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# Human Geography Without a Map

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“Human Geography Without a Map”  
Final Project Report  
April 17, 2013  
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Arthur Vining Davis Foundations  
2011-2012 High Impact Fellows Program  
*through Wofford College*

A. TEAM

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B. PROJECT: “HUMAN GEOGRAPHY WITHOUT A MAP”

During the course of this project, my admiration for public school teachers and appreciation for their work have grown tremendously. I have come to see their professionalism, intelligence, and care for their students in action.

Let me explain.

Trent Hardee teaches at Boiling Springs High School 9<sup>th</sup> Grade Campus, and Jimmy Rogers teaches at Chesnee High School. They are among seven teachers mandated by Spartanburg District 2 to teach a new Human Geography course to all 9<sup>th</sup> graders in the district.

This is where the complications begin, because the expectations of many sectors of American society, filtered through several levels of the public school system, are focused on these seven teachers and their hundreds of 9<sup>th</sup> grade students, ages 14 to 15 years old.

As I understand it, first, South Carolina state education officials defined “World Geography” as a course for 9<sup>th</sup> grade in the state, to replace “Global Studies,” which had been more of a world history survey course. The state gave local school districts several years to implement this change.

Then, Spartanburg District 2 decided to immediately adopt the new course, but they tweaked the content toward “Human Geography,” and also mandated that the content focus on four topics: Human Rights, Globalization, Terrorism, and U.S.-Mexico Relations. The hope was that these topics would help students prepare for the U.S. History End of Course exams in 11<sup>th</sup> grade by which the state assesses local public schools. You see, there is no End of Course exam for Human Geography.

So Trent and Jimmy and their five colleagues in District 2 are given this assignment, with these expectations. To prepare themselves and the course, they turn first to the textbooks and training available in Human Geography at the national level. But they find that this national material is largely oriented around an Advanced Placement Human Geography course. AP courses are taken by the brightest and most highly motivated juniors and seniors in high school. But Trent and Jimmy and their colleagues are assigned to teach all the 9<sup>th</sup> graders, across all levels of ability and motivation. Nevertheless, they pore over AP Human Geography textbooks, and Jimmy takes a course at Clemson to certify him to teach the AP course.

This is where we come in, with the help of the Arthur Vining Davis Foundation. I teach International Relations courses at Wofford. The premise of my involvement in this project, and of my selection of Laurel Rosenberger as the student fellow, is our knowledge and research ability on three of the four topics mandated by the District: Human Rights, Globalization, and Terrorism. I should mention that Laurel is not an Education student and has no plans to teach. She is, however, one of the best student researchers that I have taught at Wofford.

My involvement has been as a sounding board for Trent and Jimmy’s ideas. I also prepared a bibliography of short introductory books, short reference books, and websites for the four topics of Globalization, Terrorism, Human Rights, and Environment.

Laurel prepared a series of one-page handouts on essential persons or events under the topics of globalization, human rights, and terrorism, and she compiled other relevant links and materials.

But what I have taken away from this project is great respect for the way that Trent and Jimmy and their colleagues have taken in this guidance from the state and the district, and the substantive material from the national level and from Laurel and I, and they have made it work in the classroom for these kids—holding their interest, challenging them within their abilities, and teaching them things they can use for their lives in the future.

Included in this project are four digital folders:

- 1 - William DeMars, Overview and Bibliography
- 2 - Laurel Rosenberger, Worksheets and Links
- 3 - Trent Hardee, Globalization Curricular Unit
- 4 - James Rogers, Human Rights Curricular Unit

Introductory Bibliography  
for Trent Hardee and Jimmy Rogers, Instructors in *Human Geography*

Arthur Vining Davis, High Impact Fellows Grant  
William E. DeMars / Wofford College / July 16, 2012

## A. Globalization

### 1) WEBSITES:

- “Information age spurs economic globalization,” Encyclopedia Britannica Kids, <http://kids.britannica.com/comptons/article-9311808/Information-age-spurs-economic-globalization>
- Gapminder, For Teachers, <http://www.gapminder.org/for-teachers/>, with hands-on resources (animated graphs, power points, lesson plans, blogs) for teachers and students on population, world resources, wealth and health of nations, and human development.
- Globalization101, Teaching Tools, <http://www.globalization101.org/teaching-tools/>.

### 1) INTRO BOOKS:

Manfred Steger, *Globalization: A very Short Introduction*, 2<sup>nd</sup> Edition (Oxford University Press, 2009), fulltext online at <http://www.slideshare.net/arsim123456/globalization-a-very-short-introduction-mb-steger-2009-5300205>

### 2) REFERENCE BOOKS:

- Michael Kuby, John Harner and Patricia Gober, *Human Geography in Action*, 5<sup>th</sup> Edition (Wiley, 2009), with chapters on Preserving the Planet, Population Growth in India, Urban Sprawl, and Geography of Jobs.
- Matthew Sparke, *Introducing Globalization: Ties, Tensions, and Integration in a Divided World* (Wiley-Blackwell, October 2012), not out till October.

## B. Terrorism

### 1) WEBSITES:

- “Terrorism,” Encyclopedia Britannica Kids, <http://kids.britannica.com/comptons/article-9277307/terrorism>
- National Counter Terrorism Center, Kids Zone, Educational Resources: <http://www.nctc.gov/site/kids/index.html>
- Psychology of Terrorism, <http://www.psychologyofterrorism.com/index.html>, created by Dr. Michael A. Bozarth from SUNY. This site includes power point presentations, including “Introduction to Terrorism” (use site map).

### 3) INTRO BOOK:

Charles Townsend, *Terrorism: A Very Short Introduction*, 2<sup>nd</sup> Edition (Oxford University Press, 2011).

### 4) REFERENCE BOOK:

Russell D. Howard and Bruce Hoffman, eds, *Terrorism and Counterterrorism: Understanding the New Security Environment*, 4<sup>th</sup> Edition (New York: McGraw-Hill, 2012).

## C. Human Rights

### 1) WEBSITES:

- “Human Rights,” Encyclopedia Britannica Kids,  
<http://kids.britannica.com/comptons/article-9274983/human-rights>
- Youth for Human Rights: <http://www.youthforhumanrights.org/>
- Globalization101, Issues in Depth, “Human Rights,”  
<http://www.globalization101.org/category/issues-in-depth/human-rights/>
- United Nations, Human Rights page: <http://www.un.org/en/rights/index.shtml>
- UN Office of the High Commissioner for Human Rights: <http://www.ohchr.org>
- Power Point: by Srinivasan Rrngasamy, “An Introduction to Human Rights”:  
<http://www.slideshare.net/srengasamy/a-introduction-to-human-rights-presentation>  
Extensive video and educational resources.
- The Carter Center, “Who’s Got Rights? An Introduction to Human Rights and Human Rights Defenders.” This is an 8-page high school teacher resource based on Georgia performance standards:  
[www.cartercenter.org/documents/teacher\\_resource\\_ctr/high/whos\\_got\\_rights.pdf](http://www.cartercenter.org/documents/teacher_resource_ctr/high/whos_got_rights.pdf)

### 2) INTRO BOOK:

Jack Donnelly, *Universal Human Rights in Theory and Practice*, 2<sup>nd</sup> Edition (Cornell University Press, 2002).

### 3) REFERENCE BOOK:

David Robertson, *A Dictionary of Human Rights*, 2<sup>nd</sup> Edition (Routledge, 2004).

## D. Environmentalism

### A. WEBSITES:

- “People and the natural environment,” Encyclopedia Britannica Kids,  
<http://kids.britannica.com/comptons/article-201438/geography>
- National Geographic Education Beta,  
[http://education.nationalgeographic.com/education/?ar\\_a=1](http://education.nationalgeographic.com/education/?ar_a=1),  
with sections for Teachers, Informal Educators, Families, Students, and Kids.
- Globalization101, Issues in Depth, “Environment,” and “Energy,”  
<http://www.globalization101.org/category/issues-in-depth/environment/>,  
<http://www.globalization101.org/category/issues-in-depth/energy/>.

### 4) INTRO BOOK:

Bill McGuire, *Global Catastrophes: A Very Short Introduction* (Oxford University Press, 2009), with a chapter on global warming.

### 5) REFERENCE BOOK:

Carl Dahlman, William H. Renwick and Edward Bergman, *Introduction to Geography: People, Places, and Environment*, 5th Edition (Prentice Hall, 2010).

## UNIT PLAN

Subject/Grade Level: Human Geography 9<sup>th</sup> Grade

Unit #: 1

Unit Name: Introduction

**Big Idea/Theme: There are physical and human characteristics that influence the global world.**

**Culminating Assessment: Cultural Collage -- Under Construction**  
**Student will create a collage of his/her ancestral culture and create a comparison chart to his/her present culture.**

<b>Unit Understanding(s)</b> <i>Students will understand that...</i>	<b>Unit Essential Question(s):</b>
<ol style="list-style-type: none"><li>1. <i>There are basic physical characteristics to the world.</i></li><li>2. There is a relationship between the earth, its features, and the distribution of life on the earth, including human life and the effects of human activity.</li><li>3. <i>There are 7 basic elements (language, customs and traditions, religion, government, economics, art and literature, and social organizations) to an individual's culture.</i></li></ol>	<ol style="list-style-type: none"><li>1. What is physical geography?</li><li>2. What is human geography?</li><li>3. What is culture?</li></ol>

### **Students will know... / Students will be able to...**

1. ...demonstrate basic map and social studies skills.
2. ...sequence the waves of history and relate how humans have interacted with their environment.
3. ...evaluate the 7 elements of culture with special priority to the 5 world religions.  
...apply the concepts of ethnicity, race, nationalism, and cultural diffusion to discuss its role in the development of nation-states.

### **South Carolina Academic Standards:**

WG-1:1,2,4,5

WG-4:1,2,3,4

**Interim Assessment (formative)**

Exit Slips	Collage	Thinking Maps
Index of Knowledge	Journal Entry	Around the World
Revolving Index	Thumbs Up/Down	White Board Review
Parking Lot	Graphic Organizer	

**Key Criteria (to meet the standard/rubric)**

**Cultural Collage**  
Culminating Assessment for Introduction Unit

**Task:** Student will create a collage of his/her ancestral culture and create a comparison chart to his/her present culture. Each student will use the 7 elements of culture discussed in class and research his/her ancestral culture to create a collage. The collage should be both creative (color, graphs, and pictures) and informational (At least 3 factual details). Each student will complete a comparison chart (Template provided by teacher) with information from present culture and ancestral culture.

The Culture Collage will be due on \_\_\_\_\_.

The Culture Collage Assessment will be 1 major grade.

**Requirements:**

1. Collage will be the size of at least a regular post board.
2. Comparison Chart will be complete with information on present culture and ancestral culture. Student will only research one of his/her ancestral cultures.
3. Student will turn in his/her ancestral culture research. The information will be hand written.
4. Student will complete and turn in segments of the culminating assessment using the DUE DATES on the Assessment Check List.

Comparison of Cultures Chart	Ancestral Culture	Present Culture
Art & Literature		
Customs & Traditions		
Economics		
Government		
Language		
Religion		
Social Organization		

# Culture Collage: Check List

Culminating Assessment for Introduction Unit

1. Student has chosen ancestral culture..... Due Date \_\_\_\_\_
2. Student Research of 2 elements of culture.... Due Date \_\_\_\_\_
3. Student Research of 4 elements of culture.... Due Date \_\_\_\_\_
4. Student Research of 6 elements of culture.... Due Date \_\_\_\_\_
5. Brainstorming for Collage... Due Date \_\_\_\_\_
6. Comparison Culture Chart 3 elements completed... Due Date \_\_\_\_\_
7. Collage Layout... Due Date \_\_\_\_\_
8. Comparison Culture Chart 6 elements completed... Due Date \_\_\_\_\_
9. Pictures and Graphics for collage... Due Date \_\_\_\_\_

Rubric for Culture Collage

	1	2	3	4 Meets Standard	5 Exceeds Standard	Total
Check List:	All elements completed with no more than 6 late	All elements completed with no more than 4 late	All elements completed with no more than 2 late	All elements	All Elements with at least one early	2 x ____ =
Research:			All but 1 elements completed	All elements		3 x ____ =
Comparison Chart:			All but 1 elements completed	All elements		6 x ____ =
Collage:			All but 1 elements completed	All elements		9 x ____ =
Final Grade						

## UNIT PLAN

Subject/Grade Level: Human Geography 9<sup>th</sup> Grade

Unit #: 2

Unit Name: Human Rights

**Big Idea/Theme: All people are entitled to human rights, but there are challenges to promoting these human rights while respecting sovereign nations.**

**Culminating Assessment:  
“Human Rights Horror!”**

**See below...**

### **Unit Understanding(s)**

*Students will understand that...*

1. Human rights are the basic rights of all people.
2. Culture has an impact on human rights globally.
3. As U.S. citizens we are guaranteed basic rights.
4. Universal Rights are basic rights every person in the world should be guaranteed.
5. Historically, the United States has faced challenges regarding Human Rights
6. Currently, there are human rights issues around the world.
7. The US plays a role in human rights issues around the world.

### **Unit Essential Question(s):**

1. What are human rights?
2. How does culture impact human rights globally?
3. What rights are guaranteed to U.S. citizens?
4. What are universal rights?
5. What historical challenges has the US faced regarding Human Rights?
6. What are the current global issues in human rights?
7. What is the US role globally in human rights?

### **Students will know... / Students will be able to...**

- **Discuss the origin of human rights.**
- **Identify the different types of Human rights guaranteed to people.**
- **Evaluate how culture impacts human rights.**
- **Communicate the importance of the Preamble and Bill of Rights in the life of US citizens.**
- **Outline the historical challenges the United States has faced regarding human rights.**
- **Compare and contrast the Universal Declaration of Human Rights with the Bill of Rights.**

- **Create a presentation outlining current global issues**
- **Debate US role in dealing with human rights issues**

### **South Carolina Academic Standards:**

Standard WG-4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.

Standard WG-4.1: Identify the characteristics of culture and the impacts of cultural beliefs on gender roles and the perception of race and ethnicity as they vary from one region to another (e.g., legal rights for women in the Middle East and South Asia).

Standard WG-4.2: Compare and contrast the consequences of differing cultural views of nature and the use of natural resources including the development of a built environment from a natural environment (e.g., the former Soviet Union's disregard for the environment).

Standard WG4.3: Compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies

### **Interim Assessment (formative)**

- Exit Slips
- Journal Entry
- Index of Knowledge
- Revolving Index
- Parking lot
- Collage
- Hand Signals
- Graphic Organizers
- Thinking Maps
- Around the world
- White board review
- One minute Essay
- Analogy prompt
- Socratic questioning
- 3 minute pause
- Self-Assessment
- Choral response
- ABC summaries
- 1 on 1
- Inside-Outside circle
- One sentence summary
- Think-pair-share
- Clock
- 12 word summary
- 3-2-1(ideas, examples, question)
- Class vote
- Idea Wave

- 4 corners
- Give one, get one

**Key Criteria (to meet the standard/rubric)**

**Under construction**

## Culminating Assessment

### “Human Rights Horror”

**Scenario:**

Imagine that you are currently employed by the UN Human Rights Council to report about human rights issues found around the world. Your group has been assigned \_\_\_\_\_. You are on the clock! The well-being of the citizens of that region are in the hand of the council; they need your input!

**Consider the following questions:**

1. What are the basic issues this area is facing?
2. What UDHR human rights are being violated?
3. What cultural beliefs have created the current human issues?
4. What are your recommendations to the council regarding these issues?

**Assignment:**

- A. In groups of 4, you will research your human rights areas/issue, making sure to answer the four questions above.
- B. Create a power point presentation
- C. Present to the Human Rights Council.

HUMAN RIGHTS PRESENTATION CHECKLIST		
Research	Not Yet	Yes
Did you research at least 3 issues found in your region		
Did you narrow your research to one that you think is important		
Did you determine what UDHR rights are being violated?		
Did you determine what cultural beliefs have created the current human rights issue?		
Did you come up with at least 3 recommendations for the council?		
Presentation		
Does your slide have a title.		
Does your slides discuss the basic issues facing this region		

## UNIT PLAN

Subject/Grade Level: Ninth Grade

Unit #: Unit 3

Unit Name: Globalization

**Big Idea/Theme: In a global world we are all connected and interdependent.**

**Culminating Assessment: Trace the Product (see below)**

### Unit Understanding(s)

*Students will understand that...*

1. We are globally connected.
2. The world is connected politically, economically, socially, environmentally, and culturally.
3. Globalization is a result of the development of new organizations and markets following the end of World War II.
4. Globalization has had several negative effects on the world.
5. The technological revolution has tremendously impacted globalization.
6. Globalization creates economic, social, and political challenges in the world.
7. Several organizations have been created as a response to globalization and its influence on the world.

### Unit Essential Question(s):

1. What is globalization?
2. How are we connected?
3. What post World War II events led to globalization?
4. What role does globalization play in ecology?
5. How did the technological revolution affect globalization?
6. What are the key economic, social, and political challenges of globalization?
7. What organizations have been created in response to globalization?

### Students will know... / Students will be able to...

1. Explain globalization.
2. Compare/contrast how the world is connected politically, economically, socially, environmentally, and culturally.
3. Describe NATO, Marshall Plan, Warsaw Pact and the evolution of communism and democracy.
4. Analyze how globalization has negatively affected the world through population growth, an assault on the environment, and the over-development of natural resources.
5. Explain the technological advances in transportation, communications,

- space exploration, healthcare, agriculture, and weapons.
6. Analyze how globalization creates a gap between rich and poor nations and has become a threat to world health.
  7. Examine the development of the United Nations, World Trade Organization, European Union, North American Trade Organization, World Health Organization, and Non-Government Organizations.

**South Carolina Academic Standards:**

WG-7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

WG-7.5: Explain how a country's ambition to obtain foreign markets and resource can cause fractures and disruptions in the world

WG-7.6: Analyze how globalization affects different function of citizenship (e.g., the need for only one passport for members of the European Union).

**Interim Assessment (formative)**

- Exit Slips
- Journal Entry
- Index of Knowledge
- Revolving Index
- Parking lot
- Collage
- Hand Signals
- Graphic Organizers
- Thinking Maps
- Around the world
- White board review
- One minute Essay
- Analogy prompt
- Socratic questioning
- 3 minute pause
- Self-Assessment
- Choral response
- ABC summaries
- 1 on 1
- Inside-Outside circle
- One sentence summary
- Think-pair-share
- Clock
- 12 word summary
- 3-2-1(ideas, examples, question)

- Class vote
- Idea Wave
- 4 corners
- Give one, get one

**Key Criteria (to meet the standard/rubric)**

See rubric below

## **Human Geography Performance Assessment on Globalization**

Objectives: Students will analyze the scope of globalization in the world using a familiar product to trace that product from innovation to international scale.

Objective: Student will determine how globalization affects their lives on a daily basis.

Time Required: 4-5 days.

Standards Addressed: WG-7, WG-7.5, and WG 7.6

Materials needed:

1. Teacher will create a PowerPoint (Google images) of familiar products that are perceived to be American products. Ex: Barbie, McDonalds, Coca Cola, Ford, etc...
2. Handout 1 and reading questions on the same page: discussion questions relating to the Globalization PowerPoint.
3. GLOBALIZATION PROJECT INSTRUCTIONS sheet with poster layout.
4. Homework: Have students research several products they might want to choose for their project. Help students with their choices by having them look at products they have an interest in. (Barbie/Mattel or Fender Guitars.)
5. Students will create a poster or backboard in the format described in the instructions. A template is added on this set of instructions in order to better facilitate grading.

Library or research lab.

1. Students will research their product/company from the beginning innovation/invention of the product or brand to the available product in today's market. (A good example is Lays Potato Chips. They began as Lays, later merged with Frito to create Frito-Lay, and then they were bought by PepsiCo. These dates should all be on the time line.)
2. It is important for the teacher to approve the product choice in order to help students better facilitate their choice of an American product. For instance, BIC Pens is French Company.
3. Using the Globalization Project Instruction Sheet, students will begin research using company websites on the internet. They will also use the CIA Fact book for information.
4. The instruction sheet and layout format provides students with a concise plan to create a presentation based on the global scope of the particular product.

Assessment: Students will create a poster with the required information, providing examples of the globalize scope of their particular product.

*Students to take notes: You can have students work individually or with their project partner.*

1. Discuss Globalization vocabulary: investments, free market systems, markets, multi-national corporations, homogeneous, local vs. global culture, mores, (this list may grow)
2. Give students activity 1 and 2 (one page)
3. Using the PowerPoint, discuss and answer questions on handout 1. There are two power points so you will have to scroll back and forth. This should take a reasonable amount of time. Expand if necessary. Draw on both your experiences as well as students.
4. Discuss answers and choices.
5. Hand out reading “Culture, Economics, and Globalization” Students can answer the questions On questions (handout 2.) Have partner read “Globalization and Local Cultures”. On the back of handout 2, list perceived positive and negative impacts of American globalization on local cultures (McDonalds changing family eating habits in China, Starbucks in Italy, etc....)
6. Upon completion, discuss with students.

Point of this lesson is to make students aware of what the word “globalization” means and how it is apparent in their everyday lives. Also, the impact it would make in their lives if we were to limit globalization. The students should develop a working knowledge of the positives and negatives of globalization on both the USA and other countries of the world.

References:

**Center for Strategic and International Studies (CSIS), [www.globalization101.org/](http://www.globalization101.org/)[page viewed], (visted on [insert date]).**

## **From Globalization IO1**

### **Activity 1**

#### *Introductory Discussion Questions*

#### Questions on Random Items

1. What are the common features of these products?
2. Which of these products are commonly available in other countries (think about the type of product and not the brand name)?
3. Which products are uncommon in other countries and why do you think so?
4. Are any of these products necessities?
5. What might a citizen of France use instead of these products?  
A villager in India?  
A resident of Saudi Arabia?
6. What factors might affect how these individuals view these products?

How does this compare with your view of these products?

If you think the views are similar, why might this be so? If not, why not?

## **Use with reading Culture, Economics, and Globalization (from Globalization 101)**

### **Activity 2**

1. Define “globalization.”
2. A good example of historic globalization was the \_\_\_\_\_ which connected:
- 3... Globalization has increased as a result of two factors:
4. How much has trade increased since the 1950's?
5. Think! Explain what Friedman meant when he said “globalization is farther, faster, cheaper, and deeper.”
6. The government policy that has had a major effect of globalization is:
7. Why do you think corporations have moved their factories overseas?
8. How has technology influenced globalization?
9. Compare and contrast opinions of globalization.

10. Provide three examples of how globalization will affect your life today.

## CULTURE, ECONOMICS, AND GLOBALIZATION<sub>p.5</sub>

Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world.

Globalization is not new, though. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. Likewise, for centuries, people and corporations have invested in enterprises in other countries. In fact, many of the features of the current wave of globalization are similar to those prevailing before the outbreak of the First World War in 1914. But policy and technological developments of the past few decades have spurred increases in cross-border trade, investment, and migration so large that many observers believe the world has entered a qualitatively new phase in its economic development. Since 1950, for example, the volume of world trade has increased by twenty times, and from just 1997 to 1999 flows of foreign investment nearly doubled, from \$468 billion to \$827 billion. Distinguishing this current wave of globalization from earlier ones, author Thomas Friedman has said that today globalization is “farther, faster, cheaper, and deeper.”

*From Globalization 101*



This current wave of globalization has been driven by policies that have opened economies domestically and internationally. In the years since the Second World War, and especially during the past two decades, many governments have adopted free-market economic systems, vastly increasing their own productive potential and creating myriad new opportunities for international trade and investment. Governments have also negotiated dramatic reductions in barriers to commerce and have established international agreements to promote trade in goods, services, and investment. Taking advantage of new opportunities in foreign markets, corporations have built foreign factories and established production and marketing arrangements with foreign partners. A defining feature of globalization, therefore, is an international industrial and financial business structure.

Technology has been the other principal driver of globalization. Advances in information technology, in particular, have

dramatically transformed economic life. Information technologies have given all sorts of individual economic actors—consumers, investors, businesses—valuable new tools for identifying and pursuing economic opportunities, including faster and more informed analysis of economic trends around the world, easy transfers of assets, and collaboration with far-flung partners.

Globalization is deeply controversial, however. Proponents of globalization argue that it allows poor countries and their citizens to develop economically and raise their standards of living, while opponents of globalization claim that the creation of an unfettered international free market has benefited multinational corporations in the Western world at the expense of local enterprises, local cultures, and common people. Resistance to globalization has therefore taken shape both at a popular and at a governmental level as people and governments try to manage the flow of capital, labor, goods, and ideas that constitute the current wave of globalization.

In order to find the right balance between benefits and costs associated with globalization, citizens of all nations need to understand how globalization works and the policy choices facing them and their societies. Globalization101.org tries to provide an accurate analysis of the issues and controversies regarding globalization, especially to high-school and college students, without the slogans or ideological biases generally found in discussions of the topics.

## Globalization project: Follow that product !!!!!!!!!!!

The purpose of this project is to demonstrate the width of globalization in everyday products in our daily lives. This will include picking a product of interest and tracking the history of the company, manufacturing locations in the past and now and the markets for the product. Use a product that started in the USA.

**Directions below will be your template for the poster, written information, and graphics. Follow the sample layout.**

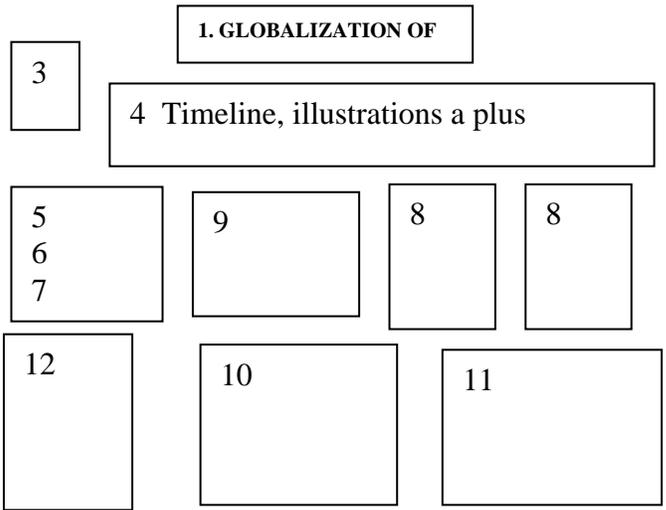
1. The Poster: Write in bold letters “The Globalization of (you product or company name)”
2. You will pick a company and follow the path of diffusion of the manufacturing and sales of one of its products. Make certain you use a major product that began in the USA with international breadth.

### **LAYOUT FOR YOUR POSTER**

3. Use a larger picture of the product you are researching with its name and parent company.
4. After you pick a product create a history and geography timeline of 10 significant events in the growth of the “globalization” process of the product. Important dates would be the start of the company, when products were first sold overseas etc... Include company mergers along the way, (ex: Lays Potato Chips, merged with Fritos, became Frito Lay, bought by PepsiCo, which is now the parent company. You would research the product Lays Potato Chips but may have to follow the Frito-Lay or PepsiCo path to find information.) The time ends with a somewhat current date. Use a line, not bullets.

*Answer these questions:*

5. Where was the original company headquarters and manufacturing, did it move from its home country and why? Does manufacturing of the product occur in the USA, in foreign countries (name them), or a combination?
6. Where are their largest markets today? Which markets are growing the fastest? Is the company today dependent on foreign manufacturing and/or markets? Think peds and pings.
7. THINK! Why might there be a difference in where a food product (potato chips) is manufactured as opposed to where a consumer item (television, clothing, etc...) is manufactured. Think peds and pings.
8. Create a current demographic chart of the country of origin. Include PPP, life expectancy, literacy rate, type of economic system and government type of the country headquarters and the same information on a country where the product is manufactured. Look for pings.
9. Draw and color a world distribution map of manufacturing locations, company headquarters, and market area. Use TOL. Go to the company website for information. This may require a little investigating.
10. Create a collage of the product’s packaging and name in several of the countries the product is sold in. For instance, Lay’s Potato Chips are manufactured and sold in countries all over the world with different names and flavors. There are examples of many of the worldwide products on the internet (Google Images is a source.)
11. Create a second collage of other products involved in globalization. You may use products from other projects in the class. Try to find foreign labels to well-known products when possible. Add the country name to the product.
12. Write in bold letters (visuals are also good) 20 ways that globalization has affected you personally in a positive or negative manner.



**GLOBALIZATION PROJECT GRADING RUBRIC**      Group \_\_\_\_\_

1-2. Product and/or company name	5 pts.	_____	_____
3. Product picture with name	5 pts.	_____	_____
4. Timeline (min. 10 dates)	15 pts.	_____	_____
5. Original headquarters; did manufacturing move overseas?	5 pts.	_____	_____
6. Largest market (USA?) and fastest growing?	5 pts.	_____	_____
7. Demographic charts of market country	15 pts.	_____	_____
8. Distribution map of manufacturing and/or sales regions.	5 pts.	_____	_____
9. Collage of product packaging or ads around the world	10 pts.	_____	_____
10. Collage of general globalization products	10 pts.	_____	_____
11. Twenty ways globalization has affected students	10 pts.	_____	_____
12. Quality product (color, neat, effort)	15 pts.	_____	_____

## UNIT PLAN

Subject/Grade Level: Human Geography/ 9<sup>th</sup> Grade

Unit #: 4

Unit Name: Terrorism

**Big Idea/Theme:** Acts of terror have become a regular aspect of modern Western society.

**Culminating Assessment:** Choose international terrorists acts, or genocides have students research or give students the scenario then have them create a product. Terrorist event why or not? U.S. response, good or bad, why? Your response, why?

Munich 1972

Deal Barricks Bombing September 22, 1989 (IRA)

Hyde Park and Regents Parks Bombing July 20, 1982 (IRA)

USS Cole

Iran Embassy

Jim Jones

David Koresh

Kurds and Saddam Hussein

### Unit Understanding(s)

*Students will understand that...*

- 1. Terrorism is an illegal action using unconventional methods by a subnational group against "soft targets" in order to obtain political or religious goals.*
- 2. Terrorism in the U.S. has evolved from early U.S. Revolutionary events through the Civil War to the modern terrorist attacks in Oklahoma City and September 11.*
- 3. The United States addresses terrorism either through anti-terrorism practices or counter terrorism both of which create issues of human/civil rights.*

### Unit Essential Question(s):

1. What is terrorism?
2. How has terrorism evolved in the U.S.?
3. How does the United States address the problem of terrorism?

**Students will know... / Students will be able to...**

1. Students will be able to differentiate between terrorist acts and conventional warfare based on a definition of terrorism that focuses on the terrorists' actions, targets, objectives, and means. Students will also be able to define radicalism and recognize that radical groups exist within the framework of a greater group (ex: Radical Islam, Fundamentalist Christian groups, Irish Republic Army, etc.)
2. Students will be able to identify how the following events led to the evolution of terrorism in the United States: Boston Tea Party, John Brown raids, Birmingham Church Bombings, Oklahoma City Bombing, Pan AM flight Lockerbee, and September 11, 2001.
3. Students will understand the two ways to combat terrorism, either through Anti-Terrorism (Reactive response, bombings, War on Terror) or Counter Terrorism (proactive response, intelligence). Students will be able to identify and analyze the effectiveness of each strategy as well as the challenges to human/civil rights presented through the detainment of terrorist suspects (Guantanamo Bay) and the implementation of the Patriot Act and Homeland Security.

**South Carolina Academic Standards:**

Standards WG-7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

WG-7.1: Explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g. the establishment of new social, political, or economic divisions).

WG-7.2: Explain the causes of boundary conflicts and internal disputes between cultural groups (e.g., the ongoing Israeli-Palestinian conflict).

WG-7.3: Explain why political boundaries such as national borders or political districts change (e.g., those of historic imperial powers).

WG-1.4: Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic, and political conditions (e.g., views of the Middle East after September 11, 2001).

**Interim Assessment (formative)**

- Exit Slips
- Journal Entry
- Index of Knowledge

- Revolving Index
- Parking lot
- Collage
- Hand Signals
- Graphic Organizers
- Thinking Maps
- Around the world
- White board review
- One minute Essay
- Analogy prompt
- Socratic questioning
- 3 minute pause
- Self-Assessment
- Choral response
- ABC summaries
- 1 on 1
- Inside-Outside circle
- One sentence summary
- Think-pair-share
- Clock
- 12 word summary
- 3-2-1(ideas, examples, question)
- Class vote
- Idea Wave
- 4 corners
- Give one, get one

**Key Criteria (to meet the standard/rubric)**

Terrorism Culminating Assessment:

## Culminating Assessment Rubric: Terrorism

**SC Standard: WG-7.1, 7.2, 7.3, 1.4**

	<b>1 – Below the Standard</b>	<b>2 – Approaching the Standard</b>	<b>3 – Meets the Standard</b>	<b>4 – Exceeds the Standard</b>	<b>Score</b>
Presentation	Presentation of product was lacking in information and did not reflect student research.	Presentation of product was limited and more information was needed based on student research.	Presentation of product was good and the material was enough to represent student research.	Presentation of product was done well and accurately reflected the culmination of student research and product created.	_____ x8 = _____ (32)
Product	Information in product was not accurate and did not accurately represent the issue requested.	Information in product was limited and only marginally answered the issue requested.	Final product was completed and the information used was appropriate and mostly represented the issue requested.	Final product was completed using appropriate information and accurately represents the issue requested.	_____ x8 = _____ (32)
Research	Research material was not gathered from approved resources, information was not adequate, and handwritten research notes were not completed correctly.	Some or all research material was not gathered from approved resources, amount and quality of information was somewhat adequate, and handwritten research notes were not completed correctly.	Some research material was not gathered from approved resources, amount and quality of information was somewhat adequate, and handwritten research notes were not completed correctly.	Research material was gathered from approved resources, includes adequate information to complete the project, and handwritten research notes were completed and turned in with final product.	_____ x5 = _____ (20)
Check off Sheet	Check off sheet was turned in with 3 or more items turned in late.	Check off sheet was turned in with 1 to 2 items turned in late.	Check off sheet was turned in and all tasks and elements were completed by the time requested.	Check off sheet was turned in and all tasks and elements were completed with at least one completed before the requested deadline.	_____ x2 = _____ (8)
Time Use – Group Work	Class time was not used effectively, student failed to	Class time was not fully utilized, cooperative work was	Class time was used effectively, student worked mostly	Class time was used effectively, student worked cooperatively,	_____ x2 = _____ (8)

	work cooperatively, and there is no evidence of student contribution towards the final product.	limited, and there is little to no evidence of student contribution towards the final product.	cooperatively, and somewhat contributed towards the final product.	and student contributed significantly towards the final product.	
Grade Equivalents: A = 100-93 points B = 92-85 points C = 84-77 points D = 76-70 points 69 or Below = Redo					
<b>Total Points: _____/100</b>					

## UNIT PLAN

Subject/Grade Level: Geography 9<sup>th</sup> Grade

Unit #:5

Unit Name: US-Mexico Relations

**Big Idea/Theme:** *The Relationship between the U.S. and Mexico has been one of constant change.*

**Culminating Assessment:**

**See Below**

### Unit Understanding(s)

*Students will understand that...*

1. There are several historical events that have influenced the relationship between the U.S. and Mexico.
2. Immigration impacts the relationship between the U.S. and Mexico.
3. There are several border issues between the U.S. and Mexico.
4. NAFTA is a trade agreement that Has impacted the relationship positively and negatively between the U.S. and Mexico.

### Unit Essential Question(s):

1. What historical events have influenced the relationship between the United States and Mexico?
2. How does immigration effect the relationship between the U.S. and Mexico?
3. What are the border issues between the U.S. and Mexico?
4. What is NAFTA?

### Students will know... / Students will be able to...

1. Identify the historical significance of the following events: US/Mexican War, Gadsden Purchase, Mexican Revolution, Peak Mexican Migration, the Bracero Program, Operation Wetback, the labor movement led by Caesar Chavez.
2. Compare and Contrast legal vs. illegal immigration, explain the steps for legal immigration to the United States, and evaluate immigration laws created by the U.S. in the past 20 years.
3. Discuss the border issues that exist between the U.S. and Mexico including: drug cartels, border patrol (security), family separation issues, coyotes (smugglers), and deportation of illegal immigrants.
4. Explain NAFTA, and analyze the positive and negative impacts of NAFTA.

**South Carolina Academic Standards:**

WG-7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

WG-7.2: Explain the causes of boundary conflicts and internal disputes between culture groups (e.g., the ongoing Israeli-Palestinian conflict).

WG-1.4: Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic, and political conditions (e.g., views of the Middle East after September 11, 2001).

**Interim Assessment (formative)**

Exit Slips, Journal Entry, Index of Knowledge, Rolodex (Revolving Index), Parking Lot, Collage, Thumbs Up/Down, Graphic Organizer, Thinking Maps, Around the World, White Board Review

**Key Criteria (to meet the standard/rubric:**

See Below

# CULMINATING ASSESSMENT

**Title:** Should I stay or should I go?

**Scenario:** You and your family (spouse, 5 children, your mom, your spouse's mom and dad, your grandparents) all live in a border town in Mexico. The local drug cartel has been killing people in the towns around you to reinforce their control over your region of Mexico, and the word is that your town is next on their list. You, as the head of your family, have decided that it is time to leave Mexico and cross the border into the United States.

Consider the following questions:

1. Will you make a run for the border, cross illegally, and hope for the best? Will you apply for U.S. citizenship and attempt to become a permanent resident of the country? Justify your rationale.
2. Will you make the effort to leave Mexico by yourself, or will you attempt to take some/all of your family. Justify your rationale.
3. Analyze at least 3 potential "problems" or issues you might encounter as a part of your journey across the border (whether you go legally or illegally).
4. On a scale of 1 to 5 (1 being absolutely terrified, and 5 being completely confident of success) how would you rank your chances for success? Why?
5. Based on your experience (as well as your answer to the first four questions), what would you recommend to your neighbors in Mexico, who are also interested in crossing the border?

**TASK:**

- A. In groups of 4, you will answer questions 1-4 and present your answers to the class. Each member of the group must present an answer for 1 question
- B. A written "group answer sheet" must be turned in for questions 1-4.
- C. EVERY member of the group must answer question 5. To do this, you will need to write a letter to your neighbors detailing your experience, and your recommendation for their decision to cross the border.

# KEY CRITERIA

## **RESEARCH (20 Points):**

- 1 – The group was rarely, if ever, seen working on the task, no questions are answered, Only 1 group member was working on the task at any given time.
- 2 – Only 2 group members were working on the project at any given time, and only 2 questions are written and answered.
- 3 – At least 3 members of the group are working on task, and 3 questions have been written and answered.
- 4 – All members of the group participated in the work, and all questions are written and answered

TOTAL SCORE(1-4) \_\_\_\_\_ (x5) = \_\_\_\_\_ Total Points

## **PRESENTATION (30 POINTS):**

- 1 – Only 1 member of the group answered a question, only 1 member of the group can be heard (volume is clear), and only 1 member of the group is serious and attentive during the presentation.
- 2 – Only 2 or 3 members of the group answered a question, only 2 or 3 members of the group can be heard (volume is clear), and only 2 or 3 members of the group are serious and attentive during the presentation.
- 3 – Each member of the group answered a question, each member of the group can be heard (volume is clear), all group members are serious and attentive during the presentation.

TOTAL SCORE (1-3) \_\_\_\_\_(x10)\_\_\_\_\_ Total Points

**LETTER TO NEIGHBOR (50 POINTS):**

- 1 – The letter includes 1 of these 5 elements: a recommendation to cross the border legally or illegally and why, what family to take across the border and why, problems you encountered crossing the border, your emotions about the trip, and your recommendation to your neighbor.
- 2 – The letter is includes 2 of these 5 elements: a recommendation to cross the border legally or illegally and why, what family to take across the border and why, problems you encountered crossing the border, your emotions about the trip, and your recommendation to your neighbor.
- 3 – The letter is includes 3 of these 5 elements: a recommendation to cross the border legally or illegally and why, what family to take across the border and why, problems you encountered crossing the border, your emotions about the trip, and your recommendation to your neighbor.
- 4 – The letter is includes 4 of these 5 elements: a recommendation to cross the border legally or illegally and why, what family to take across the border and why, problems you encountered crossing the border, your emotions about the trip, and your recommendation to your neighbor.
- 5 – The letter includes all of these 5 elements: a recommendation to cross the border legally  
or illegally and why, what family to take across the border and why, problems you encountered crossing the border, your emotions about the trip, and your recommendation to your neighbor.

TOTAL SCORE (1-5) \_\_\_\_\_(x10)\_\_\_\_\_ TOTAL POINTS

**CULMINATING ASSESSMENT FINAL SCORE:**

- 1 - Research Total Points: \_\_\_\_\_(20)
- 2 - Presentation Total Points: \_\_\_\_\_(30)
- 3 - Letter Total Points: \_\_\_\_\_(50)

FINAL GRADE: \_\_\_\_\_(100)