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Activity 10 Assessing Economic Globalization

Summary of Issues and Learning Outcomes

Lesson Outcome Students will explore the effects of globalization from a variety of perspectives.

Inquiry Questions How are common people affected by globalization?
Is globalization inevitable?

Values and Attitudes Outcomes

- 2.2 exhibit a global consciousness with respect to the human condition
- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment
- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities

Knowledge and Understanding Outcomes

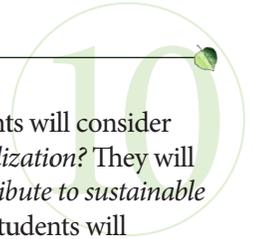
- 3.3 explore understandings of contemporary economic globalization
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world
- 4.4 explore various understandings of quality of life
- 4.8 analyze how globalization affects individuals and communities

Key Skills

- S.1.1 evaluate ideas and information from multiple sources
- S.1.6 synthesize information from contemporary and historical issues to develop an informed position
- S.2.7 develop a reasoned position that is informed by historical and contemporary evidence
- S.5.4 demonstrate leadership during discussions and group work
- S.5.5 respect the points of view and perspectives of others
- S.5.6 collaborate in groups to solve problems
- S.7.1 develop, express and defend an informed position on an issue
- S.7.6 integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
- S.8.1 communicate effectively to express a point of view in a variety of situations
- S.8.2 use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- S.8.4 listen respectfully to others.



Activity Overview



Time:

- 3 periods

Preparation:

- Chart paper
- Photocopy **Activity Master 10.1: A Town** and **Activity Master 10.2: Discussion Rubric**

In preparation for the culminating assignment in Activity 11, students will consider the unit's overarching issue: *To what extent should we embrace globalization?* They will also consider Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?* To facilitate the necessary summarization, students will participate in a round table discussion. Students will break into pairs to research and prepare a round table conference position from a designated perspective. They will engage in this discussion from an assigned role so that the students may experience and understand the breadth of perspectives.

The assignment instructions, role assigning, research, and position preparation should not take more than two periods. The round table discussion may be completed in 30-60 minutes depending upon class involvement.

Key Concepts

- perspectives on economic globalization
- impacts of economic globalization on quality of life
- short-term gains and losses from economic globalization
- long-term gains and losses from economic globalization
- level of agreement or disagreement with an opinion
- statement of opinion; statement of position; thesis statement
- effective argumentation; persuasiveness; informed opinion; convincing argument; well-supported argument
- specific evidence; comprehensive evidence

Objectives/Rationale

Students will participate in this discussion in the role of a person affected by globalization. This activity should help “personalize” their knowledge/position on a specific issue so as to expand their perspective from the research/data aspect to what it could mean in the “real world.” At the end of the activity, all participants should emerge with a fuller understanding and appreciation of the complex impact of globalization decisions.

Instructional Strategies

1. Opener: Show the following You Tube video and discuss it.
[Joe the dog tries to change the world](http://www.youtube.com/watch?v=PWvuOqCEU9U)
<http://www.youtube.com/watch?v=PWvuOqCEU9U>
2. Explain to the students that the main activity of this lesson will be to prepare a position statement for a role they will play in a round table discussion.
3. Outline the following scenario to the students:
Scenario 1: A town in Canada has lost the only major employer (i.e. a town that has had the manufacturing plant closed or a town where the mine has closed).
Scenario 2: A town of 5,000 people whose fishing industry and economic base has had its fishing industry collapse due to man-made or natural disasters. High unemployment and extreme poverty have hit the area, despite a good educational background where most of the people are literate.

Assignment: MMM Company is proposing to establish an assembly plant in town that will employ about 1,000 people. Economic spinoffs will create about another 1,000 jobs in retail, commercial services, and public services. This plant could revive the economy of the town.

The teacher or a selected student can present the economic proposal for the plant that would include policy statements regarding what the company expects to do in terms of education, medical care, credit union, union membership, transportation needs and expectations, housing for administrative and technical staff who will move there, land requirements, number of construction and permanent jobs created for locals, how they will access the jobs, and any other pertinent information.

4. The cast of conference members should reflect a full range of perspectives. Be sure to cast the description of the roles in such a way that as many perspectives as possible will be presented at the discussion. You may wish to review their roles with each assigned pair to make sure that they are clearly able to position themselves and support their position with facts, even though some roles may not have “facts” available and will revolve around emotional appeals. If needed, the appendix to this activity contains some possible role prompts that may help some students organize their thoughts.
5. In pairs, assign the students various roles. The first task of each group will be to define the position of their community member on the proposal to build a plant.

Present and discuss the following position statements of community members:

 - **Perspective 1:** absolutely no government help for businesses, no tax breaks, no incentives of any kind. We are doing okay right now without them.
 - **Perspective 2:** this is so important that we need to do whatever we need to do in the way of incentives, like tax breaks, to get the plant here. The jobs will revive our community and keep it viable.
6. Explain the conference process to the students. The round table discussion would invite each member to speak to the proposal and explain why he or she supports or opposes it.
7. Advise the class that at the end of the discussion each student will be required to write a quotation of no more than 50 words that summarizes his/her role's position on the proposed plant. Each student will also write an editorial for the ‘local paper,’ taking a stand on a position regarding the opening of the plant.
8. Provide adequate time to define the position of the community member and prepare position statements and supporting factual information from his/her essay preparation notes. Invite the students to record in their essay preparation section any thoughts or perspectives that they would be comfortable using.



- Instructional Strategies** cont.
9. Once each person has spoken, open the floor to questions or challenges from members present. You may have a spirited debate between two or more members. Factual support should be expected but emotional appeals from some may be very powerful (a long unemployed person may speak strongly in favour simply because he/she should be able to get a job with decent pay). Some members might stoop to underhanded tactics such as threatening to call in loans if the vote goes the wrong way, calling down the “wrath of the supreme being” upon those opposed. Be careful but do not discourage such arguments as long as you debrief to show that these are not uncommon when major issues are under discussion. Have them cast a public vote in favour or opposed to the project as your final step.
 10. Once the conference is finished and the quotations completed, post the quotations on chart paper. The assessment is for the students to write an editorial or news article for the local newspaper on the conference. The focus/bias of the writing is to be left to the writer to determine (this type of assignment is one of the choices for written response 3 on the 30-2 Diploma.).

Follow Up Have the students transfer to their essay preparation notes any appropriate material from this activity.

Differentiated Learning Some classes may need more direction, especially during the conference preparation, in defining and expanding their roles. Assist as needed during the discussion. A more in-depth interview may be needed for some students. The attached appendix provides expanded role descriptions for the scenarios.

If this activity does not appear to work, an alternative is to do a jig saw.

Metacognition As a result of participating in this activity, is your understanding of the varied effects of globalization clearer and more complete than it was before?

Assessment See **Activity Master 10.2** or use one of the group rubrics from the Support Material on the LearnAlberta.ca site.

U-shaped Discussion

http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html

Writing and Assessing an Effective Editorial

http://www.learnalberta.ca/content/sssm/html/writinganeffectiveditorial_sm.html

LearnAlberta.ca Resource Search

<http://www.learnalberta.ca/Search.aspx?lang=en>



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ACTIVITY MASTER 10.1:

Town Roles

- Town Role: **Proposal presenter**
- Town Role: **Town mayor**
- Town Role: **MLA**
- Town Role: **MP**
- Town Role: **Parents**
- Town Role: **Union members**
- Town Role: **Environmentalist**
- Town Role: **Unemployed tradesman, factory/mine worker**
- Town Role: **Trucker**
- Town Role: **Graduating high school student**
- Town Role: **Store owner**
- Town Role: **Doctor**
- Town Role: **Nurse**
- Town Role: **Retired pensioner**
- Town Role: **Teacher**
- Town Role: **Band (aboriginal) official**
- Town Role: **Religious leaders**
- Town Role: **Property owners**
- Town Role: **Other identified role**



ACTIVITY MASTER 10.2:
Discussion Rubric



Student Name: _____

| CATEGORY | EXCELLENT (5) | PROFICIENT (4) | SATISFACTORY (3) | LIMITED (2) | POOR (1) |
|----------------------------------|---|---|---|---|--|
| CONTENT - ACCURACY | The team is very clear, thorough, and accurate in its presentation. Position is presented forcefully and convincingly with carefully chosen support. | The team is clear, thorough, and accurate in its presentation. Position is presented convincingly with mostly relevant support. | The team is generally clear and accurate in its presentation. Position is presented satisfactorily with support. | The team is sometimes vague and inaccurate in its presentation. Position is presented unsatisfactorily with some support. | The team is unfocused and provides irrelevant information in its presentation. Position is indefensible with irrelevant support. |
| PERFORMANCE | Fully prepared and well-rehearsed in speaking. Demonstrate excellence in awareness of audience and in public speaking skills, including use of gestures, eye contact, and body language. All group members participate and are very respectful of others. | Prepared and rehearsed in speaking. Demonstrate strong awareness of audience and use of public speaking skills, including gestures, eye contact, and body language. All group members participate and are respectful of others. | Generally prepared, some awareness of speaking technique. Demonstrate awareness of audience and use of public speaking skills, including gestures, eye contact, and body language. Most group members participate and are respectful of others. | Some preparedness and awareness of dress, speaking technique, and use of technology. Demonstrate some awareness of audience and public speaking skills, including gestures, eye contact, and body language. Some group members participate and demonstrate lack of respect of others. | Little or no preparedness and awareness of speaking technique. Demonstrate little awareness of audience and public speaking skills, including gestures, eye contact, and body language. Few group members participate and/or, members demonstrate a strong lack of respect for others. |
| SEQUENCING OF INFORMATION | All information is organized in a clear, logical way. It is easy to anticipate the type of material that might be used. | Most information is organized in a clear, logical sequence. Few arguments or supports are out of place. | Information is generally organized in a logical sequence. Several arguments or supports are out of place. | Little of the information is logically sequenced. Many arguments or supports are out of place. Confused, repetitive, contradictory, and simplistic. | Information is not sequenced, is minimal, and/or has little or no relationship to the position taken. Arguments and supports are haphazardly presented. |
| REBUTTAL | All counter-arguments are accurate, relevant and strongly supported with evidence. | Most counter-arguments are accurate, relevant, and competently supported with evidence. | Generally, counter-arguments are accurate and relevant, with satisfactory support. | Few counter-arguments are accurate and/or relevant with vague support. | Counter-arguments are inaccurate and/or irrelevant with little or no support. |

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Possible prompts for roles

- Town Role: **Proposal presenter**

Company needs, what they will provide to the community infrastructure, education support, medical support, etc.

- Town Role: **Mayor**

Probably will support due to economic revival of the community. May wish to offer incentives, as in no property taxes on plant for several years.

- Town Role: **MLA/MP**

Probably will support due to economic revival of the community. May wish to offer incentives, as in business tax breaks for several years.

- Town Role: **Parents**

Happy because all the young people wanted to leave this “one horse town.” and plant may encourage them to stay.

- Town Role: **Union members**

Probably support but may be concerned about wages and if any union will be in the plant.

- Town Role: **Unemployed tradesman, factory/mine worker**

JOBS!

- Town Role: **Environmentalist**

May oppose if the plant might be considered a polluter.

- Town Role: **Trucker**

Increased activity will increase business.

- Town Role: **Graduating high school student**

I can get a job!!!!

- Town Role: **Store owner**

Probable supporter but may fear the “big box” syndrome (from increased retail jobs and stores) will drive them out of business.

- Town Role: **Doctor, nurse**

Will probably support due to chances to improve medical care.

- Town Role: **Retired pensioner**

Fears the quiet, peaceful neighborhood will be lost with the new plant coming in and all the new people and activity. May support since it might mean the younger members of the family will choose to stay in town.

- Town Role: **Teacher**

Hoping for more students and a larger school that will be able to provide more programs.

- Town Role: **Band (aboriginal) official**

Concerned about availability of jobs for members, may be concerned if plant is to be on “sacred ground.”

- Town Role: **Religious leaders**

Will possibly support the plant due to increased prosperity that will increase their revenues or may oppose due to “strangers” invading the town.

- Town Role: **Property owners**

May fear higher noise levels, pollution concerns, etc. but may appreciate improvement offered and a higher tax base. May hope to be able to sell at a higher price than available right now.

- Town Role: **Other identified role**

