

Globalization Through the Years

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Overview

The curriculum unit, *Globalization Through the Years*, is designed for students at the middle school level. With modifications, this unit could be used at a higher or even lower grade level. However, the specific audience is sixth grade Communications students. The main goal of this unit is to explore the concept of globalization during different time periods in United States history, while meeting the Communications standards of the Pittsburgh Public School District. In order to meet this goal, the curriculum unit is divided into three interconnected areas of study. The first area of study explores globalization during the time of slavery in the United States and is titled “Slavery- Forced Labor as a Global Commodity”. The second area of study looks at globalization during the Great Depression and is titled “Great Depression- Globalization Zero.” The third area of study explores globalization today and is titled “21st Century Globalization- Opportunity for All.”

The first area of study, “Slavery- Forced Labor as a Global Commodity,” examines the history of slavery. Slavery did not just occur in the United States. It was in fact a global issue. Its roots can be traced back to Europe and has been occurring for countless years. This area of the curriculum unit provides teachers with ten different student activities. These activities range from something as simple as a discussion of slavery to something as detailed as a persuasive essay discussing the pros and cons of the slavery issue from an economic point of view.

The next area of study, “Great Depression- Globalization Zero,” includes an exploration of the Great Depression. This particular area of study includes six activities with varying degrees of difficulty. Students are introduced to the Great Depression by reading such books as *The Great Depression* by Elaine Landau and *The Story of The Great Depression* by R. Conrad Stein. Students explore what life

was like during this economically depressed period in our nation's history. Constructing a timeline detailing major events throughout the years of the depression is one of the many activities. All of the activities in this area of study are aimed at presenting students with information about the effects of economic hardship, a sort of non-globalization. This area of study will in fact be a distinct contrast to the final area.

The third area of study, "21st Century Globalization- Opportunity for All," revolves around globalization today. Here, students have a chance to understand globalization in the present. As the unit narrows to its conclusion, the emphasis turns to exploring globalization in ways that students can relate to. This final area of study includes eight activities. Students have the opportunity to see how people from across the world live. Learners research globalization and document their findings. The culmination of the unit consists of journal writings and student reflections.

These areas of study trace the evolution of globalization by examining three periods of U.S. history and how events during those periods affected, or were affected by, the economics of a worldwide marketplace. Each area requires students to research, read, and write about globalization during that area's distinct time period. Teachers have the option of picking and choosing among the various activities in each area of study. The areas are designed to be flexible in order to meet the teacher's needs and the ability levels of the learners.

Rationale

The rationale behind the development of this unit is directly related to the students I teach. First, this unit enables me, as a teacher, to have students meet many of the requirements for completion of their standards based portfolio. This unit also meets many of the Communication standards used in the Pittsburgh Public Schools. In my sixth grade Communications curriculum, students are required to develop a standards based portfolio. The three components of the portfolio include a reading section, a writing section, and a speaking, listening, and viewing section. Students are required to complete different elements in each of these sections. A narrative piece, an informational piece, and a persuasive piece are all required elements in the writing section of the portfolio. The activities included in this unit easily allow my students to meet all of the writing requirements. Students are also required to read twenty-five books as part of the reading component of the portfolio. I have specifically chosen two areas of study for my curriculum unit because they correspond to specific required novels in the sixth grade curriculum. The novel *I Thought My Soul Would Rise and Fly* by Joyce Hansen tells the story of Patsy, a freed slave girl. The novel ties directly into the first area of study,

“Slavery- Forced Labor as a Global Commodity”. The second novel required in the sixth grade is titled *Bud, Not Buddy* by Christopher Paul Curtis. It recounts the story of a boy searching for his father during the Great Depression. This directly relates to my second area of study, “Great Depression- Globalization Zero.” Tailoring the unit to mandated curriculum helps to blend the curriculum unit with the school district’s required materials. Along with the twenty-five-book requirement, students are also required to respond to informational and fictional text as part of their reading requirement. Again, the readings and activities contained in this unit coordinate and complement what students are already completing as part of their individual portfolios. By following the curriculum unit, students acquire new information and insights, while never straying far from the scope and sequence of the mandated curriculum. This unit is fun, interesting, and educational for everyone.

The seminar that I participated in, which led to the development of this unit, was titled Globalization. My seminar leader was Dr. Charlotte Lott, a Chatham University professor. The seminar focused on examining globalization through the reading and discussion of two noteworthy texts. *The World is Flat* by Thomas L. Friedman gave an overview of globalization while *The Travels of a T-Shirt in the Global Economy* by Pietra Rivoli looked at international trade in the global world. Being a Communications teacher, I was eager to expand my knowledge base, which led to my participation in this particular seminar.

I must admit that I really did not have any idea what globalization was when I signed up for this seminar. I had heard the word globalization before taking this course, but I wasn’t exactly sure what it meant. The only other terms I’d ever heard linked to that word were outsourcing and global warming. Considering how very little I knew, it seemed like the perfect opportunity to educate my students and myself.

Although globalization is far removed from what I normally teach to my sixth graders, I believe its study serves a valuable purpose. One of the main reasons I feel this curriculum unit is important is that it provides me with a way to learn about an unfamiliar topic while integrating that topic into my present teaching. I see this unit as a teaching tool for my students and myself. I can use this unit to expand my students’ knowledge and understanding of globalization, while broadening my own spectrum of knowledge.

In order to understand globalization today and what an impact it has on everyone, it is important to begin with some background information. Although there might be a tendency to regard globalization as a modern day issue, the concept of local and national economies practicing interdependence with other economies goes back to ancient times. Some historians believe that the idea of a

single world economy began around 1500. This is when technological improvements in oceanic navigation, shipbuilding, and military weaponry enabled countries like Spain and Portugal to extend their economic and political influence across oceans and hemispheres. But even these historians and economists acknowledge that the roots of this idea extend back thousands of years.

The citizens of Mesopotamia depended on produce that was grown in rural areas and imported to the city where it was exchanged for services or offered as tribute to rulers and religious figures. In ancient Greece, most of the original settlements took place in coastal areas that did not support agriculture. Grecian villagers supplemented the crops that they could grow by trading with other communities. For example, grain from the Black Sea area was imported. As early as 500 BC, trade routes that eventually become known as the Silk Road linked China to the Middle East. In Roman times, transportation routes that linked northern European river systems to overland Alpine passes enabled the Eternal City to serve as a hub, or center, of its empire. By 400 AD, African gold had reached Mediterranean trade centers.

Another important facet of early trade is that in addition to the produce and raw materials that were traded between ancient civilizations, knowledge, including key technologies, was also passed from one part of the world to another. During the first millennium AD, important technological advances such as paper, printing, gunpowder, and the use of Arabic numerals had passed between China and Western Europe.

Despite the commerce that existed between societies in the ancient world, the exchange of trade and knowledge between different Eurasian economies was insufficient to establish a truly world economy until the 16th century. However, starting around 1500, advances in shipbuilding, navigation, and military weapons enabled nations to extend their economic reach far beyond their own borders. In Western Europe, this economic expansion was driven by the desire to find a passage to the Indies that bypassed Arabian and Venetian controlled trade routes.

The ability of European countries to navigate long ocean passages led to the establishment of transatlantic trade routes between Europe and the Americas. Their advances in military weapons gave these countries the ability to exploit newly discovered territories and indigenous peoples of the new world for their own economic benefit. During the 16th century, Spain and Portugal established themselves as the primary trade empires of the world. For Spain, this was accomplished by creating a land-based empire of colonies in Central and South America. Portugal established its economic dominance by controlling trade routes through the Indian Ocean and by importing crops from its plantations in South

America. These crops, notably sugar from Brazil, were produced by slaves that Portugal transported to that country.

The flow of wealth from the western hemisphere to Europe led to unprecedented growth in commercial and manufacturing activity for the countries that were fortunate enough to possess military power and technological prowess. In time, new global trade routes helped countries to establish new markets and new sources of raw materials, which had political, as well as economic consequences. Newly traded commodities included coffee from Africa, cocoa from South America, silk and tea from Asia, furs, hides, wood, cotton, sugar, tobacco, and other crops that originated from territories far from their final destinations. Because of this, powerful trade centers began to appear in parts of the world other than Europe. For example, both the Moghul empire in India and the Ming dynasty of China enjoyed status as world trade leaders during the late 16th and early 17th centuries.

In time, the promises of riches to be gained from global trading spawned a great deal of competition between countries. In Western Europe, the Dutch were able to capitalize on their sailing and shipbuilding abilities. In 1602, the Dutch East India Company was founded and by the early 17th century, Amsterdam was firmly established as Europe's center for trade and commerce. By mid-century, the Dutch global trading network included Persia, Japan, North and South America, Africa, and the Caribbean. Around 1652, England and France began to challenge the Dutch with a series of wars and protectionist trade policies. By the late 18th century, England had emerged as the dominant world trade power.

From the middle of the 18th century through the 19th century, the Industrial Revolution created technological advances in manufacturing and transportation that took globalization to a new level. Steam engines allowed ships and railroads to transport manufactured goods and raw materials over greater distances than was previously possible. Better transportation gave newly industrialized counties like England access to great agricultural regions like Ukraine, Central Asia and the American prairies. From these regions, England was able to obtain the produce it needed to feed its increasingly urban population and the raw materials it needed to produce manufactured goods.

An excellent example of globalization at work during this period was the British textile industry. New inventions like the spinning jenny and the cotton gin enabled England to become the world's leading producer of textiles. To supply raw material for this expanding industry, England took advantage of advances in oceanic transportation to import cotton from America. To provide manpower for harvesting this labor-intensive crop, England participated in the slave trade, which provided a huge pool of mostly uncompensated workers. During the early days of

the Industrial Revolution, between 1763 and 1793, slave traffic peaked at about 40,000 per year. The sale of slaves was an immensely profitable enterprise that benefited businessmen and politicians in West and Central Africa, slave owners in America, and textile producers in England. Thus, slaves were regarded as a commodity, no different from the cotton that they harvested or the textile products that were eventually manufactured.

As the 19th century progressed, improvements in communication technology began to complement the gains that had already taken place in transportation. Steamships, railroads, and the telegraph combined to create an emerging global economy that centered on Britain, Europe, and America. In fact, experts agree that advances in communications have done more than any other single technology to make our world seem smaller.

In the 20th century, technological advances in communications have been largely responsible for the level of globalization that we are now accustomed to. From 1901, when the first wireless telegraph message was transmitted across the Atlantic, to the posting of the first World Wide Web page in 1991, the world seems to have become smaller to an enormous degree. Many of these advances in communications resulted from the growth of digital technology in the last thirty years. With the introduction of the Apple II home computer in 1977, the IBM PC in 1981, and the introduction of Windows in 1985, individuals could create and easily share information in digital form with other computer users (Friedman, 54). In the 1990s, the growth of the Internet allowed for economical, worldwide communications connectivity. The availability of World Wide Web browsers allowed users to take advantage of that connectivity to easily send and retrieve text, data, and pictures. As the millennium drew to a close, fiber optic cables began to replace continental and transcontinental copper telephone wires. The increased bandwidth of these cables allowed additional types of digital content, such as video, voice, and music to be transmitted over greater distances at lower cost than was previously possible. Finally, the emergence of workflow software, e-mail, and standardized telecommunications protocols enabled workers around the world to collaborate on projects. Previously, this sort of collaboration could only be accomplished over relatively short distances (Friedman, 78-91).

As it became easier and less expensive to transmit large quantities of digital information, businesses discovered that many goods and services could be broken into smaller pieces and that those pieces could be sent to locations around the world where they could be produced, 24 hours a day, at less expense. The promise of lowered production costs, increased productivity and greater profits led to some of the globalization trends that presently affect everyone. One such trend is outsourcing, where a function that is performed by a business is sent to another business to be completed. The outsourced component or service is then

returned to the original business where it is reincorporated into the final product. Another trend is off shoring. Here, a business moves one of its facilities to a place where goods and services can be provided at lower cost. With off shoring, a company enjoys the benefits of lowered production costs in addition to the ability to serve markets where the off-shored facilities are located. Also, off shoring creates a need for goods and services to be exported from the parent company to the offshore facility and its employees (Friedman, 126-146).

These trends in business practices have led to the establishment of global supply chains, where components and finished products from worldwide locations are funneled into specific enterprises. The current state of telecommunications allows organizations to tightly control their inventories, which eliminate waste, lower costs for goods, and provide for more easily customized products and services that consumer's desire (Friedman, 152-155). Thus, we have arrived at a place where our economy is truly global and our world seems smaller than ever.

Objectives

Students in the Pittsburgh Public School District are required to develop and maintain a standards based portfolio. As students move through the different phases of this curriculum unit, they are meeting many of the reading, writing, and speaking requirements. The objectives students will meet as they work through this unit are directly aligned with required standards. One of my objectives for students as they progress through the unit is to define globalization in each of the three areas of study. Students will also analyze the history of slavery as it relates to the global economy. Students will identify the causes of the Great Depression and its economic impact on the United States and the world. Finally, students will explore 21st century globalization and review its impact on the world economy.

Strategies

In order to enable students to successfully complete the curriculum unit, it is necessary to familiarize them with globalization, slavery, and the Great Depression. This can be done in several different phases in order to keep their interest high and establish adequate background for the unit.

The entire curriculum unit is divided into three different, yet interconnected areas of study. The first strategy I can use to give students a better understanding of globalization is to introduce them to the history of globalization. This can be done in several ways. Teacher led discussions that introduce

background information about globalization is the first step. Hopefully taking a broad look at globalization makes the subject a little easier for students to deal with when the focus of the unit begins to shift later in the curriculum's development. Once students develop some background knowledge about globalization we can move to the first area of study.

The first strategy I can employ in order to help students meet the objectives outlined in my unit is the introduction of the first area of study, "Slavery-Forced Labor as a Global Commodity." This area focuses on slavery and slave trade. The rationale here is to introduce students to globalization through the inception of slavery. Students become familiar with the beginnings of slavery, slave trade throughout the world, and specifically slave trade in the United States. Students look at slavery as an economic issue as well as a human one. Teacher input, readings, and research are used to generate discussion. Student narratives on the topic of slavery and a persuasive speech are included in this phase of the curriculum unit.

The next strategy I can use as the curriculum unit progresses is the introduction of the second area of study, "Great Depression- Globalization Zero". This area focuses on a period of time in the United States history that one does not generally associate with economic globalization. This period is the Great Depression. The strategy behind the exploration of this time period serves two purposes. The first is to remain true to the mandated curriculum, which calls for the reading of a novel set during the Depression. The second reason is to explore a period of time in American history where globalization was not an economic influence. Student driven discussions of the economic and emotional impact of the Depression are one component of this area of study. Student development of a KWL chart to be used throughout this portion of the curriculum unit is essential for student understanding (see Activity 2 for a detailed description of a KWL chart).

The final step in the process of developing my unit is to introduce the third area of study, "21st Century Globalization-Opportunity for All", to my students. This phase involves the exploration of globalization from a present day point of view. An initial strategy to guide students during this phase of the curriculum unit is to generate a teacher led discussion about material possessions. Students can compare their economic wealth to others across the globe. This leads to research and the development of pertinent informational facts.

The final strategy used in this curriculum unit is a student reflection. During this reflection, the students may discuss the different areas of study explored throughout the unit and give their feedback and reactions to each.

The general strategy for this curriculum unit is to have each area of study focus on the same procedures. There are teacher led discussions, critical book readings, research, fact gathering, written essays, and oral presentations. In this way some continuity is present as students move through each different area of study.

As students work through the objectives outlined in this unit they are meeting the district standards outlined by the Pittsburgh Board of Education. These can be found at the end of the curriculum unit in the appendix.

Classroom Activities

The classroom activities below are divided into the three areas of study. The first group of activities falls under the heading “Slavery- Forced Labor as a Global Commodity.” Students examine the issue of slavery and discover the global impact while working through the activities in this area of study. Activities twelve through seventeen of the unit comprise the second area of study, “Great Depression- Globalization Zero.” Here, students look at the Great Depression and its economic impact on the country. Activities include constructing a timeline and researching the economic impact of this devastating period in our nation’s history. “21st Century Globalization- Opportunity for All” is the final area of study and the activities in this section complete the curriculum unit. Students look at globalization in the here and now and how it affects them. Activities include researching foreign countries and exploring economic globalization around the world. The unit concludes with time for student reflection and journal writing. The entire unit takes approximately four to six weeks to complete. What follows is a detailed description of the activities I intend to use in order to bring this unit to fruition.

Activity 1- Introduction to the Overall Unit

Before beginning this or any other unit, it is important to check students’ prior knowledge. Introducing students to a broad overview of globalization before beginning the specific areas of study is vital. One way to accomplish this goal is by displaying several items to the students to initiate a discussion. For example, several items of clothing made in different countries, can be introduced as a way to generate discussion about globalization. Making students aware of the various places their favorite clothes are manufactured should be a good conversation starter. Since students of this age group are very interested in their appearance this is a great way to get students interested in globalization.

Outlining the three areas of study in limited detail follows the general discussion of globalization. Mentioning some specific activities to accompany each area of study is a way to excite and motivate the students as we begin the unit. It is important to note that teachers using this unit have the opportunity to pick and choose activities based on their own particular needs.

Activity 2- Slavery- Forced Labor as a Global Commodity- Discussion / Book Read / KWL Chart

This activity begins with a teacher led discussion to determine what students know about slavery and slave trade. A large KWL chart is used here as a beginning activity and can be used throughout this particular area of study as students learn more about slavery. The KWL chart lists what students know (K), what they want to know (W), and what they learned (L). I am fairly certain that most of the ideas the students present at this point deal with slavery in the United States. Keeping this chart available throughout this area of study is critical as students obtain new knowledge concerning the common worldwide practice of owning slaves.

After a discussion to assess students' knowledge of slavery, *Captive Passage*, published by Smithsonian Institution Press, is used to introduce students to the early slave trade. It outlines the passage slaves made from Africa to North America. After reading passages from this book with the students, teacher led discussion of the slave trade follows. The hope here is to engage students in meaningful dialogue about slavery, slave trade, and the global nature of this industry as a way to begin this area of study.

Activity 3- Slavery- Forced Labor as a Global Commodity - Research

After a broad discussion of slave trade, students are divided into small groups to begin more in depth research on the subject. The beginnings of the slave trade, passage to America, and slave life are just a few of the topics to be explored. As the dialogue continues, students are encouraged to add more information to the KWL chart.

Activity 4- Slavery- Forced Labor as a Global Commodity- Group Narrative

After completing their research on the slave trade, students produce a short narrative highlighting some of the most interesting new facts they have acquired

about the topic. The title of their piece might be, “Did You Know?” A sample follows:

Did You Know?

Did you know that transatlantic slavery began in the 1400s? The Portuguese, who were excellent sailors, often traveled down the West Coast of Africa to trade for ivory, gold, and other valuable items. They also began trading for slaves who were brought back to Portugal to become laborers and house servants. This is how slavery was imported into Europe from Africa? Did you know?

Each student composes his or her own short “Did You Know?” narrative. This is an excellent way to determine what students learned while having them participate in an engaging activity.

Activity 5- **Slavery- Forced Labor as a Global Commodity** -Oral Presentation

After they complete the composition of their “Did You Know?” narrative, students orally present the information to the class. The hope here is that students get an opportunity to be exposed to more information about slavery, the slave trade, and its global reach. Along with the chance to gain more knowledge, students also have the opportunity to speak in front of their classmates. Since students at this age are often uncomfortable speaking in front of their peers, giving this short informal presentation is a good way to ease students into oral presentations. Students can read their “Did You Know” fact to classmates from their seat or in front of the classroom. Later in the unit, students give a more in-depth and formal presentation.

Activity 6- **Slavery- Forced Labor as a Global Commodity**- Book Read / Discussion

After students become familiar with the concept of slavery and the slave trade, the focus shifts somewhat to the more personal. The next few activities in this area of study revolve around the slave as a human being. First, students are exposed to the thoughts and feelings of actual slaves through the use of slave narratives. The books *To Be A Slave* by Julius Lester and *Slave Narratives* by Elaine Landau are shared with the students. Students have the opportunity to hear how slaves were treated using their own words. These powerful stories help to bring a personal dimension to this part of the unit. A teacher led discussion follows these book reads.

Activity 7- **Slavery- Forced Labor as a Global Commodity**- First Person Narrative

Students have the opportunity to incorporate their own feelings about slavery into the narrative they write during this activity. The idea is for students to write a first person narrative from the point of view of a slave. Using the discussion and readings completed earlier, students have the opportunity to ‘become a slave’ through their own writing. Students are encouraged to write this narrative as a diary entry. This helps to make the piece more personal and hopefully bring a more authentic feel to the writing. Below is an example of such a diary entry.

Dear Diary,

This morning at dawn I am awakened by the call of the overseer. It is the same every day. I live in this shack close to the field with many other slaves. I’ve been separated from my family. I feel sad and lonely. There is some “mush” for breakfast and then it is out to work. If the cotton is not picked fast enough or the overseer is not happy someone will suffer. Our work was briefly interrupted when James was found. You see, he escaped the other day. Could not take it any more. Well, they found him using the dogs and dragged him back home. Made sure we all watched while they whipped him to an inch of his life. Then they left him and made us go back to work. No one was allowed to help poor James or they would get whipped too. Worked till dusk and went back to the shack to eat some corn meal. Hope there is a little beef to go with it today. Wonder if I’ll see James alive tomorrow. I have to try and block negative thoughts from my mind. It will only cause me to make mistakes and then suffer. When will it end?

Each student composes a diary entry. This narrative helps students to learn more about slave life from an up close point of view. The first person point of view is used to make the reader aware of the characters feelings. Students can learn a great deal from writing done in the first person.

Activity 8- **Slavery- Forced Labor as a Global Commodity** -Oral Presentation

Students have the opportunity to present their diary entry to fellow classmates. By doing so, students can learn more about the lives of slaves from an up close, personal point of view, and have another chance to speak in front of their classmates.

Activity 9- **Slavery- Forced Labor as a Global Commodity** -Discussion/ Research

This activity begins with the students researching the economic advantages of slavery. The previous activities helped to highlight for students the brutal and inhuman conditions brought about by slavery and the slave trade. In this particular activity the focus shifts slightly as students look at slavery from a purely economic point of view. Teacher led discussion gives way to student research. Students take notes and prepare to choose a side as they move to the next activity.

Activity 10- **Slavery- Forced Labor as a Global Commodity** -Persuasive Essay

This activity involves students writing a persuasive essay on the topic of slavery. Specifically they are to decide whether to fall on the pro slavery side or the con side. When speaking about slavery there really is no “pro” side. The argument here looks at the advantages of slavery from a purely economic point of view. Using all of the research, book reads, discussions, and their own feelings, students try to persuade classmates of their position. Some students may approach the issue from an economic or global point of view, while others examine the human face of the issue. Either way, this writing activity should prove thought provoking as well as discussion filled.

Activity 11- **Slavery- Forced Labor as a Global Commodity** -Oral Presentation

Students present their persuasive essays to the class. This provides one final opportunity to speak in class during this first area of study. Presentations here could take different forms. Some teachers might want students to read their essay to the class. Other teachers using this unit might want to have student’s present arguments in a debate format in order to maximize the critical and evaluative thinking skills involved in such a discussion.

Activity 12- **Great Depression- Globalization Zero** -Introduction to the Great Depression

The curriculum unit now shifts away from the topic of slavery and global slave trade to the Great Depression. To keep students’ interest level high this portion of the unit begins by asking students to discuss what they know about the Great Depression. Reading the book, *The Great Depression* by Michael Burgan, gives an overview of the events leading up to the stock market crash, discusses

life during the Depression, and introduces students to New Deal programs. Sparking the students' interest and engaging in lively discussion through the reading of this book is a great way to begin this portion of the curriculum unit.

Activity 13- **Great Depression- Globalization Zero** Book Read / Book Talk

Reading two books about the Great Depression is the next technique to continue encouraging students to share ideas. *The Story of The Great Depression* by R. Conrad Stein and *The Great Depression* by Elaine Landau are excellent accounts of life during the Great Depression. In order to more fully incorporate the curriculum unit into the students' standards based portfolio, they choose one of these two books and complete a book proof. The book proofs are used as evidence that students have read a book toward their twenty-five-book goal. Students have the opportunity to choose between twenty-five different proofs (see Appendix A for a list of book proofs). After completing their proof, students are given the opportunity to share information with the class.

As a second activity to accompany the book read, students are divided up into small groups and participate in a book talk. The purpose here is to allow students an opportunity to discuss the book they've read and explore more deeply what the Great Depression was like. Students are encouraged to formulate discussion ideas and share questions and answers with one another. Since it is often difficult for students at this grade level to know where to begin a discussion, ideas, like the ones listed below, are offered as a point at which to begin.

Possible Discussion Ideas:

1. Discuss the reasons for the Depression.
2. Explain why the stock market crashed.
3. How were everyday people affected by the situation?
4. Explain some of the words and expressions that came from life during the Great Depression.
5. Explain how the New Deal changed life for many Americans.

After allowing students sufficient time to discuss the books, children can share their thoughts, ideas, and questions with the entire class.

Activity 14- - **Great Depression- Globalization Zero** -Group Timeline

As the second area of study continues, students are divided into two groups. The students develop a timeline showing the events of the Great Depression, with the first group composing a list of important dates from 1929-1935, and the second group listing important events from 1936-1941. After students complete their group work, they can come together and create one continuous timeline.

Activity 15- **Great Depression- Globalization Zero** -Timeline Presentation

At this point in the unit, students present the timeline of events during the Great Depression. Each group picks one speaker to present their particular portion of the timeline. The idea is for students to see the highlights of the events leading up to, during, and after the Great Depression. The timeline can be prominently displayed in the classroom until the completion of the entire curriculum unit.

Activity 16- - **Great Depression- Globalization Zero** -Research / Informational Paper

For this particular activity students research the economic effect the Great Depression had on the country. Students use the information they gather to compose an informational piece detailing the economic impact of this event. Although this seems counter to the concept of globalization, it is in fact a good contrast for students to discover the impact the Depression had on the United States and the world at that time in history.

Activity 17- **Great Depression- Globalization Zero** -Fascinating Facts

After encouraging students to discuss all of the information they have gathered regarding the Great Depression they can participate in a short activity called 'Fascinating Facts'. This activity requires each student to write a short factual blurb based on their prior knowledge as well as information gathered from the book read, book talk, timeline and informational research. Below is an example of a fascinating fact.

Great Depression Fascinating Fact

During the Great Depression shantytowns began to appear in cities across the United States. These areas were built by people made homeless by the Depression

and were named Hoovervilles after President Herbert Hoover who was blamed by many Americans for the plight of citizens.

After all of the students have written and shared their fascinating facts, they can be displayed on a poster board in the classroom. Having visual aids present in the room helps to keep the students interested as we progress to the final area of study.

Activity 18- 21st Century Globalization- Opportunity for All- Introduction /Discussion

The activities that follow form the third and final area of study for this curriculum unit. Here, students look at globalization from a modern, present day point of view. This activity begins with a general discussion of the different ways globalization impacts people's lives. Students can make a list of the ways in which they feel globalization touches them personally. The discussion is a good way to peak the students' interest and allows me to begin shifting the focus of the unit.

Activity 19- 21st Century Globalization- Opportunity for All -Book Read/ Discussion

After students have formulated some preliminary thoughts about what globalization means to them, they can read the book *The Blue Jean Book: The Story Behind the Seams* by Tanya Lloyd Kyi. I feel this book is a great way to begin this final phase of the curriculum unit. Middle school students live in blue jeans, so they can certainly relate to the subject material. Following the path of blue jeans from manufacturing and production to distribution should really be interesting and open up the students to think about economic globalization. At this point students can formulate a list of questions that they would like answered as we progress through this phase of the unit. These questions can be posted throughout the room and as we proceed through the remaining activities it is my hope that all of their questions can be answered. As the answers become available students can post them under the coordinating question.

Activity 20- 21st Century Globalization- Opportunity for All -Group Research

Students now have the opportunity to work in small groups with fellow classmates to research a product and explore the history of how it is manufactured. Each group can choose a different product to research. Using the Internet and library, groups can follow the path of their product through all of its

phases. It is interesting for students to discover how much it really costs to manufacture some of their favorite products and how much they actually pay for those products. Information gathered can be included in a group paper.

Activity 21- 21st Century Globalization- Opportunity for All -Group Presentation

After students complete their research and the writing of their paper, each group presents their findings to the class. Students have the opportunity to discuss their findings and a question and answer session may follow the presentations. This once again allows student the opportunity to speak in front of their peers while delivering pertinent information regarding globalization.

Activity 22- 21st Century Globalization- Opportunity for All- Book Read/ Discussion

After allowing students to see how economic globalization affects them, the focus shifts slightly and students can discover how economic globalization impacts different countries around the world. Reading the book *Material World: A Global Family Portrait* by Peter Menzel can be read to accomplish this goal. Looking at the revealing pictures of families from across the world and what the contents of their homes consist of is eye opening for the students. This definitely lends itself to spirited discussion and debate.

Activity 23- 21st Century Globalization- Opportunity for All -Research/ Informational Paper

Now that students have the opportunity to see what life is like outside of the United States, they can pick a country of their choice to research. In great detail, students can explain live in other countries.

Activity 24- 21st Century Globalization- Opportunity for All -Presentation

Each student shares his or her informational essay with the class. This provides students with another opportunity to learn more about the impact of globalization in other countries while at the same time affording students another opportunity to speak in front of their fellow classmates. This has the dual benefit of fulfilling a speaking portfolio requirement and hopefully puts students more at ease when making oral presentations.

Activity 25- **21st Century Globalization- Opportunity for All** -Peer/ Self-Evaluations / Reflections

In order to give students the opportunity to evaluate themselves and their peers, a self-evaluation is part of the speech presentation. Each student evaluates one other student's speech. After all of the speeches are completed students conduct a self-evaluation of their own speech. Students are also given the opportunity at this time, for written reflection. (See Appendix B for samples of the peer and self-evaluation)

Activity 26-Conclusion of Entire Unit-Journal Writings / Reflections

In order to complete the curriculum unit, students write about their thoughts and reflections regarding the entire unit. Students are given the opportunity to discuss their favorite parts of the unit, things they were not particularly fond of, and ways to improve the unit in the future. The students are given the opportunity to share their thoughts and feelings with classmates in an open journal reading time. By giving the students a chance to share their likes and dislikes, I am able to gain important insight into ways to adjust the unit for future use. Hopefully at the end of this curriculum unit all of the students have become more knowledgeable about slavery and the slave trade, the Great Depression, and 21st century economic globalization.

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Appendix A

Types of Proof

1. **AN ANNOTATED SUMMARY** – Respond briefly in your own words to what you learned from reading this book. Summarize the plot, actions of major characters, and development of theme in the book.
2. **BOOK LETTER** – Write a letter to the author of the book or a character in the book. What would you like to say to the author or the character? If you respond to the author, be sure to explain what you like about the book and be sure to suggest any changes you would recommend.
3. **INTERVIEW** – Write an interview with questions and the answers you imagine the author would give to each question.
4. **PICTURE THIS** – In your own words, describe the author of this book. Use examples from the book to support your thoughts.
5. **AUTHOR PROBE** – How do you imagine the author of this book? What kind of life does he/she live? Now find out by researching the author. What biographical facts are noteworthy? Which facts surprised you? How close did you come when you imagined this author's life?
6. **QUOTE SAMPLE (W/EXPLANATIONS)** – After reading your book, compile a collection of 4 quotes from the text, with written commentary explaining how the selected quotes exemplify the text.
7. **BOOK REVIEW** – Refer to your **Houghton English** book and write your review.
8. **BOOK TALK WITH A TEACHER** – In a conversation with a teacher, discuss the major topics of your book, including (but not limited to) PLOT, THEME, POINT OF VIEW, CHARACTERS, SETTING, and WRITER'S STYLE. You must prepare an outline for your conversation to represent the book you read.
9. **ILLUSTRATED PLOT, CHARACTER AND SETTING** – Using your artistic talents, draw (paint, sketch, etc.) your interpretation of your book's main plot events, the important characters, and the most important settings. The illustration should not be an exact copy of a picture from the book. It should be what you see when you're reading. Along with the illustration, you

must write a brief description of your illustration, explaining how it represents the book that you read.

10. **SPOKEN SUMMARY + SONG + RAP + POEM** – After reading your book, you may write a song, rap, and/or poem that summarizes as well as includes your reflections of the book that you have read. Even though these summaries are to be “spoken” to a teacher or other evaluating adult, they must also be written down in order to receive credit.
11. **PERSONAL CONNECTIONS** – Make connections to your own experiences. What does the reading make you think of? Does it remind you of incidents, events, places, and people from your own life? Explain.
12. **ARGUE WITH THE AUTHOR** – Explain on which points you disagree and why. Use evidence from the book to support your position.
13. **AUTHOR’S ATTITUDE** – Identify the author’s point of view, his/her attitude toward the subject or issues being presented and his/her purpose behind this piece of writing.
14. **DIRECTOR’S CHAIR** – Imagine that you are a stage director or film director responsible for producing this work for an audience. What actors/actresses would fill the roles? What settings, costumes, and special effects would you use? Explain your choices.
15. **REWRITE** – If you were to rewrite any portion of this work, what changes would you make? Why?
16. **WRITE IT DOWN** – Just write about the text! What intrigues you? What bored you? If you are fascinated by certain statements or developments, if you are attracted or repelled by certain characters, if a particular problem or issue is personal or important to you – write it down! Explain.
17. **GOOD AND BAD** – What are the best parts of this book? What are the worst parts? Explain.
18. **FEELINGS** – Did the book make you laugh? Cry? Cheer? Explode? Explain your reaction.
19. **POINT OF VIEW** – From whose point of view is the story told? What does the point of view have to do with the theme, information, action, characters, etc.?

20. **TRANSFORMATION** – Have you changed after reading this book? Explain.
21. **DESCRIPTION** – Describe a funny event or unusual fact from your book.
22. **COMPARE/CONTRAST** – Compare or contrast the characters or information in your book with another book that you have read.
23. **RATE THE TEXT** – Give the text a rating from 1 – 10 and justify your rating.
24. **BOOK RECOMMENDATION** – Would you recommend this book to others? Why or why not?
25. **YOUR TURN** – Write the next chapter for your book.

Appendix B

Self Evaluation Form
(Speaking, Listening, and Viewing Exhibit)

Your Name _____

Assignment _____

4= ADVANCED

3= PROFICIENT

2= BASIC

1= BELOW BASIC

0= NOT SCORABLE

My voice was clear and could be heard. _____

I made eye contact with the audience. _____

I delivered the information at a good pace. _____

I had good posture. _____

I used correct grammar and pronunciations
when communicating. _____

The presentation was well organized and
included all necessary components. _____

Questions from the audience were
handled well. _____

_____/_____
Total Total Points 28

Appendix B (cont)

Speaker Feedback Form
(Speaking, Listening, and Viewing Exhibit)

Your Name _____

Assignment _____

4= ADVANCED

3= PROFICIENT

2= BASIC

1= BELOW BASIC

0= NOT SCORABLE

My voice was clear and could be heard. _____

I made eye contact with the audience. _____

I delivered the information at a good pace. _____

I had good posture. _____

I used correct grammar and pronunciations
when communicating. _____

The presentation was well organized and
included all necessary components. _____

Questions from the audience were
handled well. _____

_____/_____
Total Total Points 28

**Pennsylvania Academic Standards
Categories for Reading, Writing,
Speaking and Listening**

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing, and Interpreting
Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Functions of the English
Language
- 1.8 Research

