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| Unit Plan |
| Education 506 Dr. J.W. Friesen  |
| Tracy Richardson#10002180October 26, 2012 |

 This unit plan comes from the 10-2 Social Studies curriculum, which has four main topics/units that are to be covered in the school year which all focus on the larger picture of globalization and to what extent we should embrace it. In this unit plan I will explore the first topic, “Should globalization shape identity?”. There are nine specific outcomes involved in this general outcome and are broken into two main groups, values and attitudes, and knowledge and understanding. I plan to have this unit cover approximately 50 days of classes and have this initial topic represent the foundation to exploring the bigger picture of globalization by allowing students to understand and examine how globalization impacts and affects their lives in many different aspects that they may not have been previously aware of.

 As this unit plan has been created to cover the complete topic of “Should globalization shape identity?”, which is one fourth of the entire grade 10-2 course, lessons listed may not necessarily be conducted in one day and will likely take multiple days to complete. Where applicable supplemental resources have been added in to take into consideration classes where there may be excess time that needs to be filled.

 The major subtopics that will be addressed and explored through this general topic include culture and community, identity, and global connections. Students should be able to explore these topics by examining themselves and the world immediately around them. Knowledge and skills that are to be addressed include examination of big picture topics and how they connect back to the individual, the different ways that globalization can impact different structures and, processes of globalization (i.e. how media is used and politics are effected).

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| **Unit Plan Title:** To What Extent Should We Embrace Globalization? |
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| **Unit Topic:** Should Globalization Shape Identity? |
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| **Grade Level:** 10-2 **Unit #:** 1 of 4 |
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| **Unit Goals:** 1. Recognize the duality that is created from globalization impacting identity (the way that it shapes their identity as well as the way that they shape globalization) and to always be aware of this impact.2. Understand how globalization impacts different people in different way, such as the challenges some face from it that are benefits to others, i.e. how some people experience marginalization.3. Understand the different forms of globalization and the different aspects of it, such as political, economic, and social.4. Understand, assess and respond to the complexities of globalization, as it relates to their identities.  |

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| **Lesson** |  |
| **1.** | **Title:** Introduction to Globalization – “Should Globalization Shape Identity?”**Objectives:**  No specific outcomes for this lesson.**Materials/Resources:** Pictures of many different types of foods. **Content:** Have class discussion around what everyone’s favorite kinds of foods are and whether they know where they come from. Also ask what some types of foods are that come from the student’s homelands or from their parent’s homelands. Explain that without globalization the majority of those foods would not be available to us and talk about how when people come to a new country they bring parts of their old lives with them, such as the types of food.**Assessment:** Informal assessment regarding what appears to be students’ overall introductory knowledge on this topic and if they seem to understand how much of an impact globalization has on their lives. |
| **2.** | **Title:** Globalization and You – Part 1**Objectives:** No specific outcomes for this lesson.**Materials/Resources:** Poster paper, markers.**Content:** Introduce two guiding questions for the topic: 1) What are some ways that you understand globalization to impact you and shape your immediate world and identity? and 2) How are you able to shape some of the effects and impact of globalization on your identity? I would have my students team up, or work individually if they wanted to, to create rough draft concept maps that focus on these two questions.**Assessment:** Informal assessment to see what deeper knowledge students have of the topic of globalization and what may need to be expanded upon further. Formal assessment will be done for completion marks of the concept map. |
| **3.** | **Title:** Globalization and You – Part 2**Objectives:** No specific outcomes for this lesson.**Materials/Resources:** No materials/resources needed for this lesson.**Content:** Presentation of concept maps to the class and discussions of content of those maps. This will allow me to evaluate what my students already know about this topic and items that may need to be further expanded on. Introduction of final unit project so that students know what they are expected to be able to do at the end of the unit. This could be a poster, a power point, a collage with a write up, etc., anything that shows how they see globalization as shaping their identity and their opinion as to whether they think it should. **Assessment:** Formal assessment will be done for completion of the presentation of concept maps. |
| **4.** | **Title:** Identify Yourself – Part 1**Objectives:** 1.4 - Identify the various ways that people in Canada express their identities (traditions, language, religion, spirituality, the arts, attire, relationships to the land, role modeling).**Materials/Resources:** White board, markers, poster paper, magazines, glue sticks, scissors**Content:** Students will examine ways in which individuals express identities by creating a poster or a collage that represents the three or four most important features about themselves. The process will involve: listing identity features as a class, categorize identity features, choose the most influential features, narrow the list to three or four features, justification of features as a class, creation of poster or collage. **Assessment:** Informal assessment through class participation. |
| **5.** | **Title:** Identify Yourself – Part 2**Objectives:** 1.4 Continued.**Materials/Resources:** White board, markers, poster paper, magazines, glue sticks, scissors**Content:** Additional time for last minute touches on posters/collages paired sharing of posters. Students may present to the whole class if they are comfortable. Extension discussion regarding whether their important influences are local or global in nature. **Assessment:** Formal assessment from completion of poster/collage. |
| **6.** | **Title:** Recognizing Globalization – Part 1**Objectives:** 1.5 - Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples), 1.7 - Examine opportunities presented by globalization to identities and cultures if people in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration), and 1.8 - Examine challenges presented by globalization to identities and cultures of people in Canada (assimilation, marginalization, accommodation, integration, homogenization).**Materials/Resources:** Front pages from a national paper and a local newspaper, statements regarding globalization, envelopes.**Content:** Have students classify each event on the front page of the paper falls in either a primarily global or primarily local dimension. Have students share findings. Introduce concept of globalization through a lecture, consider different statements about globalization (while learning new vocabulary that relates to globalization), identification of positive, negative and balanced views of globalization statements. **Assessment:** Informal assessment through class participation.  |
| **7.** | **Title:** Recognizing Globalization – Part 2**Objectives:** 1.5, 1.7, and 1.8 Continued.**Materials/Resources:** Globalization statements and newspapers from previous class, recipe cards.**Content:** Review of previous class content. Have students formulate their own balanced statement on globalization on recipe cards. Sharing and posting of globalization statements in class. Review newspaper articles for changes in thoughts on local or global aspects as well as what the positive and negative implications could be to Canadians. Create a chart listing all newspaper findings. **Assessment:** Formal assessment from completion of globalization statement on recipe cards and newspaper findings chart.  |
| **8.** | **Title:** Globalization and Cultural Identities – Part 1**Objectives:** 1.1 - Acknowledge and appreciate the existence of multiple perspectives in a globalized world, 1.7 - Examine opportunities presented by globalization to identities and cultures if people in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration), and 1.8 - Examine challenges presented by globalization to identities and cultures of people in Canada (assimilation, marginalization, accommodation, integration, homogenization).**Materials/Resources:** No specific materials/resources needed for this lesson.**Content:** Students will investigate the impact of globalization on Canada’s founding nations and cultural communities by deciding whether globalization has enhanced or weakened community identities. Introduce the ideas through a lecture and/or textbook readings of opportunities and challenges and review the vocabulary associated with each. Identify challenges and opportunities relevant in students’ own communities. Introduction to interview and survey strategies for gathering information on how cultures and identities have changed over the last 20 years. Introduction to guest speakers that will be coming to class and information students will need to obtain from them. **Assessment:** Informal assessment from completion/participation regarding class discussions and identification of challenges and opportunities in students’ own communities.  |
| **9.**  | **Title:** Globalization and Cultural Identities – Part 2**Objectives:** 1.1, 1.7, and 1.8 Continued.**Materials/Resources:** Examples of surveys and questions that could be asked of the guest speakers. **Content:** Review of previous class content. Introduction to guest speakers that will be coming to class and information students will need to obtain from them regarding how they believe their culture has changed in the last 20 years. Preparation of questions and surveys for guest speakers, done individually and then a final list compiled by the class.**Assessment:** Informal assessment through participation.  |
| **10.** | **Title:** Globalization and Cultural Identities – Part 3**Objectives:** 1.1, 1.7, and 1.8 Continued.**Materials/Resources:**  Two guest speaker of First Nations background .**Content:** Introduction of guest speaker. Conduct surveys and question and answer period.**Assessment:** Formal assessment from completed surveys and notes regarding guest speaker. |
| **11.** | **Title:** Globalization and Cultural Identities – Part 4**Objectives:** 1.1, 1.7, and 1.8 Continued.**Materials/Resources:** Two guest speaker representing different cultural communities (for example: Haitians, Belgians, Russians, etc.).**Content:** Introduction of guest speaker. Conduct surveys and question and answer period.**Assessment:** Formal assessment from completed surveys and notes regarding guest speaker. |
| **12.** | **Title:** Globalization and Cultural Identities – Part 5**Objectives:** 1.1, 1.7, and 1.8 Continued.**Materials/Resources:** Completed surveys, white board, marker.**Content:** Share the results of the surveys and notes students took. Rate the impact of globalization in small groups on a scale system. Share results with class and have closing discussion regarding findings and what students’ roles are in addressing the opportunities and challenges of globalization. **Assessment:**  Informal assessment through participation.  |
| **13.** | **Title:** Enhancing Cultural Identities – Part 1**Objectives:** 1.1 - Acknowledge and appreciate the existence of multiple perspectives in a globalized world, 1.2 - Appreciate why peoples in Canada and other locations strive to promote their cultures, languages, and identities in a globalizing world, 1.5 - Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples), 1.7 - Examine opportunities presented by globalization to identities and cultures if people in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration), 1.8 - Examine challenges presented by globalization to identities and cultures of people in Canada (assimilation, marginalization, accommodation, integration, homogenization), and 1.9 - Analyze the efforts to promote languages and cultures in Canada in response to globalization (language and cultural legislation, revitalization of language and culture).**Materials/Resources:** Chapter 18 from Website: Resistance, Determination and Perseverance of the Lubicon Cree Women <http://web.idrc.ca/es/ev-64538-201-1-DO_TOPIC.html>, Michif & Metis Culture Document, Intellectual Property, Michif Language Lesson: A Language of Our Own, What I See and Think Charts.**Content:** Students learn how groups might respond to the challenges and opportunities of globalization by formulating proposals to enhance the cultural identities of groups. Discuss ideas that arose in previous lesson, Globalization and Cultural Identities, and how they may fit within this new topic. Have students examine strategies that groups use to promote cultural and linguistic interests, such as language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization. Divide students into groups to complete What I See and Thank Charts by examining the four above documents and identify strategies used as well as challenges and opportunities that globalization presented to these groups. **Assessment:** Formal assessment from completion of What I See and Think Charts. |
| **14.** | **Title:** Enhancing Cultural Identities – Part 2**Objectives:** 1.1, 1.2, 1.5, 1.7, 1.8, and 1.9 Continued.**Materials/Resources:** Completed What I See and Think Charts and Documents from previous lessons, any other case studies students have suggested.**Content:** Brief overview of completed charts. Have students come up with additional strategies that could help the groups in the documents examined realize the opportunities of globalization and reduce the challenges while examining the pros and cons of each strategy. Have students select two strategies each to defend and have them explain why they are better options than other suggested strategies. **Assessment:** Formal assessment from completed strategy defence papers.  |
| **15.** | **Title:** Enhancing Cultural Identities – Part 3**Objectives:** 1.1, 1.2, 1.5, 1.7, 1.8, and 1.9 Continued.**Materials/Resources:** Completed strategy defenses, recipe cards, post-its.**Content:** Have students write strategy proposals on recipe cards and post them around the classroom. Have all students review strategies and leave post-its regarding clarification that might be needed, suggested revisions, features they like in proposal. Time for revision of proposals based on class feedback. Presentation of revised proposals to class along with rationales behind proposals.**Assessment:** Formal assessment based on recipe card activity and presentation of proposal.  |
| **16.** | **Title:** Global Media and Identity – Part 1**Objectives:** 1.2 - Appreciate why peoples in Canada and other locations strive to promote their cultures, languages, and identities in a globalizing world, 1.3 - Appreciate how identities and cultures shape, and are shaped by globalization, 1.5 - Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples), 1.6 – Explore the impact of communications technology and media on diversity ( universalization of pop culture, hybridization, diversification), 1.7 - Examine opportunities presented by globalization to identities and cultures if people in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration), 1.8 - Examine challenges presented by globalization to identities and cultures of people in Canada (assimilation, marginalization, accommodation, integration, homogenization), and 1.9 - Analyze the efforts to promote languages and cultures in Canada in response to globalization (language and cultural legislation, revitalization of language and culture).**Materials/Resources:** Computer lab with internet access. **Content:** Students will explore the influence of global media on cultural identities by comparing the advertising and products/services that multinational corporations offer in different cultural settings by: Exploring websites of multination corporations (such as Disney, McDonald’s, Nike, and Coca-Cola) and exploring the different aspects (such as advertising) of the different regions that they conduct business. Gathering information on three different regions relating to marketing and products/services.**Assessment:** No assessment for this lesson.  |
| **17.** | **Title:** Global Media and Identity – Part 2**Objectives:** 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9 Continued.**Materials/Resources:** Poster paper, markers, notes from previous lessons.**Content:** Create Venn diagrams to record similarities and differences found between the three regions. Rate the degree that the multinational corporation promotes cultural diversity or homogenized culture on a scale system. Introduction of presentation regarding findings and class time to start presentations of findings with evidence from websites to support positions.**Assessment:** Formal assessment from completion of Venn diagrams. |
| **18.** | **Title:** Global Media and Identity – Part 3**Objectives:** 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9 Continued.**Materials/Resources:** Completed Venn diagrams.**Content:** Presentations of findings with evidence from websites to support positions. **Assessment:** Formal assessment from completion of presentation.  |
| **19.** | **Title:** The Future of Collective and Individual Identities – Part 1**Objectives:** 1.1 - Acknowledge and appreciate the existence of multiple perspectives in a globalized world, 1.2 - Appreciate why peoples in Canada and other locations strive to promote their cultures, languages, and identities in a globalizing world, 1.7 - Examine opportunities presented by globalization to identities and cultures if people in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration), and 1.8 - Examine challenges presented by globalization to identities and cultures of people in Canada (assimilation, marginalization, accommodation, integration, homogenization).**Materials/Resources:** Poster paper, markers.**Content:** Explore the cultural implications of globalization by deciding whether or not the forces of globalization are healthy for collective and individual identities. In other words, to what extent should globalization shape our identities? Discuss the impact of globalization on identities. Use a word web to review the impacts of globalization in identity – this will be a good review of previous lessons and refresh students memories of topics covered and will help them in creating their final projects. The word web should also identify health versus unhealthy features of individual and collective identities. Introduce the question: “To what extend is globalization healthy for collective and individual identities?” And ask students to come up with three to six reasons to support their position on the question that will be presented to class. **Assessment:** Formal assessment from completion of word web.  |
| **20.** | **Title:** The Future of Collective and Individual Identities – Part 2**Objectives:** 1.1, 1.2, 1.7, and 1.8 Continued.**Materials/Resources:**  No materials/resources needed for this lesson.**Content:** Have students exchange reasons they created in the previous lesson with a partner who will suggest ways to improve the clarity and/or suggest additional reasons for support. Refinement of reasons. Introduction of the concept of a U-shaped debate.**Assessment:**  No assessment for this lesson.  |
| **21.** | **Title:** The Future of Collective and Individual Identities – Part 3**Objectives:** 1.1, 1.2, 1.7, and 1.8 Continued.**Materials/Resources:** No materials/resources needed for this lesson.**Content:** U-Shaped debate where by students place themselves in a U shape with one end representing those who believe globalization promotes healthy individual and collective identities and the other end those who believe globalization undermines healthy identities. Students will place themselves along the U depending on their beliefs. Students present and discuss their positions on the question of “To what extend is globalization healthy for collective and individual identities?”**Assessment:** Formal assessment on participation in debate.  |
| **22.** | **Title:** Student Work Time**Objectives:** No specific outcomes for this lesson.**Materials/Resources:** No materials/resources needed for this lesson.**Content:** Students will be given time to work on their final projects that were introduced at the beginning of the unit. As well as obtain clarification that they may have regarding any topics that were previously introduced that they need further information on. **Assessment:** No assessment for this lesson.  |
| **23.** | **Title:** Presentation of Final Unit Projects **Objectives:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9.**Materials/Resources:** No materials/resources needed for this lesson.**Content:** Students will present their final projects to the class.**Assessment:** Final Assessment for Unit – Formal assessment from completion and presentation of final unit projects.  |