

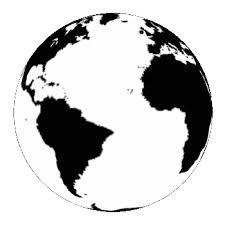
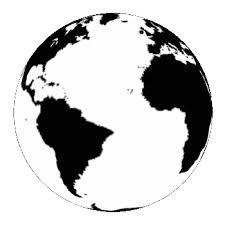
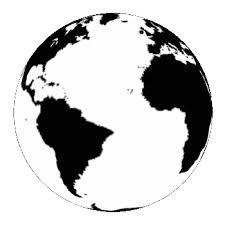
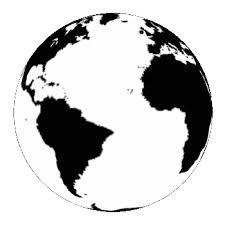
**GLOBALIZATION- OUR WORLD, NOT JUST OUR NATION**



Sylwia Denko and Eric Cottrell

ELD 376

Social Studies Unit Project



Sylwia Denko Eric Cottrell

ELD-376

Social Studies Project Part 1

10-15-13

Theme: "Globalization: Our Earth, Not Just Our Nation"

Summary:

Our unit is on Globalization.  Globalization is "free trade, migration, media, and other cultural influences that are having a worldwide impact on every aspect of modern life, from food to fashion" (Milson 2014).  The goal of this unit is to show students how we are all connected through various ways, how much of an impact they have on the world, and what they should do to solve certain global issues as dependable global citizens.  Our "timeline" of events goes as follows: Globalization starts at migration which leads to population growth in different areas and population growth in general.  When populations rise there is a change in food supply, energy resources, and standard of living can be effected.  This all can lead to pollution if not taken care of properly.

Though our unit we want to focus on what drives globalization.  Specifically, we want to show students how  much of an impact technology has on it.  Together, we will examine the pros and cons of globalization. "The costs and benefits associated with globalization are a balancing act.  That's why it's important for everyone everywhere to understand how globalization works." (Milson 2014).  Students will be active leaders by using tools such as google maps, magazines, news articles, etc.

Resources:

Milson, A. J. (2014). *Energy Resources*. Jefferson City, MO: National Geographic Learning, Cengage Learning.

Milson, A. J. (2014). *Food Supply*. Jefferson City, MO: National Geographic Learning, Cengage Learning.

Milson, A. J. (2014). *Globalization*. Jefferson City, MO: National Geographic Learning, Cengage Learning.

Milson, A. J. (2014). *Migration*. Jefferson City, MO: National Geographic Learning, Cengage Learning.

Milson, A. J. (2014). *Pollution*. Jefferson City, MO: National Geographic Learning, Cengage Learning.

Milson, A. J. (2014). *Population Growth*. Jefferson City, MO: National Geographic Learning, Cengage Learning.

Milson, A. J. (2014). *Standard of Living*. Jefferson City, MO: National Geographic Learning, Cengage Learning.

West Windsor Curriculum: The Global Classroom

Sylwia Denko and Eric Cottrell

ELD 376

Social Studies Project Part 2

11-17-13

**Unit Objectives**

* Students will explain globalization and in what ways they are connected to others.
* Students will identify the types of energy resources and energy challenges as well as analyze how they affect different places around the world.
* Students will explain their connectedness with other people around the world by products and technologies they own and recognize costs and benefits.
* Students will plan and participate in an advocacy project to inform others about environmental issues.
* Students will participate in a service project in an effort to improve someone else’s standard of living.
* Students will analyze how pollution affects the world and the earth’s population.
* Students will explore and explain how each topic of globalization that we will be working with leads to one another.
* Students will compare and contrast different countries and the issues they are dealing with.
* Students will judge the pros and cons of globalization.
* Students will demonstrate their knowledge of how energy resources and pollution are related through a group research project.
* Students will discover why and how energy resources and pollution change people’s standards of living and explain them.
* Students will judge what countries have globalized the most, and which have globalized the least, based off of technology, energy resources, standard of living, and other components of globalization as appropriate.

**Guiding Questions**

* What does it mean to be connected?  What are the pros and cons?
* How does pollution affect the population?
* How does each topic we explored relate and lead to each other?
* Would globalization be possible without migration? Why or why not?
* What are the challenges for people who migrate?
* What are the benefits that migration causes?
* What happens when a population grows?
* Are we running out of energy resources? Why?
* What are energy resources and how do we use them?
* What is pollution?  How does it directly affect us?
* What is a standard of living?  What causes a standard of living to increase and decrease?
* What affects food supply?
* What can I do to make a difference and help our planet?  How much of a difference can I make?
* How is technology related to globalization?  Does it drive globalization? How?
* Can people’s standards of living be affected by the type on energy resources they have available? How about the amount of pollution?
* How can we judge if a country has globalized as much as another? What “qualifications” must a country have to say it has globalized?

Each team member must read and review a ***different* picture book** that will be used for a read aloud in your unit.  Each team member must read and review a ***different* chapter book** that may be read aloud or individually by students. Bibliographical information and reviews of picture books (1 per team member) AND chapter books (1 per team member) .

* You asked me to make a note for you to remind you of a conversation that we had.  You are allowing us to not necessarily use picture books and chapter books for our unit.  We spoke to you about great non-fiction books that our classroom is using as resources that are similar to chapter books but not set up in the same way. They also have stories and pictures related to them. The books are from the National Geographic Global Issues Series and they are entitled: *Migration, Energy Resources, Food Supply, Globalization, Migration, Pollution, Population Growth, and Standard of Living.*These books are split up into different sections and topics.  Within these sections and topics there are case studies as well as information.  However, we did find one picture book that we have decided to use and that is: The Lorax by Dr. Seuss.

Describe how these texts will be incorporated into your unit.   Describe specifically how the text will contribute to student learning. Descriptions of how you plan to use each of the books in the design of your unit.

* Each of these books lead into each other.  Each book introduces the topic, has two case studies, and a “what could you do article”.  We will first use the introduction to teach the studies about the new topic, beginning with the book *Globalization.*
* Students will then read the case studies and participate in a follow-up activity that reinforces the case study.  For example, for the globalization and migration part, they are reading about people from all around the world.  As an activity, they will do some research about where they are from as well as their ancestors.  Then, they will discuss and learn from their classmates about where they came from.  They will discuss when their ancestors migrated over.  Each of the books will have an activity related to the case studies.
* We will close each book by reading the “what could you do” article and discuss how we can each think and act globally. Students will gather in groups and design a possible activity in which they could be involved in to help this issue.
* The order in which we will use the books is: *Globalization, Migration, Population Growth, Standard of Living, Food Supply, Pollution, The Lorax,* and lastly, *Energy Resources.*
* These texts will show how one topic leads into each other and how they affect each other.  The introduction provides clear explanations of the topic, the case studies provide useful information that makes the topic “come alive” to the students and show how real people, just like them are being affected, whether it be in a positive or negative way.  Lastly, the “what can we do” section explores ways to involve the students, possible solutions or ways to help the issue at hand.
* The Lorax will be used as a read aloud to emphasize the importance of a healthy environment and standard of living.  This helps break up the non-fiction aspect of this unit.  It provides for an engaging visual as well.

Two additional activities/assignments (per team) that may be done in class or for homework to help students gain a deeper personal understanding of the human and political issues leading up to and resulting from the historical event.

1. Global Closet Activity   
 This activity will begin by the teacher creating a class map on Google Maps for all the students to go onto a drop a pin from the country they are from. The teacher will stress that even though we are all from different places, the things we use on a daily basis are from the same place. In some cases, the things we use here in America are from the places that we come from.   
 Next, the students will go onto their Global Closet. The teacher will model how to work the Global Closet. Basically, students will get to add different shirts, pants, jackets, hats, ties, and anything else they may find in their closet at home, into their global closet online. When someone adds an article of clothing into their Global Closet, they will have to tell us what country it was made in. All students will add at least 5 shirts, 3 pants, and 2 other items into their global closet for homework.   
 The next day, students will log back into their global closet and drop a pin on our Google Map stating what items from their global closet came from that location. Students will see how we are connected, and the clothes they have in their closets are from around the world. A discussion will take place on how these articles of clothing are made and how they are sent from place to place, and the importance to why that happens.

2) Pollution Activity

An activity that will show the effects of pollution will be a science activity.  We plan to show students how adding little bits of pollution adds up and will affect the environment in a negative way.  We will give the students each a cup of water and salt.  Students will first taste the fresh water.  Next, they will observe what happens to the water when they add in a few crystals of salt.  Salt will be considered a “pollutant” to the environment (the cup of water).  At first it will seem like nothing is really changing so they will keep adding the pollutant into the water.  About halfway through their salt, they will now taste the water to see if there is a difference.  They may notice a small change, even if they can’t see it.  By the time they have added all of their salt into the cup they will notice the water is so saturated that they will be able to physically see the pollutants in the environment.  Now, when they taste the water, they will be able to truly see how much of an impact the pollutant had on the water.  They will be able to see that when they pollute the earth even a little bit, it all adds up and creates a worse standard of living.

Rationale:

* Students will be exploring a country, researching to see if globalization is happening or not happening, record the ways in which it is globalizing or if it is not, students will devise a plan to help the country globalize, plan out a service project to help the country of interest, and present their findings to the class. All this will be to show the students’ knowledge about globalization. This will require research, skills of working in pairs, problem solving, critical thinking, and presentation skills.

Objectives:

* Students will explore and explain if the country of their choice is globalizing or not through researching and recording evidence.
* Students will discuss with their partner about their country and their findings.
* Students will record their findings and thinking on a graphic organizer provided.
* Students will analyze whether the elements of globalization that are happening are negative or positive.
* If globalization is not happening in their country, students will create a plan to help that country globalize.
* Students will plan a service project that their country of interest should participate in to decrease any negative aspects of their country.
* Students will present their findings to the class.

Procedures:

For the third part of our social studies project, in pairs, students will be researching a country of their choice. Specifically, the students will be looking at: has the country globalized? We have been identifying and learning about ways to see if a country is globalized. This can be seen if there is an increase in migration, population growth, food supply, energy resources, standard of living and pollution if not taken care of properly. If they have seen an increase, it means that the country is globalizing even if these are negative or positive increases. For example, an increase in food supply is a good thing but an increase of pollution is a bad thing. If they have seen an increase in these areas or not, students will have to take that information as evidence to support and show whether or not they think that their country is globalizing. If it is, the students will need to show examples of these increases and if it is not, the students will need to create a plan to help their country globalize. After that, the students will create and plan out a service project that they would advise their country to do after they have assessed the needs of that country. Whether or not the country has globalized, there are often negative things happening in the country (such as pollution or depletion of energy resources) and the students will need to figure out what the country could do to decrease these negative effects. Then, students have the option to choose a way that they will present their findings and information to the class.

Assessments of unit objectives:

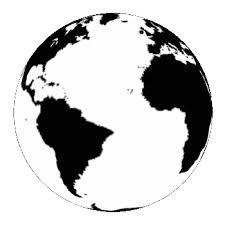
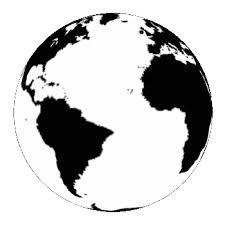
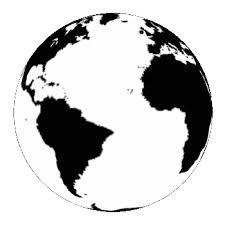
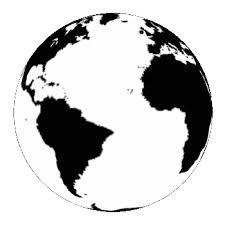
* Students will present their findings through either a:
  + Powerpoint
  + Video
  + Poster
  + Essay with short summary presented to the class
  + Other visual aids
  + We will also be conferencing with the students to assess and listen to conversations between the pairs and to guide if need be.

Materials that they students may need:

* Chromebooks
* Case Study booklets
* Poster
* Pencils
* Graphic Organizer
* Rubric
* Markers

The final version of the KWL

|  |  |  |
| --- | --- | --- |
| What We Know about Globalization! | What we want to Learn about Globalization! | What we Learned about Globalization! |
| - Globalization is occurring all over the world.  - Globalization is happening from improvements in technology.  - Globalization has several different parts, such as, technology, migration, communication, and cultural traditions.  - In globalization, we recognize how people, items, traditions, and cultures are connected.  - The ability to communicate across cultures is the key to globalization. Being able to trade technologies and products wouldn’t be possible without cross cultural communication.    - We know that globalization is causing some effect on climate change and pollution.  - People migrate to a different land in search of a better life.This has some effect on globalization.  -  Pollution has gotten worse due to the industries globalizing.  - Globalization has an effect on regions population and a regions food supply too.  - When people migrate and begin to build in areas of the world, the standard of living is affected. | - When and what started globalization?  - What is the driving force behind globalization?  - Are there negative effects to globalization? If so, what are they?  - Why is globalization so important? What are the benefits?  - How much of today’s climate change is due to human effects from globalization?  - What percentage of pollution, both on land and in water is due to human effects from globalization?  - How, if at all, are humans trying to react to the amount of pollution and climate change caused by globalization?  - Would globalization be able to happen without technology?  - Would globalization have been possible without migration? How does migration move globalization along?  - How can pollution and excess garbage be turned into a positive resource? | - Globalization is when free trade, migration, media, and other cultural influences are having worldwide impact on every aspect of modern life, from food to fashion.  - The driving force behind globalization is migration. Without migration, members of different cultures would not have met to exchange ideas, language, technologies, and other important things that lead to people becoming connected.  - There are negative effects to globalization. One negative effect is pollution. Another effect are low standards of living.  - The benefits to globalization is that new cultures get to share ideas, technologies, products, and language to make life better for people and the Earth.  - It is nearly impossible to say how much of climate change is due to humans, however, we are making strides towards living a better life to reduce the speed of climate change.  - Humans are trying to reduce the amount of pollution by recycling plastic and paper, using cleaner energy sources, and other go green initiatives.  - Globalization began with some small forms of technology such as the wagons and carts that early migrators used to move around. Now, technology such as email, internet, and cell phones are making globalization much easier.  - Globalization would be have been a much slower process with migration. Early migrators began globalization because as travelers moved from place to place in search for a better life (what would now be for a better job), they traded ideas, food, values, and language. Migration moves globalization along because the more people migrate, the more chances they have to meet new people who they can share technologies, goods, and products with.  - Recycling the plastic pollution that fills our oceans could be turned into a positive resource. Recyclable plastics and paper can be melted down and turned back into new plastic. |

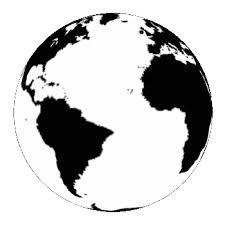
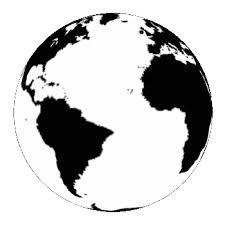
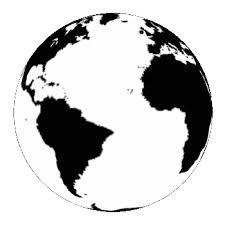
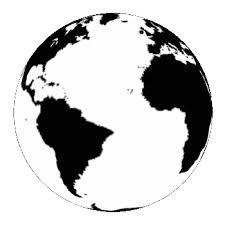


**GLOBALIZATION- OUR WORLD, NOT JUST OUR NATION**

**GLOBALIZATION PROJECT HANDOUT**

Are you ready to become real researchers, activists, world-changers and presenters?





**Directions:**   
 You and your partner will select a country of interest and then a presentation on the country’s success or failure at globalizing. To create this presentation, you will need to compile research on the ways that your country has globalized. Keep in mind all of the items that contribute to globalization; i.e. population, energy resources, pollution, etc. You should be looking for increases in the topics we discussed in class as support for globalization. However, keep in mind that not every increase is a positive thing. You should explain in your presentation the positive and negative effects that your country has had from the increase in globalization. Lastly, you should create a community service project that your country could use to make it a better place to live. For example, if your country has the highest pollution rate in the world, maybe you could develop a community service plan that helps them decrease the amount of pollution that have. This community service plan should address one of the negative effects of globalization has given your country.   
  
**What happens if my country hasn’t globalized?**   
 Depending on what country you choose, you may find that your country has no evidence of successfully globalizing. If this is the case, you should research the positive qualities of your country and then develop a plan that the leaders of your country could follow to make them successfully globalize. For example, if your country has a lot of natural resources, you should discuss how you could use those natural resources in ways that the country could begin to globalize. Maybe they will use those natural resources to fuel machines to begin to grow a successful food supply or maybe they could export those natural resources in exchange for money to create better houses which will increase the standard of living. There are so many ways to help your country globalize. Lastly, you should create a community service project that will help your country improve on a negative thing that is happening in your country. For example, if your country has the highest pollution rate in the world, maybe you could develop a community service plan that helps them decrease the amount of pollution that have.

See that attached handout to help you record your research. Once you find all of your data and support, you and your partner may begin to create a presentation using powerpoint, posters, videos, or other visual aides that you will show to your classmates. You and your partner may choose to write a paper, but then you and your partner will be expected to give a verbal summary of your paper to your classmates. You will have every social studies period to work on this project starting January 4th so you may need to do research and work outside of school. Use your time wisely!

Presentations will begin on **January 15**, so your presentation must be finished by **January 14th.**  You must let me know in what way you and your partner will be presenting your information by **January 10th.**

Attached is a rubric that will tell you exactly how you will be graded. Pay close attention to it!

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  
 **Globalization Presentation Outline  
  
Directions:** Use this handout as a guideline to what you should include in your presentation. Use the back of the paper if you would like to write down more information. Also, bookmark any sites you may find helpful to return to. Some websites that might be helpful are:

* <http://www.globalissues.org/>
* <http://www.worldbank.org/>
* <http://esa.un.org/unpd/wpp/index.htm>
* <http://www.un.org/en/development/index.shtml>
* <http://www.census.gov/population/international/>
* <http://www.unicef.org/statistics/>
* <http://www.uncjin.org/Statistics/statistics.html>

Has my country shown an increase in...   
   
 - Population: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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- Standard of Living: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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 - Is that positive or negative effect and why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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- Food Supply: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 - Is that positive or negative effect and why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Other interesting supports: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 - Is that positive or negative effect and why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Overall, based on the information and research you gathered, do you believe your country has globalized? Please explain why you believe your country has or hasn’t globalized.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now, begin to plan your service project that will benefit your country.

What negative aspect will you be trying to work improve? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Performance  Levels  Criteria | **Not Acceptable**  **0-1** | **Acceptable**  **2-3** | **Target**  **4-5** | **Total** |
| **Did the group provide proper evidence and support to prove successful or unsuccessful globalization?** | *Students only discussed and provided support from two or less aspects of globalization.* | *Students gave support from three to five aspects of globalization.* | *Students gave support from all six aspects of globalization. May or may not have added extra support.* |  |
| **Did the group explain if the aspect of globalization were positive or negative to the country?** | *Students did not discuss if the effects of globalization were positive or negative or discussed just one.* | *Students only discussed 3-5 effects that were negative and /or positive.* | *Students discussed if the effects were negative and positive for all six aspects of globalization.* |  |
| **Was the community service project helpful and related to the negative aspects of globalization.** | *The C.S.P. was not related to the negative effects of globalization and would not create an improvement.* | *The C.S.P. would create a positive impact for the country, but was not related to the negative effects of globalization.* | *The C.S.P. would create a positive impact for the country and was related to the negative effects of globalization.* |  |
| **Did the presenter speak clearly and keep eye contact throughout their presentation?** | *The presenter did not speak clearly nor keep eye contact with the audience.* | *The presenter only did one; kept eye contact or spoke clearly.* | *The presenter kept eye contact and spoke clearly.* |  |
| **Was the visual aide(s) appealing to the eye and kept the audience's attention?** | *The visual aide was not neat and organized. It had minimal information on it.* | *The visual aide was somewhat neat and had most of the information on it.* | *The visual aide was appropriately used eat, appealing to the eye., and had all information on it.* |  |
|  |  |  | *Total* | **%** |

Sylwia Denko

ELD 376

Social Studies Project Part 4 Reflection

12-8-13

The social studies project that we have completed for ELD 376 has taught me a variety of things.  When it comes to teaching, I have learned an immense amount.  Teaching requires a lot of precision, planning, and careful examination of students’ needs, abilities, and interests.  I have learned that in order to teach students a unit, a lot of careful thought and planning goes into it.  This all was learned and came out as Eric and I were planning the unit.  We really needed to sit down and think about how we should teach about globalization.  First, we needed to gather our resources and use them in order figure out the sequence of our unit.  We needed to create a timeline that went in order and made sense.  We could not teach certain topics before others such as a decline of resources before population growth because population growth causes a decline of resources.  We needed to teach the cause and then the effect which makes sense but careful planning needed to go into it to incorporate a variety of topics.

With Eric and I working together, it was similar to co-teaching.  We needed to plan together and collaborate.  This taught me how important the relationship between co-teachers is.  If both people have a time to state their opinions, be respectful, motivated, determined, etc.  this makes the process much easier and successful.  Eric and I worked extremely well together.  We are both dedicated future teachers that have wonderful opinions and with our two brains working together, we were able to create much more than if we were to do it alone.  This teaches me that whenever working with another person, really take the time to listen to each other and collaborate because things can turn out bigger and better when two people are working together.

Eric and I also needed to figure out ways to teach the students about globalization in different ways to reach all of the students needs.  We made sure to come up with plenty of objectives and questions so students were able to understand the topic in depth.  If we chose one objective and one question, it would be difficult to assess the students fairly.  For our activities, we chose to make it so students had choice, were exploring and being hands-on which would lead to engagement and deeper understanding.  There would be an introduction where we would talk to them but the students would be doing most of the learning themselves.  When students are exploring they are typically more engaged and learn more rather than through lecture.   I have learned this from our amazing cooperating teachers who were kind enough to talk to us about our project and discuss ways in which they teach social studies.  This conversation happened after I taught a social studies lesson that was fine, but I did not feel great about it and we worked together to find ways in which it could improve.  It is amazing to have such great, experienced teachers, guiding and helping you along the way.  Just like our students in the classroom, we also learn best through hands on experience and discussion!

We also differentiated assessments so that once again, students had choice and were able to showcase their knowledge in a way that suited them best and in ways that they were comfortable with.  Everyone learns in different ways and allowing them to present their knowledge in different ways not only makes the students more comfortable, but it makes the assessment process more interesting to the teacher and the students.

Also, probably one of the most important things that I learned is to really, truly, explain things to students and make sure that they understand it.  Sometimes, especially as a beginning teacher, it is easy to forget how much the students are yet to learn.  They are extremely smart and can acquire so much knowledge, but they are also so much younger than you and have not had as much education and experiences as you. I learned about this through personal experience while teaching.  When I did one of the activities with the class I needed to really stop and explain everything, even things that seemed so obvious to me.  Now I am much more conscientious of taking down my knowledge level and going through things slowly with the students, explaining everything thoroughly because even though I may think something is obvious and easy to understand, these are fifth graders who may have never heard of what I was talking about.  It is great if they have never heard of it, because that is my job, to teach it!

Something that is very exciting that I have experienced while working on this unit project is that yes, I have learned a lot and do know a lot through my education and experience; however, there is also so much knowledge that I, as a teacher, have yet to acquire! Through research and reading, I have learned so much about globalization.  I never really realized how impactful globalization is.  It is amazing how many ideas and concepts are involved in globalization.  I personally thought of globalization as just a way that the world is becoming “smaller” through connectedness, but it is really so much more than that.  I have learned that globalization affects everyone and many things such as migration, food, fashion, languages, cultures, technologies, pollution, climate change, population growth, standard of living, resources, etc.  I have learned that technology has so much to do with globalization and how much it has impacted our lives.  I never really thought about globalization as a negative thing, but after research and reading, I have learned about a variety of negative impacts it has on the world (as well as plenty of positive impacts).  Through the realization of that, I have also learned about ways in which I could help the world to decrease these negative impacts.  As a future teacher, I think this is very important and I want to really relay this message to the students so they can become positive activists in their world.  I would love to make them see that they are capable and become passionate about helping others and their world.

I have also learned about how much goes into a unit!  There is so much information to be learned and shared and as a teacher, I need to find time and the best way possible to relay all the information to my students.  I love that social studies is a time where students would be doing a lot of reading so this is also incorporating literacy into the unit.  Looking back, I see how much learning, thinking, and growing our students would be doing and it is truly amazing.  Our objectives show so much amazing things happening in our classroom such as explaining, identifying, explaining, planning, participating, analyzing, exploring, judging, demonstrating, discovering, etc.  This shows how rich of a unit we created and I will strive as a future teacher to make all of my teaching this rich and educational.