Instructional Unit Title: Globalization – Promise or Peril?

The teacher may provide primary and secondary sources (e.g., pony express, telegraph, telephone lines, Facebook, online chat) revealing the changes in technology (e.g., communication, medical, transportation) so that students can examine how technology has changed and accelerated global interdependence.

The teacher may provide maps, economic data, and population data so that students can explain how the escalating pace of globalization has led to an increased interdependency among nations for resources, goods, and services.

The teacher may provide resources and data (e.g., GDP, labor force percentages, natural resource maps, population density maps) so that students can begin to explain how an increase in population can lead to a scarcity of resources around the world.

The teacher may provide migration maps and population data so that students can explain how the movement of populations changes the distribution of human resources and the necessity for and access to natural resources.

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The teacher may provide visuals, articles, maps so that students can evaluate the cultural consequences of and the world’s response to international and/or intranational conflict (e.g., Rwanda, Sudan, Ukraine/Russia, Syria).

The teacher may provide testimonies, maps, news stories, etc. (e.g. OPEC, UN, NAFTA, NATO, peace treaties, disaster relief) so that students can evaluate the economic and political benefits of international cooperation.

The teacher may provide video clips, images, news stories etc. (e.g. Olympics/World Cup, World Health Organization, UNESCO, international parks, disaster relief, Antarctic Arctic research) so that students can investigate examples of cultural cooperation among nations.

The teacher may provide documents, maps, and data (e.g., international trade agreements, resource maps, GDP data) so that students can draw conclusions about the need for cooperative relationships with other nations as they work to achieve a balance of access to and availability of resources.

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PERFORMANCE ASSESSMENT: Global conflicts tend to arise from the increasing interdependency among nations for both natural and human resources. The President wants to create a new “Global Advisory Council” that will be advising the President on how the United States should respond to global conflicts (economic, political, or cultural). Your company has been asked to put together a team of specialists (i.e., economist, anthropologist, civic leader, geographer, environmental scientist) who will develop a proposal for the “best” way for the United States to respond to the impending conflict. Your evidence-based proposal should include maps, comparative data charts, and graphs. Your recommendation should focus on the geo-political, economic, and environmental consequences of the United States’ response. To prepare, you will need to investigate the economic, political and cultural effects of the global conflict on the countries involved.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.