

# Is globalization a fair system for trading goods and services?



## Supporting Questions

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1. What is globalization?
2. Who benefits from globalization?
3. How does globalization affect my community?

## Is globalization a fair system for trading goods and services?

Inquiry Standard	<p>Wisconsin Model Academic Standard D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.4.9</a>: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Staging the Compelling Question	<p>Students consider the questions, "Is more always better?" and "Is cheaper always better?" in order to build background knowledge about the economic concepts of costs and benefits.</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
What is globalization?	Who benefits from globalization?	How does globalization affect my community?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Mapping the big ideas of globalization.	Visual concept map of globalization.	Peer teaching about the effects of globalization in Milwaukee.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Globalization Cartoon                      Source B: "Declaring Economic Independence"                      Source C: The iPhone Economy</p>	<p>Source A: Planet Money Makes a T-Shirt                      Source B: Columbian Exchange: Spreading Ideas, and Diseases, for Good and Ill</p>	

Summative Performance Task	<p><b>ARGUMENT</b>                      Is globalization a fair system for trading goods and services? In small groups, students will answer this question through a local story of globalization that offers evidence to support their claim about how fair globalization is.</p>
	<p><b>EXTENSION</b>                      Students can tell a more complicated story through film, podcasting, or photo essays.</p>
Taking Informed Action	<p><b>UNDERSTAND</b>                      Explain how our daily choices about resources and goods are implicated in the globalization of goods and services.</p> <p><b>ASSESS</b>                      Explain who benefits from these choices, and who is hurt by them, in order to make a claim about how fair globalization is a system of trade.</p> <p><b>ACTION</b>                      In a whole-school forum (e.g., a symposium, a story fair, a parent education night), present our local globalization stories to school community members.</p>

## Inquiry Description

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Students will explore the trade-offs made in our globalized system of trade, using the economic concepts of costs and benefits to analyze globalization's effects and promises. Students will begin by considering essential economic questions (Is more always better? Is cheaper always better?), and then use their answers to set the stage for exploring the essential question, "Is global trade a fair system?" To investigate this, students will explore what globalization is (a concept without a universal definition), then look at who this system benefits in general and how this system affects our specific community in Milwaukee. The inquiry culminates in students telling a local story of globalization in order to make a claim about whether or not this is a fair system.

## Structure

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This inquiry progresses from teacher-directed to student-directed, moving towards a self-organized learning environment in the final supporting question.

1. **What is globalization?** Students build a base understanding by looking at political context documents (cartoon, quotes, news videos), and then investigating where their own daily products come from and how that is related to individual and collective wealth.
2. **Who benefits from globalization?** Students consider the costs and benefits of globalization, in general, by looking at global trade historically (the Columbian Exchange) and in a contemporary context (t-shirt production).
3. **How does globalization impact my community?** Finally, students look at how their own community is impacted by globalization through independent research.

The inquiry culminates in the creation of a story -- in the form of a picture book, film, podcast, or photo essay -- that tells a local story of globalization and, through that story, offers an answer to whether or not globalization is a fair system.

## Staging the Compelling Question

Compelling  
Question

Is globalization a fair system for trading goods and services?

### Staging the compelling question

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In a whole class discussion, students are asked, "Is more always better?" and, "Is cheaper always better?" After sharing initial reactions, students make a four-square chart (see sources) where they list at least three examples or reasons for when more and cheaper are both better and worse. Students then partner up and proceed to a gallery walk, where there are four posters (More is better; Cheaper is better; More is worse; Cheaper is worse). In partners, they add ideas to each poster. They then return to each poster to read what is written and add any commentary. When the group debriefs as a whole class, the teacher introduces the concepts of trade-offs, costs and benefits, and pros and cons -- the economic language we can use to talk about why we make certain choices about resources. We are going to apply this concepts today to investigating globalization and whether or not it is a fair system.

## Supporting Question 1

Supporting Question	What is globalization?
Formative Performance Task	Mapping the big ideas of globalization.
Featured Sources	<ul style="list-style-type: none"> <li>● <b>Source A:</b> Globalization Cartoon</li> <li>● <b>Source B:</b> "Declaring Economic Independence"</li> <li>● <b>Source C:</b> The iPhone Economy</li> </ul>
Additional Materials	<ul style="list-style-type: none"> <li>● <a href="https://s3.amazonaws.com/idm-dev/u/2/a/5/9/2911/2a597f2dfad389d35d4dcd7e38badc34350fa1ae.pdf">WhatCountriesManufactureGoodsWeBuy.pdf</a> (https://s3.amazonaws.com/idm-dev/u/2/a/5/9/2911/2a597f2dfad389d35d4dcd7e38badc34350fa1ae.pdf)</li> <li>● <a href="https://s3.amazonaws.com/idm-dev/u/d/6/6/8/2911/d668ae677eae0e8aee254633b81feda7f65cae83.pdf">Blank World Political Map.pdf</a> (https://s3.amazonaws.com/idm-dev/u/d/6/6/8/2911/d668ae677eae0e8aee254633b81feda7f65cae83.pdf)</li> <li>● <a href="https://s3.amazonaws.com/idm-dev/u/3/0/0/b/2911/300b790e102d1ffbf3ada8f6af05293fd7c09ed7.pdf">cartoon_analysis_worksheet_novice.pdf</a> (https://s3.amazonaws.com/idm-dev/u/3/0/0/b/2911/300b790e102d1ffbf3ada8f6af05293fd7c09ed7.pdf)</li> <li>● <a href="https://s3.amazonaws.com/idm-dev/u/a/7/d/3/2911/a7d379b8e02b46d09510ffc44f2d3d9a9d7f9663.pdf">video_analysis_worksheet_novice.pdf</a> (https://s3.amazonaws.com/idm-dev/u/a/7/d/3/2911/a7d379b8e02b46d09510ffc44f2d3d9a9d7f9663.pdf)</li> </ul>

Globalization does not have a universal definition or understanding, and that is reflected in popular discourse about the perils and promises of globalization. Students will use various sources to investigate what globalization is and why, in the 2016 US presidential election, globalization was such a contested topic. For example, then-nominee Donald Trump ran a campaign against globalization, stating: "Our politicians have aggressively pursued a policy of globalization — moving our jobs, our wealth and our factories to Mexico and overseas...[This is] the worst trade deal in history." What is globalization, and why is it so hotly debated?

After reading this quote, students will look at Maguire's cartoon, "Global Economic Players." They will use the National Archives cartoon reading guide to make sense of this cartoon and what it says about globalization.

Then, students will watch the NYTimes video, "The iPhone Economy," in order to come up with a working definition of globalization.

### Formative Performance Task

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Students will investigate the story of where some of their daily goods come from. First, they will make a list of everyday objects they've encountered that day (foods, clothing, household items, school items). In teams, they'll investigate the source of those products and include the source countries on their graphic organizer. Next, students will investigate each of these countries -- what it produces, what its minimum wage is, and what its per capita GDP is (see <https://www.nytimes.com/2016/11/16/learning/lesson..> for more research tips, ideas, and sources). After sharing their results as a group, students will individually create a world map that tells a story of globalization, drawing on data about wealth and production. They can choose what they want to highlight (e.g., minimum wages, types of goods produced), but the map should ultimately tell a story of globalization. Looking at the maps as a whole, students should be able to see how complicated the global economy is and the kind of trade-offs that go into each economic decision.

# Supporting Question 1

Featured Source A

Globalization Cartoon



# Supporting Question 1

Featured Source B

"Declaring Economic Independence"

## Excerpt

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### Declaring American Economic Independence

It is great to be here. I'd like to thank Alumisource and all the amazing workers here for hosting us. Today, I am going to talk about how to Make America Wealthy Again. We are thirty miles from Steel City. Pittsburgh played a central role in building our nation. The legacy of Pennsylvania steelworkers lives in the bridges, railways and skyscrapers that make up our great American landscape. But our workers' loyalty was repaid with betrayal. Our politicians have aggressively pursued a policy of globalization - moving our jobs, our wealth and our factories to Mexico and overseas. Globalization has made the financial elite who donate to politicians very wealthy. But it has left millions of our workers with nothing but poverty and heartache. When subsidized foreign steel is dumped into our markets, threatening our factories, the politicians do nothing. For years, they watched on the sidelines as our jobs vanished and our communities were plunged into depression-level unemployment. Many of these areas have still never recovered. Our politicians took away from the people their means of making a living and supporting their families.

### Source:

[https://assets.donaldjtrump.com/DJT\\_DeclaringAmeri..](https://assets.donaldjtrump.com/DJT_DeclaringAmeri..)

## Supporting Question 1

Featured Source C

The iPhone Economy

### Excerpt

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NYTimes video explaining how globalization produces products such as the iPhone, and how that transforms the economy.

**Source:**

<https://www.nytimes.com/video/business/1000000129..>

## Supporting Question 2

Supporting Question	Who benefits from globalization?
Formative Performance Task	Visual concept map of globalization.
Featured Sources	<ul style="list-style-type: none"><li>• <b>Source A:</b> Planet Money Makes a T-Shirt</li><li>• <b>Source B:</b> Columbian Exchange: Spreading Ideas, and Diseases, for Good and Ill</li></ul>

Students will look at two examples of globalization -- the Columbian Exchange and modern clothing production -- in order to investigate who our global system of trade benefits. First, students will read a Newsela article on Columbian Exchange, identifying in the article who the historic beneficiaries of global trade were. Next, they'll watch the Planet Money series on making a t-shirt, again identifying the beneficiaries of this system.

### Formative Performance Task

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While working with the sources, students will be creating a visual concept map of globalization's beneficiaries. This can be a mind map, a drawing, or a form of sketchnoting (see <http://blog.discoveryeducation.com/blog/2015/09/14..>

## Supporting Question 2

Featured Source A

Planet Money Makes a T-Shirt

Excerpt

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The world behind a simple shirt, in five chapters.

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Source:

<http://apps.npr.org/tshirt/#/title>

## Supporting Question 2

Featured Source B

Columbian Exchange: Spreading Ideas, and Diseases, for Good and Ill

### Excerpt

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Columbian Exchange: Spreading Ideas, and Diseases, for Good and Ill Chile peppers originated in the Americas but became an important part of Asian cuisine.

Societies across Afro-Eurasia interacted for centuries. They exchanged goods, ideas, people, and diseases. World travel helped increase these exchanges. It also brought negative consequences to some societies. Different kinds of travelers Humans began traveling around the world in large ships in about 1500. It wasn't just humans who were traveling. American historian Alfred Crosby pointed out that plants and animals traveled, too. So did diseases. For millions of years, animals, plants, and bacteria had stayed in one part of the world. Suddenly, they could travel. Crosby called this the "Columbian Exchange." "Columbian" comes from Christopher Columbus. Consequences and hypotheticals The Columbian Exchange had a huge impact on human history. Corn and rice spread. Rats and cockroaches spread, too. By David Christian, Big History Project, adapted by Newsela staff on 06.14.16 Word Count 860

**Source:**

<https://newsela-media.s3.amazonaws.com/pdfs/BHP-U8..>

## Supporting Question 3

Supporting Question	How does globalization affect my community?
Formative Performance Task	Peer teaching about the effects of globalization in Milwaukee.
Additional Materials	<ul style="list-style-type: none"><li>• <a href="https://s3.amazonaws.com/idm-dev/u/d/4/7/6/2911/d47663c09166100481a79843a63020b8e3f5fa4c.pdf">ROGOVIN, First graders research stuffed animals.pdf</a> (https://s3.amazonaws.com/idm-dev/u/d/4/7/6/2911/d47663c09166100481a79843a63020b8e3f5fa4c.pdf)</li></ul>

Students will conduct independent research on how globalization has impacted their community. Before conducting research, students will brainstorm how they kind find out what they want to know -- who to ask, what kind of websites to look at, what kind of search terms to use, etc. See attached article for examples of what this process could look like, as well as the Sugata Mitra TED Talk on self-organized learning environments ([https://www.ted.com/talks/sugata\\_mitra\\_build\\_a\\_sch..](https://www.ted.com/talks/sugata_mitra_build_a_sch..))

### Formative Performance Task

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Students will work in small groups to teach one another what they learned about how globalization has affected our communities here in Milwaukee.

## Summative Performance Task

Compelling Question	<b>Is globalization a fair system for trading goods and services?</b>
Argument	Is globalization a fair system for trading goods and services? In small groups, students will answer this question through a local story of globalization that offers evidence to support their claim about how fair globalization is.
Extension	Students can tell a more complicated story through film, podcasting, or photo essays.

### Argument

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Working in teams, students will choose an object or a person from their community or daily life. They will research the globalization story of this object or person (through interviews and text-based research). They will then tell this story as a picture book that answers the question, "Is globalization a fair system for trading goods and services?" using their story as evidence in support of their claim.

### Extension

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Rather than writing a picture book, students can use more advanced technology to tell their local globalization stories.

## Taking Informed Action

Understand	Explain how our daily choices about resources and goods are implicated in the globalization of goods and services.
Assess	Explain who benefits from these choices, and who is hurt by them, in order to make a claim about how fair globalization is a system of trade.
Action	In a whole-school forum (e.g., a symposium, a story fair, a parent education night), present our local globalization stories to school community members.

Students will present their stories (e.g., picture books, videos, podcasts) to other members of the school community, and then facilitate a discussion about whether we are making fair choices and how we can make fairer choices about goods and services.

