Globalization, You're Living It.

Grade Level: 7th

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Purpose/Overview:

Students will use consumer products to analyze interactions of economies and understand how globalization affects their everyday life.

National Geography Standards from *Geography for Life* Geographic Elements & Standards:

Standard 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Standard 11 The patterns and networks of economic interdependence on Earth's surface.

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Content Standard 1 The student will analyze data from a geographic perspective using the skills and tools of geography.	**7.1** The student will analyze data from a geographic perspective using the skills and tools of geography.
1.2 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climagraphs, cartograms, contour/relief maps, GIS systems, and diagrams.	**7.1.5** Integrate visual information, draw conclusions and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.
Content Standard 4 The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.	**7.3** The student will identify the characteristics, distribution and demographic patterns of human populations and systems of the Eastern Hemisphere.
4.6 Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross Domestic Product (GDP), and balance of trade.	**7.5.3** Explain patterns of global interdependence and world trade, including the impact of changing technology on trade routes. **7.5.4** Explain patterns of global economic interdependence and world trade, focusing on the concepts of balance of trade, supply and demand; compare the economic measurements of productivity, Gross Domestic Product (GDP) and Gross National Product (GNP).

Geographic Themes:

Movement, Location, Place, Region

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Objectives:

1. Students will examine the origins of consumer products.
2. Students will get a greater understanding of the economic interactions between countries.
3. Students will use maps to pinpoint countries of origin to gain knowledge of globalization.

Materials:

1. Computer/Smart board or LCD Projector
2. What is Globalization PowerPoint
3. YouTube Video: "Globalization: You're Living It."
4. Facts on Globalization paper,
5. "What is Globalization?" Worksheet
6. Atlases
7. Blank World Political Map
8. Colored Pencils
9. Nystrom Pull Down World Political Map
10. post it note flags (different colors)
11. Where is it made? Worksheet

Time Frame:

2-3 class periods/sessions

Procedures:

1. The teacher will pass out the "What is Globalizations?" worksheet.
2. The teacher will begin the PowerPoint presentation "What is Globalization?"
3. The teacher will ask the class for their definition of "What is Globalization."
4. The students will write their definition at the top of their worksheet.
5. The teacher will ask for volunteers to read their definition.
6. The teacher will advance to the next slide and read the definition of globalization.
7. The teacher will advance to the next slide and click on the hyperlink.
8. The teacher and students will watch the YouTube video "Globalization: You're Living It."
9. The teacher will ask the students what are the Pros and Cons of globalization.
10. The students will write down their answers on their worksheet.
11. The teacher will read from the "Facts on Globalization." Worksheet.
12. The teacher will pass out the blank political world maps and atlases.
13. The teacher will ask students to divide up into pairs.
14. The teacher will explain the directions for the second part of the "What is Globalization?" worksheet.
15. The students will then work with their partner to find out where their products are made.
16. The teacher will explain that once students find where their products are made, they are find the countries using their atlases and color the countries on their blank world political map.
17. The students will use red (clothing items), yellow (electronics), and blue (other) to color their maps.
18. The teacher will hand out the "Where is it Made" worksheet for homework.
19. The students will take worksheet home and complete and bring back the next day.
20. The students will then color their world political maps using the "Where is it From?" worksheet.

21. The students will use their completed map for reference to stick post it note flags (yellow, red, blue) on the countries on the World Political pull down map at the front of the room.
22. The students will complete their "What is Globalization?" worksheet and write another definition of what is globalization.
23. The students will turn in both worksheets and colored world political map.

Assessment Options:

The assessment will be the completed worksheets and world political map.

Extension and Enrichment/Simplification:

Look at the economies of certain countries and strategize how to prevent these economies from being exploited.
RAFT writing assignment