

<b>Lesson Name</b>	Globalization Through Maps: Introductory Stations Activity
<b>Grade Level</b>	AP World , could easily be adapted for lower levels by making the questions more specific and guided
<b>Estimated number of Lessons</b>	2 class periods
<b>Prerequisite Skills/Content</b>	Understand a basic definition of what Globalization is and the different aspects of society, this should be covered either in the class before this lesson, thru homework, or at the start of the lesson. This activity is designed to be an introduction to the many facets of globalization.
<b>Key Questions</b>	<ol style="list-style-type: none"> <li>1. To what extent did globalization change the world?</li> <li>2. To what extent is globalization Americanization?</li> <li>3. Evaluate the benefits and drawbacks to Globalization.</li> </ol>

### **Introduction:**

This lesson will focus on introducing students to the various ways that globalization occurred in the 20th century. For the main body of the lesson students will be moving around to different stations in the classroom and answering questions about 6 different maps. Additionally, following the completion of this activity students will be assigned a short section of reading from *How to Hide an Empire: A History of the Greater United States* by Daniel Immerwahr. Students will be given several questions to answer using the reading on the standardization of measures. Following the completion of the reading the class will have a brief discussion of globalization using the key questions outlined above. The lesson will conclude with students completing a series of follow up questions that unite the themes from the station's activity with the information from the reading.

Ideally this lesson will take place over 2 days broken down as follows:

<b>Day 1</b>	<b>Day 2</b>
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Stations Activity</li> <li>3. Homework: Conclusion questions for the stations activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Selected passages from <i>How to Hide an Empire: A History of the Greater United States</i> by Daniel Immerwahr</li> <li>3. Class Discussion on Globalization**</li> </ol> <p>**The discussion may not take the entire class period**</p>

## Day 1 Lesson Plan:

### → Introduction

- ◆ Review the definition of globalization with students. Then, ask students to brainstorm ways in which globalization impacts their lives.

### → Stations Activity

- ◆ For this activity desks should be placed into groups, ideally with no more than 4 groups per desk (bigger groups make it harder for students to analyze the materials).
- ◆ Students will then move from desk group to desk group (the stations) to analyze the selected maps and answer the provided questions (see below). It does not matter which station students attend first. To ease traffic in the classroom, provide students with a specified length of time that they will have at each station, and then when the time is up direct students to move to the next stations. Student's who finish a station earlier than others can chat amongst themselves or review earlier questions. Maps can be printed using the "Globalization Maps" slideshow, directly from the Osher Map Library's website, or viewed digitally on the Osher Map Library's website.
- ◆ Students can discuss questions with their group members, but each student should still answer the provided questions.

### → Homework

- ◆ For homework students should complete the conclusion questions (see below) based on the map stations activity. These questions will help students to synthesize information from the stations activity as well as get students thinking about the key questions for the lesson.

## Day 2 Lesson Plan:

### → Introduction

- ◆ Students will be directed to the following website:<https://geomastr.com/stops/> which shows stop signs from around the world. Students will be asked to write down any nations whose stop signs differ.
- ◆ Students will then be asked to make connections between the standardization of stop signs and globalization.

### → *How to Hide an Empire Reading:*

- ◆ Students should be given a copy of the required passages from *How to Hide an Empire: A History of the Greater United States* by Daniel Immerwahr. My suggested selection is pages 302-314, however, the passages can easily be divided up further in the interest of time or to highlight key components. The reading passages details the standardization of screws and other objects. As students read the required passage students should answer the provided questions.

→ Class Discussion

- ◆ Students should once again be sitting in groups. Each group will be given ONE of the 3 key questions for the lesson. This question will be written at the top of a large piece of paper, and then as a group students should work to answer the questions. Give students a time limit for this section of the activity. Answers should be written on the piece of paper. In answering these questions students should draw on prior knowledge, the map based stations activity and the Immerwahr reading.
- ◆ When time is up each group will be asked to share their answers. Since multiple groups will likely have the same question, each group with the same question should share their responses in succession. After each group for that question has shared their responses, discussion will be opened up to the whole class who can then share their thoughts and ideas as well.
- ◆ In addition to the big piece of paper, students should have the discussion question handout as well (see below). This handout will give students a space to record information for each of the questions and take notes on their classmates/their own responses. It is suggested to give this sheet to students after they have completed the question on their big piece of paper to help them stay focused on the discussion question at hand.
- ◆ This discussion may not take the entirety of the class period.

→ Conclusion Questions

- ◆ Following the completion of the class discussion students should complete the conclusion questions (see below) that bring together the different materials students have examined. These questions can be completed in class or assigned for homework.



5. In what ways could the diseases represented on this map be made worse by globalization?

6. In what ways could globalization help to improve the diseases represented on this map?

**Station 2: *McCormick Spice Map, 1931***

1. List 3 pieces of information that can be learned from this map.

2. The creator of this map is the McCormick Spice Company. What purpose do you think this map served? Explain your reasoning.

3. How does this map represent globalization? Be specific.







**Station 6: *The U.S. Commitment, 1952***

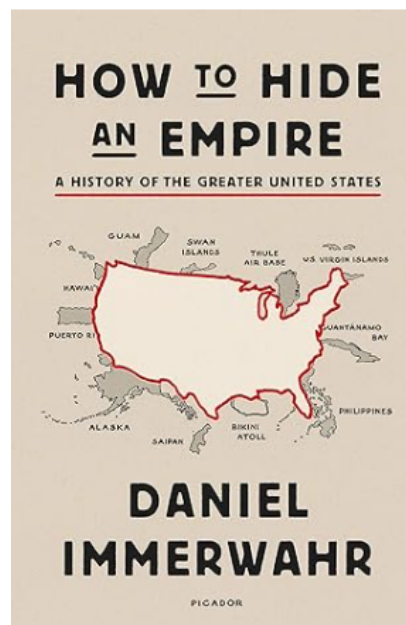
1. What is this map showing? Be specific.
2. How does this map reflect globalization? Be as specific as you can.
3. Based on prior knowledge and this map, to what extent does the United States drive globalization?





The next section of questions requires passages from the book *How to Hide an Empire: A History of the Greater United States* by Daniel Immerwahr. Below you will find relevant information to accessing your own copy and the relevant pages for the assignment.

Bibliographic Citation	Immerwahr, Daniel. <i>How to Hide an Empire: A History of the Greater United States</i> . New York, Farrar, Straus, and Giroux, 2019.
Pages Used	302-314
Link to book on WorldCat	<a href="https://search.worldcat.org/title/How-to-hide-an-empire--a-history-of-the-greater-United-States/oclc/1036104286">https://search.worldcat.org/title/How-to-hide-an-empire--a-history-of-the-greater-United-States/oclc/1036104286</a>



***How to Hide an Empire: A History of the Greater United States Reading Questions***

**Directions:** Answer each of the questions below as you read pages 302-314 from *How to Hide an Empire* by Daniel Immerwahr.

1. What types of objects were standardized under the Hoover administration?
2. Why was it easier for standardization to be implemented in imperial holdings?
3. To what degree did the World Wars help to move forward global standardization of objects? Be specific.
4. How were U.S. standards spread throughout the globe? Be specific.
5. Why was the U.S. the driving force behind standardization? How does this impact their role in globalization?

### **Globalization Class Discussion Questions**

**Directions:** Take notes or record answers for each of the questions below. Include your own individual answers and opinions as well as the ideas shared by your classmates.

1. To what extent did globalization change the world?

2. To what extent is globalization Americanization?

3. Evaluate the benefits and drawbacks of globalization.