u>
Guatemala	North America	12.6 million	\$47.9 billion	\$3,900	Middle Income
Guinea-Bissau	Africa	1.3 million	\$1.1 billion	\$900	Low Income
Guinea	Africa	7.5 million	\$9.2 billion	\$1,200	Middle Income
Haiti	North America	6.9 million	\$9.2 billion	\$1,340	Middle Income
Honduras	North America	6.25 million	\$14.1 billion	\$2,050	Middle Income
Hong Kong (China)	Asia	7.1 million	\$158.2 billion	\$23,100	High Income
Hungary	Europe	10.1 million	\$79.4 billion	\$7,800	Middle Income
Iceland	Europe	276 thousand	\$6.42 billion	\$23,500	High Income
India	Asia	1 billion	\$1.805 trillion	\$1,800	Middle Income
Indonesia	Asia	225 million	\$610 billion	\$2,800	Middle Income
Iran	Asia	65.6 million	\$347.6 billion	\$5,300	Middle Income
Iraq	Asia	22.7 million	\$59.9 billion	\$2,700	Middle Income
Ireland	Europe	3.8 million	\$73.7 billion	\$20,300	High Income
Israel	Asia	5.8 million	\$105.4 billion	\$18,300	High Income
Italy	Europe	57.6 million	\$1.212 trillion	\$21,400	High Income
Jamaica	North America	2.6 million	\$8.8 billion	\$3,350	Middle Income
Japan	Asia	126.5 million	\$2.95 trillion	\$23,400	High Income
Jordan	Asia	5 million	\$16 billion	\$3,500	Middle Income
Kazakhstan	Asia	16.7 million	\$54.5 billion	\$3,200	Middle Income
Kenya	Africa	30.3 million	\$45.1 billion	\$1,600	Middle Income

<u>Country</u>	<u>Continent</u>	<u>Population</u>	<u>GDP</u>	<u>Per Capita Income</u>	<u>Category</u>
Korea, North	Asia	21.7 million	\$22.6 billion	\$1,000	Middle Income
Korea, South	Asia	47.4 million	\$625.7 billion	\$13,300	High Income
Kuwait	Asia	1.97 million	\$44.8 billion	\$22,500	High Income
Kyrgyzstan	Asia	4.7 million	\$10.3 billion	\$2,300	Middle Income
Laos	Asia	5.5 million	\$7 billion	\$1,300	Middle Income
Latvia	Europe	2.4 million	\$9.8 billion	\$4,200	Middle Income
Lebanon	Asia	3.6 million	\$16.2 billion	\$4,500	Middle Income
Lesotho	Africa	2.1 million	\$4.7 billion	\$2,240	Middle Income
Liberia	Africa	3.2 million	\$2.85 billion	\$1,000	Middle Income
Libya	Africa	5.1 million	\$39.3 billion	\$7,900	Middle Income
Lithuania	Europe	3.6 million	\$17.3 billion	\$4,800	Middle Income
Luxembourg	Europe	437 thousand	\$14.7 billion	\$34,200	High Income
Macedonia	Europe	2 million	\$7.6 billion	\$3,800	Middle Income
Madagascar	Africa	15.5 million	\$11.5 billion	\$780	Low Income
Malawi	Africa	10.3 million	\$9.4 billion	\$940	Low Income
Malaysia	Asia	21.8 million	\$229.1 billion	\$10,700	High Income
Mali	Africa	10.7 million	\$8.5 billion	\$820	Low Income
Mauritania	Africa	2.7 million	\$4.9 billion	\$1,910	Middle Income
Mexico	North America	100.3 million	\$865.5 billion	\$8,500	Middle Income

<u>Country</u>	<u>Continent</u>	<u>Population</u>	<u>GDP</u>	<u>Per Capita Income</u>	<u>Category</u>
Moldova	Europe	4.4 million	\$9.7 billion	\$2,200	Middle Income
Mongolia	Asia	2.65 million	\$6.1 billion	\$2,320	Middle Income
Morocco	Africa	30 million	\$108 billion	\$3,600	Middle Income
Mozambique	Africa	19 million	\$18.7 billion	\$1,000	Middle Income
Namibia	Africa	1.7 million	\$7.1 billion	\$4,300	Middle Income
Nepal	Asia	24.7 million	\$27.4 billion	\$1,100	Middle Income
Netherlands	Europe	15.9 million	\$365.1 billion	\$23,100	High Income
New Zealand	Oceania	3.8 million	\$63.8 billion	\$17,400	High Income
Nicaragua	North America	4.8 million	\$12.5 billion	\$2,650	Middle Income
Niger	Africa	10 million	\$9.6 billion	\$1,000	Middle Income
Nigeria	Africa	123.3 million	\$110.5 billion	\$970	Low Income
Norway	Europe	4.5 million	\$111.3 billion	\$25,100	High Income
Oman	Asia	2.5 million	\$19.6 billion	\$8,000	Middle Income
Pakistan	Asia	141.5 million	\$282 billion	\$2,000	Middle Income
Panama	North America	2.8 million	\$21 billion	\$7,600	Middle Income
Papua New Guinea	Oceania	4.9 million	\$11.6 billion	\$2,500	Middle Income
Paraguay	South America	5.6 million	\$19.9 billion	\$3,650	Middle Income
Peru	South America	27 million	\$116 billion	\$4,400	Middle Income
Philippines	Asia	81 million	\$282 billion	\$3,600	Middle Income

<u>Country</u>	<u>Continent</u>	<u>Population</u>	<u>GDP</u>	<u>Per Capita Income</u>	<u>Category</u>
Poland	Europe	38.6 million	\$276.5 billion	\$7,200	Middle Income
Portugal	Europe	10 million	\$151.4 billion	\$15,300	High Income
Qatar	Asia	744 thousand	\$12.3 billion	\$17,000	High Income
Romania	Europe	22.4 million	\$87.4 billion	\$3,900	Middle Income
Russia	Europe/ Asia	146 million	\$620 billion	\$4,200	Middle Income
Rwanda	Africa	7.2 million	\$5.9 billion	\$720	Low Income
Saudi Arabia	Asia	22 million	\$191 billion	\$9,000	Middle Income
Senegal	Africa	9.9 million	\$16.6 billion	\$1,650	Middle Income
Serbia and Montenegro	Europe	10.6 million	\$20.6 billion	\$1,800	Middle Income
Sierra Leone	Africa	5.2 million	\$2.5 billion	\$500	Low Income
Singapore	Asia	4.1 million	\$98 billion	\$27,800	High Income
Slovakia	Europe	5.4 million	\$45.9 billion	\$8,500	Middle Income
Slovenia	Europe	1.9 million	\$21.4 billion	\$10,900	High Income
Somalia	Africa	7.2 million	\$4.3 billion	\$600	Low Income
South Africa	Africa	43.2 million	\$296.1 billion	\$6,900	Middle Income
Sri Lanka	Asia	19.2 million	\$50.5 billion	\$2,600	Middle Income
Sudan	Africa	35 million	\$32.6 billion	\$940	Low Income
Suriname	South America	431 thousand	\$1.48 billion	\$3,400	Middle Income

<u>Country</u>	<u>Continent</u>	<u>Population</u>	<u>GDP</u>	<u>Per Capita Income</u>	<u>Category</u>
Swaziland	Africa	1 million	\$4.2 billion	\$4,200	Middle Income
Sweden	Europe	8.8 million	\$184 billion	\$20,700	High Income
Switzerland	Europe	7.3 million	\$197 billion	\$27,100	High Income
Syria	Asia	16.3 million	\$42.2 billion	\$2,500	Middle Income
Taiwan	Asia	22.2 million	\$357 billion	\$16,080	High Income
Tajikistan	Asia	6.4 million	\$6.2 billion	\$1,020	Middle Income
Tanzania	Africa	35.3 million	\$23.3 billion	\$550	Low Income
Thailand	Asia	61.2 million	\$388.7 billion	\$6,400	Middle Income
Togo	Africa	5 million	\$8.6 billion	\$1,700	Middle Income
Trinidad & Tobago	North America	1.2 million	\$9.41 billion	\$8,500	Middle Income
Tunisia	Africa	9.6 million	\$56.2 billion	\$5,500	Middle Income
Turkey	Asia	65.6 million	\$409.4 billion	\$6,200	Middle Income
Turkmenistan	Asia	4.5 million	\$7.7 billion	\$1,800	Middle Income
Uganda	Africa	23.3 million	\$24.2 billion	\$1,060	Middle Income
Ukraine	Europe	49.1 million	\$109.5 billion	\$2,200	Middle Income
United Arab Emirates	Asia	2.4 million	\$41.5 billion	\$17,700	High Income
United Kingdom	Europe	59.5 million	\$1.29 trillion	\$21,800	High Income
United States	North America	276 million	\$9.255 trillion	\$33,900	High Income
Uruguay	South America	3.3 million	\$28 billion	\$8,500	Middle Income

<u>Country</u>	<u>Continent</u>	<u>Population</u>	<u>GDP</u>	<u>Per Capita Income</u>	<u>Category</u>
Uzbekistan	Asia	24.7 million	\$59.3 billion	\$2,500	Middle Income
Venezuela	South America	23.5 million	\$182.8 billion	\$8,000	Middle Income
Vietnam	Asia	78.7 million	\$143.1 billion	\$1,850	Middle Income
Yemen	Asia	17.5 million	\$12.7 billion	\$740	Low Income
Zambia	Africa	9.6 million	\$8.5 billion	\$880	Low Income
Zimbabwe	Africa	11.3 million	\$26.5 billion	\$2,400	Middle Income

Appendix #2

Top 15 countries in Personal Computer Ownership (1998)

Rank	Country	PC's in millions
1.	United States	129.00
2.	Japan	32.8
3.	Germany	21.1
4.	United Kingdom	18.25
5.	France	15.35
6.	Canada	11.75
7.	Italy	10.55
8.	China	8.26
9.	Australia	7.68
10.	South Korea	6.65
11.	Spain	5.71
12.	Russia	5.63
13.	Brazil	5.2
14.	Netherlands	5.13
15.	Mexico	4.6
	Total of Top 15 countries	287.8
	Total Worldwide	364.4

Appendix #3

Student Evaluation Records:

Write in student names and Going Global activity #'s. Then write rubric evaluation numbers in the corresponding boxes.

Going Global Activities:

Student Names:								

Appendix #4

Evaluation Rubrics:

1. Student Behavior in Cooperative Groups:

Select the most appropriate rating based on each student's performance.

Rating	Student Performance
1- Poor	Student was uncooperative and did not attempt to help his or her group in the activity.
2- Fair	Student was somewhat cooperative but showed minimal effort in the activity.
3- Good	Student was cooperative and made some effort to help his or her group to complete the activity.
4- Very Good	Student was very cooperative and very helpful to his or her group.
5- Excellent	Student was a group leader and volunteered creative ways to complete the activities.

2. Student Verbal Responses:

Select the most appropriate rating based on each student's performance.

Rating	Student Performance
1- Poor	Student did not attempt to answer the discussion questions.
2- Fair	Student attempted few discussion questions and gave minimal responses.
3- Good	Student answered some discussion questions but gave superficial answers.
4- Very Good	Student answered some discussion questions and gave thoughtful responses.
5- Excellent	Student answered many discussion questions and gave complete and thoughtful answers. Connections to globalization topics were clear.

3. Student Written Responses

Select the most appropriate rating based on each student's performance.

Rating	Student Performance
1- Poor	Student presented messy, incomplete written responses with many mechanical errors.
2- Fair	Student presented somewhat messy and complete responses with an average number of mechanical errors. There was little or no connection to globalization topics.
3- Good	Student presented somewhat neat and complete responses with few mechanical errors. Connections to globalization topics were minimal.
4- Very Good	Student presented neat and mostly complete written responses. There were few mechanical mistakes. Connections to globalization topics were evident.
5- Excellent	Student presented creative, neat and complete written responses. There were few mechanical mistakes. Connections to globalization topics were very evident.

4. Student Research:

Select the most appropriate rating based on each student's performance.

Rating	Student Performance
1- Poor	Student made no attempt to research the topic.
2- Fair	Student made minimal effort to research the topic.
3- Good	Student relied on one or two sources that were somewhat on-topic.
4- Very Good	Student used more than two sources that were mostly on-topic.
5- Excellent	Student used more than three on-topic resources.

5. Student Visual Aids

Select the most appropriate rating based on each student's performance.

Rating	Student Performance
1- Poor	Student made no attempt to make their poster neat and accurate.
2- Fair	Student made minimal effort to make their poster neat and accurate.
3- Good	Student's poster shows good effort. It is neat and the information is mostly accurate.
4- Very Good	Student's poster shows considerable effort. Overall, the neatness, accuracy and information are very good.
5- Excellent	Student's poster is very creative, accurate and visually appealing. The connections to the global topic were very clear.