

## ***Unit 4: “Our World”***

### ***The Globalizing 21<sup>st</sup> Century***



## **OVERVIEW & STUDENT INSTRUCTIONS**

### **MASTERY ASSESSMENT #5-“Design a Sustainable World (DSW)” Project**

- A. Research-based lecture to promote a solution to one Millennium Development Goal (taken from a typed & edited paper with citations)**
- B. Visual presentation aid (iMovie, for example. All images will be cited)**
- C. Documentation (Research/Analysis Chart-Annotated Bibliography)**

**DUE Tuesday March 8<sup>th</sup> 2011** (Lecture/Exhibition Wednesday, Thursday and Friday, March 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> 2011)

### **I. WHAT IS THIS PROJECT?**

Design a Sustainable World (DSW): An Inquiry-Based Project

For this project, we will first begin by viewing the movie “*Baraka*”. “*Baraka*” is a word that means “blessing” or “water of life” in many languages. Globalization is closely related to creating a better life for all through economic, social, political and cultural sharing, as well as understanding how individuals and committed organizations can make a difference. That is precisely what you will be doing by trying to “design” a more sustainable world.

The United Nations and World Health Organization are major, internationally respected Non-Governmental Organization (NGO) that has a major effect on developing nations’ development. They have identified the most important developments that need to happen in the early 21<sup>st</sup> century in order for human societies in developing regions to remain sustainable: the “**Millennium Development Goals**” (MDG).

The MDGs are listed on the following website: <http://www.un.org/millenniumgoals/>

These Goals are closely tied to our State of Ohio Social Studies Standards for learning about globalization.

You will choose one Goal you are interested in learning more about. Your research challenge is to learn:

**A)** What is standing in the way of achieving the MDG (obstacles, issues, problems, etc);

**B)** What is already being done about the MDG (current solutions, organizations, etc); and

**C)** What still needs to be done to address the MDG, and what kind of economic investment it will require (What is your solution or plan to make this a reality and HOW do you plan to pay for it?) .

### **Ultimately, you are proposing a plan that will help find a solution your MDG.**

After learning about all of the Essential Content Topics for this unit, you will only need to choose **THREE** of those topics to include in your Mastery Project. You will select content topics that **directly** connect to your MDG.

## **II. WHY ARE WE DOING THIS?**

The DSW Project is an authentic outcome experience rooted in social science and STEM. That is, instead of taking a test, you are doing something real and authentic. You aren't MIMICKING something that adults do, you are DOING what adults do. Metro's mission is to prepare you for post-high school life. This project will push your comfort zone, and sharpen independent research skills that you will need to succeed in college. It is quite possible that no scholar or researcher, at any level, has put the pieces together in the same way as you will be doing. Therefore, your work is authentic, valuable, and worthy of publication. It could possibly be of value to researchers in the future.

You will be presenting in front of a variety of professionals (city/state officials, educators, and content specialists). Essentially, you will be **ATTEMPTING TO PERSUADE THE AUDIENCE THAT YOUR SOLUTION CAN HELP THE ACHIEVEMENT OF YOUR MDG BECOME A REALITY** . **The last step of the project will be to create legislation and grant requests as advocates to the Ohio and United States governments, during the Government class. It's all real.**

## **III. WHEN IS THIS? (SCHEDULE)**

<i>Tuesday Feb. 15<sup>th</sup></i>	- Introduction to the Unit and Mastery Project  - Thomas Friedman & the Historical Context of the Globalizing World: 1990s and 2000s What IS Globalization?
<i>Wednesday Feb. 16<sup>th</sup></i>	- <b>Show Selection and Process film, "BARAKA"</b>
<i>Thursday Feb. 17<sup>th</sup></i>	- Mini-lesson 1: Cultural Globalization—Diffusion and Assimilation  - Start Mini-lesson 2: Geographic Data/Standards of Living (research scaffolding)  <b>INTERCESSION DAY – PERIOD 3</b>  <b>DUE: Top two choices of MDG, email to teacher last 10 minutes in-class</b>
<i>Friday Feb. 18<sup>th</sup></i>	- Finish Mini-lesson 2: Geographic Data/Standards of Living (research scaffolding)  - Start Mini-lesson 3: Human Rights and Gender Equality  - Students receive their MDG (1 of their top 2 choices)

Monday Feb. 21 <sup>st</sup>	<b>NO SCHOOL – PRESIDENT’S DAY</b>
Tuesday Feb. 22 <sup>nd</sup>	- Finish Mini-lesson 3: Human Rights and Gender Equality - Start Mini-lesson 4: Economic Globalization in a SUPRA-National World <b>MASTERY #4 DUE: "Theme/Thesis of the 20th Century Web Page"</b>
Wednesday Feb. 23 <sup>rd</sup>	- Finish Mini-lesson 4: Economic Globalization in a SUPRA-National World - Mini-lesson 5: Global Security and Conflicts (research scaffolding)
Thursday Feb. 24 <sup>th</sup>	- Begin DSW Project, start with step one: Project Planning (students decide which 3 Essential Content Topics will be used for student’s assigned MDG), begin building a Research/Analysis Chart and an Annotated Bibliography.  <b>- INTERCESSION DAY – PERIOD 1 / - Foundation #1: Project Proposal DUE</b>
Friday Feb. 25 <sup>th</sup>	- Research and Project Building  <b>- Foundation #2: Student conferences begin IN-CLASS (Discuss Proposal/feedback)</b>
Monday Feb. 28 <sup>th</sup>	- Research and Project Building  <b>- Foundation #2: Student conferences continue IN-CLASS</b> <b>- Foundation#3: Content/Geography Quiz IN-CLASS</b>
Tuesday Mar. 1 <sup>st</sup>	- Research and Project Building  <b>- Foundation #4: Resubmission of Project Proposal APPROVED by end of period.</b>
Wednesday Mar. 2 <sup>nd</sup>	- Research and Project Building
Thursday Mar. 3 <sup>rd</sup>	<b>- INTERCESSION DAY – PERIOD 2</b>  <b><u>- Part I End of Course ACT EXAM – AMERICAN HISTORY – 45 MINUTES</u></b>
Friday Mar. 4 <sup>th</sup>	- Project Building  <b><u>- Part II End of Course ACT EXAM – AMERICAN HISTORY – 45 MINUTES</u></b>
Sunday Mar. 6 <sup>th</sup>	<b>- Foundation #5: First Rough Draft DUE BY MIDNIGHT WITH ALL PRODUCTS SUBMITTED TO TASK STREAM</b>
Monday Mar. 7 <sup>th</sup>	- Finalizing Project/Peer Editing
Tuesday Mar. 8 <sup>th</sup>	- Finalizing Project/Peer Editing  <b>DUE: DSW Project due at Midnight (All materials including Lecture, Exhibition, Research/Analysis Chart and Annotated Bibliography uploaded to TaskStream)</b>
Wednesday Mar. 9 <sup>th</sup>	<b>Student Lecture and Exhibition Presentations</b>
Thursday Mar. 10 <sup>th</sup>	<b>Student Lecture and Exhibition Presentations</b>  <b>- INTERCESSION DAY – PERIOD 3</b>
Friday Mar. 11 <sup>th</sup>	<b>Student Lecture and Exhibition Presentations</b>

- The following are the general foundation assignments for this unit. Specific directions/rubrics, as well as DUE DATES, for these assignments will be announced through the unit and posted on TaskStream and PowerSchool. No assignment will be due less than 3 days after it is assigned. So, this means that if a foundation is assigned on Monday, then it will not be due any earlier than Thursday.

**Foundation #1 (Formative)** - Project Proposal submitted by midnight (DUE 2/24)

**Foundation #2 (Formative)** - Student conferences required (IN-CLASS 2/25, 2/28)

**Foundation #3 (Objective)** – Quiz on Content/Geography of Globalization (IN-CLASS 2/28)

**Foundation #4 (Skill Builder)** – FINAL Project Plan submitted for APPROVAL by teacher (DUE 3/1)

**Foundation #5 (Formative)** – ROUGH DRAFT DUE (Research/Analysis Chart, Annotated Bibliography COMPLETE. Student shows evidence visual project is roughly complete)(DUE BY 3/6)

**\*THERE ARE NO LATE ASSIGNMENTS REQUIRING EXTRA WORK\***

- Instead of assigning extra work this unit to those students who choose to hurt themselves by not staying on track, students who CHOOSE TO STAY ON TRACK will be rewarded

- The students with the fewest number of late assignments for this unit will be given 1<sup>st</sup> preference regarding the day (Mar. 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>) and the time during class (1<sup>st</sup>, last, etc.) of their presentation.

- If there are ties, then overall late assignments for the course will be considered. After that, it will be done by random selection.

**\*OPTION TO MAKE UP PREVIOUS LATE ASSIGNMENTS\***

- Students with previous late assignments from the World Studies course may choose to make up those assignments in this project OR can simply complete EXTRA Mastery assignments per the syllabus.

- To make up late assignments in this project, students must ANNOTATE AT LEAST 2 RESEARCH SOURCES FOR EVERY LATE ASSIGNMENT! This is in ADDITION to the annotated requirement of 3.

- If students exceed the minimum number of 10 research sources through this extra work, then so be it.

- Students should see the teacher to know the EXACT number of annotated sources required.

**IV. UNIT FOUR’S ESSENTIAL QUESTION AND GOALS**

“What are the design challenges in a globalizing world to make it sustainable for all mankind? How can they be addressed and resolved?”

Let’s look at this question more closely: It means--What can we do as a rich, influential nation to help design a better global society that is sustainable for our species and the sustainability of our ecosystem? What can we do as a school? As individuals? What are the challenges inherent in designing such an approach to solving this dilemma? How can we meet and overcome these challenges? To answer this dense, critical question for themselves, students must be able to address:

1. What does it mean for culture to become part of a globalizing world? What is erased, and what is added?
2. How does globalization threaten global peace, stability and economic development?
3. How can the current system of supranational political units (European Union, NAFTA) and global economics and economic institutions (IMF, World Bank) help the world meet the Development Goals? How does it hinder meeting those Goals in other ways?
4. What kinds of collaboration need to be done for more human beings to reach minimum standards of health, personal security, and economic and social opportunity?

For Students to demonstrate mastery in the.....

Content of.....

Skills of.....

Essential Understanding.....

Can I...

1. Explain Globalization as a historical process?
  - a. Identify causes of globalization?
  - b. Identify effects of globalization?
2. Evaluate and critique cultural globalization as a process both positive and negative?
  - a. Explain cultural diffusion and assimilation?
3. Recognize, predict and explain patterns in geographic data and standards of living around the world?
4. Identify supranational bodies as major pushers of globalization?
  - a. Critique efforts of major political bodies (United Nations, European Union, and MORE) to resolve global issues?
  - b. Critique efforts of major economic bodies to resolve global issues through free trade and economic globalization (IMF, World Bank, and MORE)?
5. Evaluate what is being done to
  - a) promote and
  - b) protect Human rights and Gender rights around the world?
6. Identify global security and conflicts over territory and resources, explain their causes, and describe how they contribute to making global issues worse?
7. Demonstrate and explain a connection between the human species and deteriorating ecological sustainability?

Clear demonstration of all eight of the Social Science Essential Skills

1. Independent Research
2. Data Analysis
3. Critical Thought
4. Presentation Skills:(speaking, visual, aesthetics)
5. Self-management/Self-Organization: (Project management--scoping and scheduling of a project)
6. Thesis Development
7. Technological literacy
8. Source Analysis

“What are the design challenges in a globalizing world to make it sustainable for all mankind? How can they be addressed and resolved?”

1. What does it mean for culture to become part of the globalizing world? What is erased, and what is added?
2. How does globalization threaten global peace, stability and economic development?
3. How can the current system of supranational political units (European Union, NAFTA, etc.) and global economics and economic institutions (IMF, World Bank, etc.) help the world meet the Development Goals? How does it hinder meeting those Goals in other ways?
4. What kinds of collaboration need to be done for more human beings to reach minimum standards of health, personal security, and economic and social opportunity?

## **V. HOW WILL YOU DO THIS: Project Requirements**

**Objective:** Create a professional product that is clear, streamlined, polished, and demonstrates independent research and Social Science skills and methods, including the scientific method. What might change from student to student is exactly HOW this will be achieved.

MDGoal 1: Eradicate extreme poverty and hunger (*Global Economic Equity*)

MDGoal 3: Promote gender equality/empower women (*Global Social, Political, and Educational Equity*)

MDGoal 7: Ensure environmental sustainability (*Ecological and Societal Sustainability*)

MDGoal 8: Develop a global partnership for development (*Collaboration Between the U.S., Global Institutions, and Non-Governmental Organizations (NGOs)*)

### **Necessary Requirements to earn Mastery:**

1. Project Proposal
2. Typed and prepared, timed 3 minute Lecture
3. Visual exhibition, timed 5 minutes
4. Research/Analysis Chart and Annotated Bibliography

### **Part I-Persuasive Lecture Portion of the Project (3 MINUTES)**

This is a summarization of the Project findings. You will use the Rough Draft template to create your lecture.

1. An overview of your research/your abstract. Will contain basic information, data, analysis.
2. Three content topics that affect your Goal—and how they affect your Goal's success or failure.
3. What is being done now to resolve this MDG, and is it enough?
4. Your ideal solution to solve the MDG. How will this realistically happen—summarize your action plan and be sure to include THE FUNDING OF YOUR SOLUTION.
5. How will your action plan make our world a little more sustainable?
6. Finally, what can the audience do to help?
7. What it meant to me to make this project; what I carried away.

### **IN THREE MINUTES, CAN YOU PERSUADE AN AUDIENCE TO TAKE ACTION AND SAVE A LIFE?**

### **Part II--Visual Exhibition (5 MINUTES)**

After the lecture, students will show a digital presentation which will go deeper into the issues and research, and attempt to inform the audience, enlighten them and inspire them to action.

You may choose:

1. iMovie Documentary
2. Podcast with images
3. Multi-genre presentation visual slideshow ((PowerPoint or Picasa Web Album with captions which you will explain with prepared note cards)
4. Comic Life with an extended visual metaphor of your MDG

5. Web-based Seminar including Google Docs, Google Maps and/or Picasa Web Albums (possibly a Google website to organize your information) to demonstrate your information

\* In all options...

1. Photographs and images should be relevant and appropriate.
2. All images not created by the author **MUST** be cited **ON THE SCREEN!!!!**
3. In displayed information, text should be sparingly used and in your own words.
4. Research should be cited and accompanied by analysis and significance of research. (In other words, we shouldn't see just a bunch of unconnected facts. We should be seeing strings of information that **YOU** explain, **YOU** illustrate, and **YOU** show why they are important!)
5. **NONE** of these options may run longer than 5:00 minutes. They will use the requirements that we have set up in previous projects.

## **RESEARCH FOR YOUR PRESENTATION (LECTURE/EXHIBITION)**

Immediately start putting together a Research/Analysis Chart and an Annotated Bibliography (AB). ***THESE ARE REQUIRED DOCUMENTS AND PART OF YOUR GRADED MATERIALS WITH YOUR LECTURE AND EXHIBITION.*** These documents are beneficial for future researchers and we have to be responsible for our research...where does it come from? Why did you choose it? Who is the author and what is the original intended purpose?)

- a. Your Research/Analysis Chart and AB will include more citations than in-text citations used in your lecture and exhibition. (***AT LEAST 10 SOURCES***)
- b. AT THE MINIMUM you must ***USE 8 pieces (in-text citations)*** of evidence from AT LEAST 4 different, academic sources (NOT Wikipedia. Biased opinion pieces may be used but cannot be used as **cited evidence.**)
- c. ***At least one*** perspective from a non-American (international or foreign) academic source
- d. ***At least one*** academic journal (J-STOR or other recommended databases by your teacher)
- e. ***At least three*** sources will be annotated (See example on ROUGH DRAFT). MLA style.
  - i. MLA Style? Learn how to cite ANYTHING AT <http://owl.english.purdue.edu/owl/resource/614/01/>
  - ii. "RefWorks" actually does the citations for you if you are citing academic sources! Many databases, including almost all academic databases, offer the ability to send the particular source you want to cite to your RefWorks account. Click on the following website to setup your RefWorks account: <https://www-refworks-com.proxy.lib.ohio-state.edu/Refworks/login.asp?WNCLang=false>
- f. Students choosing to make up late assignments from the World Studies course may use any combination of sources as long as it comes from the list of research sources provided in Unit Overview.

## **THE BEST PLACES TO RESEARCH:**

### **Very First Starting Places:**

<http://www.un.org/millenniumgoals/>

Reports on overall progress.

<http://www.bmz.de/en/figures/millenniumsentwicklungsziele/index.html>

### **World Health Organization**

- Goals and specific targets per goal
- Actual data, reports and analyses of each goal
- Who is doing what to meet these goals

<http://www.who.int/mdg/goals/en/index.html>

### **United Nations Statistics Division**

- Stats and data indicators
- Millennium Project Goals in the left hand column

<http://unstats.un.org/unsd/default.htm>

### **UN Department of Economic and Social Affairs**

- Research and studies on international social and economic issues

<http://www.un.org/esa/desa/>

### **United Nations Human Development Index**

- Data and tables on regional and national standards of living

<http://hdr.undp.org/en/statistics/>

---

### **MDG Reports and Publications—ALL Goals:**

<http://www.un.org/millenniumgoals/reports.shtml>

Reports on each goal.

<http://www.ilo.org/public/english/bureau/pardev/rerelations/multilateral/millennium.htm>

You may or may not be able to access this, but this book is really good and has some excellent charts.

<http://site.ebrary.com.proxy.lib.ohio-state.edu/lib/ohiostatelaw/docDetail.action?docID=10170133>

<http://www.unmillenniumproject.org/reports/reports2.htm> (In depth recommendations)

Overall progress reports

<http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Products/ProgressReports.htm>

***PREMIER RESEARCH CENTER; Reports and journal stories on social science issues, as well as the MDGs, on each and every topic. This should be a primary resource.***

<http://jstor.com>

Excellent directory. Selecting “themes” gives you specific topics, which pertain to each goal.

[http://hdr.undp.org/xmlsearch/reportSearch?y=\\*&c=\\*&t=\\*&k=&orderby=year](http://hdr.undp.org/xmlsearch/reportSearch?y=*&c=*&t=*&k=&orderby=year)  
<http://www.undp.org/poverty/library.shtml>

---

### **Visual indicators:**

<http://www.worldmapper.org>  
<http://www.mdgmonitor.org/map.cfm?goal=0&indicator=0&cd=>  
UC Atlas of Global Inequality

---

### **Helpful Websites for each MDG:**

**Goal #1:** Eradicate extreme poverty and hunger

[http://www-wds.worldbank.org/external/default/main?pagePK=64193027&piPK=64187937&theSitePK=523679&menuPK=64187510&searchMenuPK=64187283&siteName=WDS&entityID=000160016\\_20040324175256](http://www-wds.worldbank.org/external/default/main?pagePK=64193027&piPK=64187937&theSitePK=523679&menuPK=64187510&searchMenuPK=64187283&siteName=WDS&entityID=000160016_20040324175256)  
<ftp://ftp.fao.org/docrep/FAO/008/af839e/af839e00.pdf>

**Goal #3:** Promote gender equality/empower women

<http://www.un.org/womenwatch/daw/public/flagship.htm>  
<http://www.who.int/gender/documents/en/>  
[http://www.unifem.org/materials/other\\_publications.php?WebSectionID=6](http://www.unifem.org/materials/other_publications.php?WebSectionID=6)  
<http://www.oxfam.org.uk/resources/policy/gender/index.html>

**Goal #7:** Ensure environmental sustainability

<http://www.unep.org/publications/>  
<http://www.unep.org/environmentalgovernance/Science/tabid/343/language/en-US/Default.aspx>  
Good publications—some of which you may not be able to access.  
<http://www.earthsystemgovernance.org/publications/> (Europe specific publications)  
<http://www.eea.europa.eu/publications#c9=all&c14=&c12=&c7=en>  
[http://www.ipcc.ch/publications\\_and\\_data/publications\\_and\\_data\\_reports.htm](http://www.ipcc.ch/publications_and_data/publications_and_data_reports.htm) (Climate change focused)

**Goal #8:** Develop a global partnership for development

[http://www.un.org/millenniumgoals/pdf/MDG\\_Gap\\_Task\\_Force\\_Report\\_2009.pdf](http://www.un.org/millenniumgoals/pdf/MDG_Gap_Task_Force_Report_2009.pdf)  
<http://www.oxfam.org.uk/resources/policy/trade/index.html>  
[http://www.oxfam.org.uk/resources/policy/debt\\_aid/index.html](http://www.oxfam.org.uk/resources/policy/debt_aid/index.html)  
[http://www.usaid.gov/our\\_work/global\\_partnerships/](http://www.usaid.gov/our_work/global_partnerships/)  
<http://www.glogov.org/?pageid=22>  
<http://www.who.int/medicines/mdg/en/> (Good data relating to sub target 8E)

---

### **Raw Statistical Data:**

<http://www.un.org/millenniumgoals/stats.shtml>  
[http://www.unicef.org/publications/index\\_pubs\\_statistics.html](http://www.unicef.org/publications/index_pubs_statistics.html) (Data relating to children)  
<http://mdgs.un.org/unsd/mdg/Default.aspx>

---

## **PRIVATE INSTITUTIONS/ORGANIZATIONS WHO ARE TRYING TO SOLVE THE MDGs:**

### **International Monetary Fund**

- Private organization tied to government agencies
  - International financier to developing nations
  - Many programs to build economic sustainability
- <http://www.imf.org/external/index.htm>

### **The World Bank**

- Private organization tied to government agencies
  - International financier to developing nations
  - Many programs to build economic sustainability
- <http://www.worldbank.org/>

### **Bill and Melinda Gates Foundation**

- Private organization driving economic and health development
- <http://www.gatesfoundation.org/Pages/home.aspx>

### **Earth Institute (Jeffrey Sachs)**

- One of the world's leading economists' private organization
  - aimed at reducing poverty and benefitting mankind
- <http://www.earth.columbia.edu/sections/view/9>

### **ONE**

- A large private organization
  - aimed at reducing poverty and benefitting mankind
- <http://www.one.org/>

## **Compilation of websites by Emory University about Globalization and Global Data**

- Created for the sociology department for their college undergraduate and graduate students
- <http://www.sociology.emory.edu/globalization/data.html>

### **Funding:**

- [http://www.oecd.org/department/0,3355,en\\_2649\\_3236398\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/department/0,3355,en_2649_3236398_1_1_1_1_1,00.html)  
[http://www.oecd.org/department/0,3355,en\\_2649\\_34447\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/department/0,3355,en_2649_34447_1_1_1_1_1,00.html)  
Some time spent exploring here would be well-spent  
<http://www.worldbank.org/html/extdr/mdgassessment.pdf>  
[http://www.oxfam.org.uk/resources/policy/debt\\_aid/index.html](http://www.oxfam.org.uk/resources/policy/debt_aid/index.html)  
<http://www.imf.org/external/np/exr/facts/mdg.htm>  
<http://www.un.org/esa/ffd/doha/index.htm>
- 

### **References:**

I highly recommend Refworks.

<http://www.refworks.com/>

It's convenient because many academic databases have an "export to Refworks" option.

This site actually does the citations for you if you are citing academic sources! Many databases, including almost all academic databases, offer the ability to send the particular source you want to cite to your RefWorks account. Click on the following website to setup your RefWorks account: <https://www-refworks-com.proxy.lib.ohio-state.edu/Refworks/login.asp?WNCLang=false>

## **MLA Formatting and Style Guide**

<http://owl.english.purdue.edu/owl/resource/747/01/>

---

## **Other Journals and Public Institutions to gather research:**

A strong counter-argument saying that the MDGs will NOT be reached, why not, and the negatives effects this will have on the developing world.

<http://www.cgdev.org/content/publications/detail/3940>

Again, more publications

["Globalization, Poverty and Inequality: What is the Relationship? What can be done?" Kaushik Basu 2006](#)

## **Freedom House**

-Data, studies and research about national development and political freedom

<http://www.freedomhouse.org/template.cfm?page=5>

## **Council on Foreign Relations**

-An independent think tank that analyzes international issues

-Their understanding of complex issues is exceptional

<http://www.cfr.org/>

## **Social Science Research Council**

-Research, publications and studies on international issues

-Qualitative and Quantitative (data) findings

-This particular site will take you to a study on Globalization and Conflict, but you can find any other study in the search box

[http://programs.ssrc.org/gsc/gsc\\_activities/globalization\\_conflict/](http://programs.ssrc.org/gsc/gsc_activities/globalization_conflict/)

## **VERY Useful News Sources:**

**British Broadcasting Corporation (BBC)**- UK's national newspaper <http://news.bbc.co.uk/>

**Al Jazeera**- International Arabic news outlet <http://english.aljazeera.net/>

**Cable News Network (CNN)**<http://www.cnn.com/>

**National Public Radio**<http://www.npr.org/>

## **Successes and Attempts at Solving Specific Goal Targets:**

<http://creatingustainablecommunities.pbworks.com/>

<http://www.ideas4development.org/en/>

<http://www.youtube.com/watch?v=U4ANEL4Kxyo&feature=channel>

<http://www.millenniumpromise.org/site/PageServer?pagename=home>

[http://www.millenniumpromise.org/site/PageServer?pagename=press media](http://www.millenniumpromise.org/site/PageServer?pagename=press_media)

<http://www.imf.org/external/research/index.aspx>

<http://www.gatesfoundation.org/Pages/home.aspx>

Thomas Friedman's Argument For 'Geo-Greenism'

<http://www.npr.org/templates/story/story.php?storyId=94385403>

Pennies a Day

[http://www.youtube.com/watch?v=2slVM8u\\_gi4](http://www.youtube.com/watch?v=2slVM8u_gi4)

## **MASTERY #4: DSW Lecture and Exhibition Rubric, Winter 2011**

<b><u>Project Components</u></b>	<b><u>Mastery</u></b>	<b><u>Not effective</u></b>
<b>Additional necessary documents</b>	<b>Completed</b>	<b>Not completed</b>
<ol style="list-style-type: none"> <li>1. Project Plan</li> <li>2. Annotated Bibliography</li> <li>3. Data/Evidence and Analysis Page</li> <li>4. Self-Assessment of the Project</li> </ol>	<ul style="list-style-type: none"> <li>• Project Plan is written clearly enough that someone could re-do your experiment by following the steps prescribed.</li> <li>• Research/Analysis Chart--You include data that was not explicitly required but that is relevant and reflects original thinking.</li> <li>• Annotated Bibliography contains at least 10 cited sources and 3 annotated sources—follows acceptable format</li> <li>• All data is analyzed with deep, critical thought</li> <li>• ROUGHT DRAFT serves as a Self-Assessment and shows a sincere attempt to reflect on the process</li> </ul>	Any area is incomplete. This is signified by an underline.
<b>Lecture</b>	<ul style="list-style-type: none"> <li>• Clearly state the purpose, Goal and Topics of the project.</li> <li>• Typed and prepared, timed 3 minute Lecture that includes each of the Sections and requirements (see Procedure)</li> <li>• Explain how data, calculations, and observations interrelate and discuss trends. Analysis is thorough and insightful. Demonstration of a keen understanding of how the data connects to your Goal.</li> <li>• Conclusions are insightful</li> <li>• Synthesis of the data into a coherent argument advocating a single plan to address your MDG that includes funding. Student proposes one specific solution to their MDG that will be implemented by a state actor or non-state actor. That actor is identified. Audience understands why that actor is relevant and critical to the MDG's success.</li> <li>• Funding is well explained, with an explanation as to how funding is obtained and spent on your solution in local communities and regions.</li> <li>• Audience is told a specific action they can start doing immediately to help meet the Goal.</li> </ul>	Any area is incomplete. This is signified by an underline.
<b>Exhibition</b>	<ul style="list-style-type: none"> <li>• Visual and engaging exhibition, timed 5 minutes that visually depicts the significance and immediacy of your lecture topic</li> <li>• Exhibition accurately reflects the lecture</li> <li>• Significant data, analysis and findings from research is used in the exhibition to prove a) How is this a problem b) Who is doing something about it and c) What more can be done to reach the MDG?</li> <li>• Photographs and images should be relevant to the topic, appropriate</li> </ul>	Any area is incomplete. This is signified by an underline.

	<p>and <u>CITED on-screen</u>.</p> <ul style="list-style-type: none"> <li>• At LEAST 8 in-text citations (from Research/Analysis Chart)</li> <li>• Text should be concise and in your own words ALWAYS. It should not over-tax your audience, some of whom will be sitting far away from the screen.</li> </ul>	
<p><b>Content</b></p>	<ul style="list-style-type: none"> <li>• Student demonstrates Mastery connections of <b>AT LEAST 3 OF THE FOLLOWING CONTENT TOPICS:</b> <ol style="list-style-type: none"> <li>1. Explain Globalization as a historical process? <ol style="list-style-type: none"> <li>a. Identify causes of globalization?</li> <li>b. Identify effects of globalization?</li> </ol> </li> <li>2. Evaluate and critique cultural globalization as a process both positive and negative? <ol style="list-style-type: none"> <li>a. Explain cultural diffusion and assimilation?</li> </ol> </li> <li>3. Recognize, predict and explain patterns in geographic data and standards of living around the world?</li> <li>4. Identify supranational bodies as major pushers of globalization? <ol style="list-style-type: none"> <li>a. Critique efforts of major political bodies (United Nations, European Union, and MORE) to resolve global issues?</li> <li>b. Critique efforts of major economic bodies to resolve global issues through free trade and economic globalization (IMF, World Bank, and MORE)?</li> </ol> </li> <li>5. Evaluate what is being done to <ol style="list-style-type: none"> <li>a) promote and</li> <li>b) protect Human rights and Gender rights around the world?</li> </ol> </li> <li>6. Identify global security and conflicts over territory and resources, explain their causes, and describe how they contribute to making global issues worse?</li> <li>7. Demonstrate and explain a connection between the human species and deteriorating ecological sustainability?</li> </ol> </li> </ul>	<p>Student DOES NOT show Mastery connection of <b>AT LEAST OF THE CONTENT TOPICS</b></p>
<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>• Student demonstrates Mastery connections to the following essential understandings:</li> </ul> <p>What are the design challenges in a globalizing world to make it sustainable for all mankind? How can they be addressed and resolved?"</p> <ol style="list-style-type: none"> <li>1. What does it mean for culture to become part of the globalizing world? What is erased, and what is added?</li> <li>2. How does globalization threaten global peace, stability and economic development?</li> <li>3. How can the current system of supranational political units (European Union, NAFTA, etc.) and global economics and economic institutions (IMF, World Bank, etc.) help the world meet the Development Goals? How does it hinder meeting those Goals in other ways?</li> <li>4. What kinds of collaboration need to be done for more human beings to reach minimum standards of health, personal security, and economic and social opportunity?</li> </ol>	<p>Students DOES NOT show Mastery connection of <b>AT LEAST OF THE CONTENT TOPICS</b></p>

Skills: Excelled Mastery (EM) Mastery (M) WIP Content: Excelled Mastery (EM) Mastery (M) WIP

Additional Comments:
