



20th & 21st Century Globalization, Culture and Identity

What challenges has globalization imposed on ethnic and cultural identities today and in the past?

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This curriculum unit is recommended for:
World History, Grades 9-12

Introduction: The concepts of globalization and identity are intertwined through the new NC World History Curriculum 2021/22. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity. The standards for this course seek to move beyond the rote teaching of world history to the teaching of history in context to the world and global society. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization. The goal of this course is to blend the historical with the contemporary and current so that students begin to acquire an understanding of how the historical events and decisions of ancient, classical, and modern history have implications or lasting impacts that have influenced the world in which we currently live. It is important for students in today's rapidly evolving global society to be able to understand the contemporary patterns and connections of globalization. Likewise, it is important they know that in order to do so, one must study the historical precedents and antecedents of those patterns and connections. Ultimately, students will be able to use this knowledge to understand and engage with the world as collaborative and productive global citizens who are knowledgeable of why history matters in a twenty-first-century world. ([North Carolina Standards for World History](#))

This unit focuses on Globalization and its impact on cultural, national and ethnic identity. Students begin by gaining an understanding of what globalization is from multiple

perspectives. Students will understand that with the positive impacts of globalization there are also negative ones. They will explore the parameters of the definition of cultural, national and ethnic identity and their own roles in it. They will conduct an analysis of the “pros/cons” of globalization and focus on its impact on cultural, ethnic and national identity. Students will investigate their own identities and what impact global opportunities and interactions have on their ideas of belonging and then extend it on a national level. A lot of my students are transplants, immigrants and have a complicated relationship with belonging, identifying, and duality of languages, cultures and personal identifiers. Students will also explore historical evidence of challenges created or enhanced by global interactions and interdependencies. Students will focus on four specific areas to research and explore: media exposure/virtual society, corporations, migration and class. They will each become experts in one of the areas by focusing on these questions to work towards the final task of the Socratic seminar: In what ways does media exposure shape the everyday lives of young people? What are the changes and continuities in organizations and work cultures in these new circumstances? How does legal/illegal/refugee movement across the globe not only just impacts the economy and polity of the sending, transit and receiving countries? How does migration compel nation-states to respond to issues like ‘super diversity’, ‘national identity and culture’, demographic changes? Do opportunities opened up by globalization help individuals and communities break out of the rigid structures of class?

Rationale: The topic personally resonates with me as someone who grew up in a closed off communist country and moved for love across the ocean to live adult life as a teacher amongst a diverse population. I am the one with the accent that the students either connect by default and try to place the origin off or suspiciously observe and test. I speak the common tongue everywhere but in my conversations with my daughters at home and family via technology. Our celebrations are a fun mix of the traditions I brought with me and the new ones I picked in my new surroundings. And I am not the only one.

We all experience the global, technologically advanced and socially connected world while existing in our small familial communities. The fast pace of globalization in the last three decades has had a huge impact on everyone's life: new jobs in the virtual space thus transcending geography and borders and push and pull factors that call for physical relocations. These forces were supposed to break the rigid historical structures and allow for more fluidity and freedom in identity. Media plays a significant role in the construction and reshaping of the cultural and ethnic identities of the new generation. My students can connect and play a game with people across the globe, digitally walk the streets of any place that a

human has stepped on and yet personally not acknowledge the draws and negatives of that reality. Many Americans have multiple identities that reflect complex ancestral origins, tribal and communal associations, and varied outlooks on race and culture. My students represent that inherent diversity of the society and either do not understand or are unaware of the complexity. The global world that they are growing up in enhances or melts the differences with or without participation and conscious effort. The ethnic makeup of the world is changing and the lines are becoming more blurred through marriages, voluntary assimilation and economic and political opportunities or the lack of such. How important is the ethnic and national identity in this global reality? Do we have a global identity? Historically people have struggled to keep their identities while experiencing diffusion of ideas and beliefs. Stretching back all the way to the Silk Road as the first global network, the new ideas and opportunities provided by the expansion of the world affected the way people saw and realized themselves. Adding to the mix imperialism, colonization, and more dark aspects of globalization there are many examples of the impact global interactions have on the ethnic and cultural identities. While understanding the concepts they will explore and hopefully be able to point out and explain the challenges that people face to maintain their ethnic and cultural identities through the course of global patterns. Information and communication technology have radically increased the opportunities for cultural, social, economic and political exchanges between and among people regardless of geographic location and time zone.

Demographics: Independence High School is one of thirty three high schools in the metropolitan area of Charlotte, North Carolina. It is a 9-12th grade school with a student population over 2083 students has declined by 15% over five school years. Of those students enrolled over 70% are minority and 32.5% qualify as economically disadvantaged. The breakdown of the school population is as follows: 23.1% White, 37.1% Hispanic, 30.8% Black, 5.5% Asian, 2.8% Two or More Races, 0.5% American Indian/Alaska Native, 0.2% Native Hawaiian/Pacific Islander. The diversity score of Independence High School is 0.72, which is more than the diversity score at state average of 0.69. Approximately 89% of students enrolled graduate on time. Independence High School ranks worse than 64.8% of high schools in North Carolina. It also ranks 17th among 28 ranked high schools in the Charlotte-Mecklenburg Schools District. Independence High has “open enrolment” within the Advanced Placement (AP) program in order to make AP available to students at all academic levels. There are two specialty programs within Independence High School – the Academy of Engineering (AOE) and the Academy of International Studies (AIS). Students in these specialty programs are expected to take honors and AP classes as they progress through high School. The Parent-Teacher Association is relatively small, as a result there is not much

parental involvement within the school. The teacher population of 125 teachers has declined by 7% over five school years.

Unit Goals: By the end of the unit lessons students will be able to:

- Form an understanding of the different aspects and impacts of globalization: positive and negative
- Trace the different facets of their own identity and become aware/informed of the impact that will have on their life and future
- Determine if identity is a static formation or the action of becoming and being of multiple identities at different points of time and place.
- Understand how we are all connected within the global environment and that this connection that often benefits them, can hurt others when not cared about or thought about. This relates to understanding the economic forces
- Connect action/inaction and consequence, globally and personally.
- Develop the ability to trace the trends of today retrospectively in history and explain how and why things happened
- Analyze historical sources and formulate arguments to- explain their stands
- Evaluate the challenges presented by globalization through research and discussion

Content Research:

What is Globalization?*

“Globalization refers to the recent expansion and acceleration of flows of people, organizations, capital, images, and ideas across different parts of the world (Appadurai, 1996). Although intergroup contact and exchange have occurred throughout human history, global flows across geographic, political, and cultural boundaries have increased in the past several decades and economic changes, as well as developments in transportation and information technologies (IT: Giddens, 1985) “

What is Identity?*

“It is not possible to provide a single overarching definition of what it is, how it is developed and how it works. Indeed, it is important not to try, because what identity means depends on how is it thought about”(Lawler, p.7)

“As we use it now, an “identity” refer to either (a) a social category, defined by membership rules and (alleged) characteristic attributes or expected behaviors, or (b) socially

distinguishing features that a person takes a special pride in or views as unchangeable but socially consequential (or (a) and (b) at once). In the latter sense, “identity” is modern formulation of dignity, pride, or honor that implicitly links these to social categories.”(Fearon, p.1)

-cultural*

“Culture is defined as the total pattern of human behaviour and its products embodied in speech, action, and artifacts and dependent upon man’s capacity for learning and transmitting knowledge to succeeding generations (Tomlinson, 1999). Thus culture entails a set of values, ideas, beliefs and attitudes”(Doku, Anante, p.1)

“Cultural identity provides the global significance of local knowledge and the sense of self, community and nation.”(Yi Tang, p.1)

-ethnic *

According to Max Weber, “ethnic groups are those human groups that entertain a subjective belief in their common descent because of similarities of physical type or of customs or both, or because of memories of colonization or migration; this belief must be important for the propagation of group formation; conversely, it does not matter whether or not an objective blood relationship exists” (quoted in Hutchinson & Smith 1996, p. 35).

According to Horowitz (1985, p. 52), “[e]thnicity is based on a myth of collective ancestry, which usually carries with it traits believed to be innate. Some notion of ascription, however diluted, and affinity deriving from it are inseparable from the concept of ethnicity.”

According to Fearon & Laitin (2000, p. 20), an ethnic group is “a group larger than a family for which membership is reckoned primarily by descent, is conceptually autonomous, and has a conventionally recognized ‘natural history’ as a group.”

In a subsequent refinement, Fearon (2003, p. 7) defines a “prototypical” ethnic group as one that has several of the following features: (a) Membership is reckoned primarily by descent; (b) members are conscious of group membership; (c) members share distinguishing cultural features; (d) these cultural features are valued by a majority of members; (e) the group has or remembers a homeland; and (f) the group has a shared history as a group that is “not wholly manufactured but has some basis in fact.” *Annu. Rev. Polit. Sci.* 2006.9:397-424. Downloaded from www.annualreviews.org Access provided by 2600:1700:28b0:aca0:14c0:f4d3:358f:d71f on 11/11/22. For personal use only.

According to Smith, an ethnic group is “a named human population with myths of common ancestry, shared historical memories, one or more elements of common culture, a link with a homeland and sense of solidarity”(Hutchinson & Smith 1996 p.

What is a multinational corporation?*

An MNC is a very large company possessing subsidiaries in several countries, and its organization, production and sales strategy, are conceived on a global scale. At the present time, there are some 60,000 MNCs worldwide, controlling more than 500,000 subsidiaries. They are responsible for half of international trade, especially due to the scale of intra-company trading

Push factors of migration:

These are factors that force people to move. In many cases, they are forced to move because they are at risk of harm if they stay. Common push factors are genocide, war, civil unrest, famine, drought, and religious extremism.

Pull factors of migration:

These are factors in the destination country that attract people to leave their homes. Common pull factors are better job and educational opportunities.

Migrant:

a person who moves from one place to another, especially in order to find work or better living conditions.

Refugee:

a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Asylum seeker:

is someone whose request for sanctuary has yet to be processed. Every year, around one million people seek asylum.

Modern Migration example*

Nearly 90 million people on earth understand exactly what that moment feels like. Most of them are refugees who have had to leave their country to find safety, food and jobs. The rest have fled their homes but haven't made it past their country's borders. They're known as internally displaced persons (IDPs).(WFP, USA)

What is a Virtual community?*

Virtual communities have been characterized as people with shared interests or goals for whom electronic communication is a primary form of interaction (Dennis, Poothari, & Natarajan, 1998), as groups of people who meet regularly to discuss a subject of interest to all members (Figallo, 1998), and groups of people brought together by shared interests or a geographic bond (Kilsheimer, 1997).(Riddings, p.2)

Teaching strategies:

Classroom technology

Technology is a great way to improve student engagement and get students excited for class. Students will use their assigned chromebooks for the research and some of the readings. Teacher will use videos and podcasts to make the topics and learning more engaging and accessible.

Differentiated instruction

The EC and ML students will receive redacted versions of the readings that follow their specific plans' modifications and expectations.

Quick Write

Students write for two or three minutes off a found idea or borrowed line from a text, responding to something that sparks a reaction in the mind of the reader/listener. This process helps writers generate ideas and get words on paper.

Research Based Learning

In a research-based learning approach, students actively search for and then use multiple resources, materials, and texts in order to explore important, relevant, and interesting questions and challenges. They find, process, organize and evaluate information and ideas as they build reading skills and vocabulary.

Making Historical Connections

Throughout the course of World History students are learning how to read, write and think like historians. Student investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence.

Expert Panel discussion

Large class sizes make it difficult to provide meaningful and engaging opportunities to connect students to real world applications of the content. To create interest and engagement the class will participate in a expert panel, either as a panelist or as an audience member. The expert panel will be modeled as a Q &A session where each audience member will ask a question of the expert panelists. A panel discussion is a format that's common for television shows and conferences, where a small number of guests (the panel) explore topics to share insights, express, and challenge opinions in front of an audience. There is usually a moderator, who helps guide the discussion, and members of the audience are often invited to ask the panel questions.

Timeline: 5 lessons over 10 days(A/B schedule) with a final performance task totaling 1-2 days(work time for students) and one day for debate/jigsaw panel or socratic seminar
Lessons include multiple links to relevant internet sites, videos and pod casts. A promethean board and student chromebooks are also essential due to the media component of the unit.

Unit Title: Globalization and identity

Overarching Question:What challenges has globalization imposed on ethnic and cultural identities today and in the past?

Performance Task: Each lesson has a critical thinking question which requires students to use inference skills in order to form a supported opinion response. Responses should be no less than 8-9 sentences paragraphs. Students will be required to become experts on one of the three topics(consequences) that demonstrates the relationship between globalization and identity to be able to participate in the panel/socratic seminar as a culmination of the unit.

Standards:

Behavioral Sciences

WH.B.1 Analyze how artistic, literary, philosophical, technological, and scientific ideas have developed and shaped society and institutions.

WH.B.2 Understand the concept of identity in historic and contemporary societies in terms of its development and impacts.

Civics and Government

WH.C&G.1 Analyze the relationship between various societies and government in terms of freedom, equality, and power.

History

WH.H.1 Analyze historical events and issues in world history from a variety of perspectives.

Objectives:

Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.

Students must be able to discuss the similarities and differences of the motives for, consequences of, and lasting impacts of political, economic, cultural, and social revolutions, paying specific attention to freedom and equality of people and groups.

Distinguish the challenges indigenous peoples and ethnic and tribal groups around the world have experienced as a result of colonization, imperialism, and assimilation, now and in the past.

Lessons:

Day 1

Topic: Unit Introduction

Warm Up: SW be complete an Anticipation Guide Appendix A to determine any existing knowledge and misconceptions about globalization and identity.

Student groups will be randomly assigned the following topics: Globalization, Cultural identity, Ethnic identity, Multinational corporations job process, Multinational corporations offices, Migration patterns and consequences, Social media/Virtual communities. The members of the groups will become experts on the topic that will be briefly presented by the teacher for the next 6 days. They will do academic research using preassigned questions. Each group will create a short presentation on the topic to present to the rest of the class. The groups will select one representative to participate in the panel discussion on the last day of the unit.

Presentation rubric:

Product rubric:

Mini lesson: TW present the groups with their specific topics, presentation guidelines and product rubric

Group 1 Globalization

SW listen to a podcast and create a chart to list the pros and cons of globalization: They saw the dark side of globalization(1)

Brainstorm a mind map for globalization (groups/partners will create mind maps) SW will use google jamboard Appendix A to contribute a real time digital mind map creation(included subcategories: education, economy, technology, trade, culture, environment, world)

Group 2 Cultural identity

SW read the article “What is Cultural Identity and Why is it Important?”(2) and create a report or a presentation to share with their classmates the concept. Additionally each member of the group will receive one of the identity readings and answer the questions based on their reading: “Self-Concept” by Saul McLeod(3); “Everyday Use” by Alice Walker(4); “What Your Most Vivid Memories Say About You” by Susan Krauss

Whitbourne, Ph.D.(5) “Hello, My Name is _____” by Jason Kim(6)

Questions:

- What is the main idea of the reading?
- How does it relate to identity?
- Why is this a reliable source on the topic of identity?
- Summarize it in 5 sentences to be able to share with the people in your group

Group 3 Ethnic identity

SW watch a documentary “Being Asian in America”(7) to deconstruct the concept of ethnic identity. They will use the format of video to present their topic to their classmates at the end of the unit. They will be expected to incorporate interviews with their families.

Group 4 Multinational corporations job process

Choose one of these companies Apple, Starbucks, McDonalds, Audible, Google, Mars that have offices throughout different countries. Now go online to their career pages(8) and let’s explore if the employees cultural identity is an asset or an obstacle. Record all your findings as you will present them during the final part of the task.

1. How many countries does the company have offices in?
2. Does the company have an inclusion and diversity branch?
3. Next search jobs and choose one of the job titles that pop up(example OPERATIONS MANAGER)
4. Choose two countries to do the job search for the same job:
Are there any differences in the postings?
Do you see any particular specifications for the different locations?
Is there a requirement for more than one language?
Is it gender specific?
Does it have an age requirement?

Group 5 Multinational corporations locations

Sw explore locations for the same job in two different countries to find similarities and differences

Use the same company that you explored for jobs and research the locations in the two countries that it has offices and is looking for new hires. SW create a visual PPT to show any evidence of cultural influences that represent the cultural and ethnic identities of the local population and country.

Example: ASANA sales position with offices in San Francisco, Tokyo, Reykjavik and Singapore. Find pictures of the locations and offices of the company in these four cities.

Group 6 Migration patterns and impacts-Syrian Migrant Crisis

SW use personal stories from Syrian refugees(9) as part of their research. Each student from the group will choose one specific story and:

Identify the type of migration - Are people migrating voluntarily or are they being forced to migrate?

Describe the reasons for migration - What are the reason(s) people are migrating?

Discuss each reason in detail as it pertains to that particular migration story. What are the core conflicts that the migrant population faces?

Identify and describe the primary factor for migration - Are people migrating because of a certain push or pull factor? How do you know?

Empathize with a migration story - Find a story of a person or family who actually made this migration. What did you learn from reading about their experience? What did you discover were the challenges and rewards of their migration experience?

Identify the main locations(countries or regions)-Where have they people migrated to? Why?(access, opportunity, international help)

Describe the impact of the migration: What was the impact on the country of origin? What was the impact on the country of migration?

Group 7 Migration patterns and impacts-War in Ukraine

SW watch an online discussion panel on “The human Cost of Russia’s War in Ukraine:The Migration Dimension”(10) and make conclusions demographic overview of Ukrainian emigrants, the impact of migrant flow on Ukrainian society and receiving countries, and the effectiveness of international and individual countries’ response to refugee inflow. SW create a PPT or poster to share their findings and conclusions of globalization and migration in this specific scenario

Group 8 Social media/Virtual community

SW read two articles to create a comic or a skid to represent the ideas on the impact social media has on the identity of adolescence.(11)(12)

Day 2

Topic: Introduction to globalization

What challenges has globalization imposed on ethnic and cultural identities today and in the past?

Warm Up: Definitions Appendix B: SW create Fryer model cards for these words globalization, enhance, racial identity, ethnic identity, cultural diffusion, togetherness, diversity, uniqueness, integrate, culture, national identity, obstacle, asset

Mini lesson: TW

SW watch the video(13) to generate a definition for globalization based on the video.

Activity SW Quick Write a paragraph that focuses on three specific ways that globalization impacts their everyday life on a daily basis

Group work

Day 3

Topic:Identity

What is identity and how is it constituted? What makes you you? Who am I?

Warm Up: Explore Your Identity Appendix C

Mini lesson:

Activity: SW create an identity card filling in the I am with as many parts of their lives: age, name, eye, hair, family situation, citizenship, profession, gender, race, place of birth, place of living, language, hobbies, dreams, desires, outlook on life, beliefs, (ex. I am a mother, american ,bulgarian, teacher, female, daughter, wife, immigrant, atheist, history buff, multilingual, mediterranean,)

Group work

Day 4

Topic: Corporations and jobs

How does the global economy impact cultural identity?

Warm Up: What do Microsoft, Adidas, Coca-Cola, Apple, IBM have in common?

Mini lesson: TW

SW watch the video (14) and write down a definition for Multinational corporation and one positive and one negative impact

Activity: What is your dream job? Is your cultural identity an asset or an obstacle to finding and advancing in the global job market with many multinational corporations?

Group work

Day 5

Topic: Migration

How does globalization change people's cultural, national and ethnic identities?

Warm Up: SW write down the definitions for these terms Push factors, Pull factors, Migrant, Refugee, Asylum seeker. They will also answer these questions as an introduction to the topic:

1. What are some reasons groups of people might choose to migrate?
2. What are some reasons groups of people might be forced to migrate?
3. What is the difference between an immigrant and a refugee?

Mini lesson: TW explain that today, more people than ever live in a country other than the one in which they were born. While many individuals migrate out of choice, many others migrate out of necessity. In 2019, the number of migrants globally reached an estimated 272 million, 51 million more than in 2010. The International Organization for Migration (IOM) has assisted millions of migrants since it emerged 70 years ago to assist the vast number of Europeans displaced by the Second World War and continues to lead the way in promoting a humane and orderly management of migration for the benefit of all, including the communities of origin, transit and destination. SW watch the video(15) To get introduced to one of the international organizations that facilitates and helps migration processes.

Activity: Would you ever consider moving to a different state? How about a different country? Why?

Group work:

Day 6

Topic: Media exposure/ Virtual society

Warm Up: List of all the social media apps you have on your phone

Which ones do you use on a daily basis?

Which one do you use the most?

How many hours do you spend on social media apps?

When you create your profiles do you hide any of the characteristics of your identity?

Mini lesson: TW explain how globalization has changed how fast we communicate by giving an example that at the time of the creation of the Declaration of Independence it took about a month for it to reach London via mail. Than in 1928 it took President Calvin

Coolidge 0,2 seconds to place the first telephone call to a European leader-King Alfonso XIII of Spain. And in 2015 Barack Obama instantaneously praises Pope Francis in the first presidential tweet to a foreign leader.

SW watch a TedTalk by Ulrike Schultze on How Does Social Media Shape Identity(16)
To answer the question: How does social media connect and harm people?

Activity: Come up with 10 tips on how to create the best social media profile

Group work:

Day 7

Topic: Peer presentations

Warm Up: SW spend 10 minutes reviewing their work from the last 5 days and going over their product and presentation.

Mini Lesson: TW give the groups the opportunity to choose the order of presentations or presents in an easy fun way to determine who goes first, second and so on (like rock, paper, scissors) TW also explain the evaluation process using peer review rubric and question formulating strategies. Student groups will present their presentations to the class. Students from the other groups will take notes and peer review the presenting group using Appendix D

Activity: In addition to the peer evaluation activity students will write one question on each presentation to use during the panel discussion the next day.

Exit ticket: Students will evaluate their own performance during the presentations using the format:

Day 8

Topic: Expert panel discussions

Warm Up: If you have to explain Globalization and Identity to 1st grader how would you do it? Think about your audience, wording and message. Write 2 sentences for each of the concepts.

Mini lesson: TW show a video on the 6 steps of having a successful panel discussion(17)

Activity: Each group will send on expert on their topic to participate in the discussion. If the representatives need help they can always call on other members from their group to assist. Each of the students that are not members of the panel will randomly choose one question from the teachers panel questions and the student panel questions to ask throughout the discussion. They will record the answers to the two questions. The panel discussions will be recorded.

Teacher panel questions:

Corporations expert:

1. Do employees working in multinational corporations change their cultural and ethnic identities as a result of working there?
2. Do multinational companies require the creation of a homogenous corporate identity that assimilates the cultural and ethnic identities of the workers?
3. Are the employees of the multinational corporation required to speak certain language to get and keep the job?
4. Does ethnic/cultural identity become an obstacle or an asset in multinational corporations?

5. What kind of specific impact does globalization have on identity with regard to multinational corporations?
6. What challenges has globalization imposed on ethnic and cultural identities today and in the past?

Social media expert:

1. Do people on social media/virtual communities change their cultural and ethnic identities as a result of the global communication?
2. Does social media create a homogenous global identity that assimilates the cultural and ethnic identities of the participants?
3. Does ethnic/cultural identity become an obstacle or an asset on social media?
4. What kind of specific impact does globalization have on identity with regard to social media/virtual communities?
5. What challenges has globalization imposed on ethnic and cultural identities today and in the past?
6. In what ways does media exposure shape the everyday lives of young people?
7. What are the changes and continuities in organizations and work cultures in these new circumstances?

Migration expert:

1. Do people who migrate have to change their cultural and ethnic identities as a result of the moving?
2. Does migration create a homogenous global identity that assimilates the cultural and ethnic identities of the participants?
3. Does ethnic/cultural identity become an obstacle or an asset on finding a new place to live in than the place of origin?
4. What kind of specific impact does globalization have on identity with regard to migration?
5. How does migration impact the country of origin and the country of destination?
6. Which countries are the main countries people seek for a new living space?
7. Why do people move?
8. What challenges has globalization imposed on ethnic and cultural identities today and in the past?
9. How does legal/illegal/refugee movement across the globe not only just impacts the economy and polity of the sending, transit and receiving countries?
10. How does migration compel nation-states to respond to issues like 'super diversity', 'national identity and culture', demographic changes?

Student panel questions will be generated based on the peer review evaluations from the previous day.

Exit ticket: Students will write a paragraph to answer the overarching question.

Appendices:

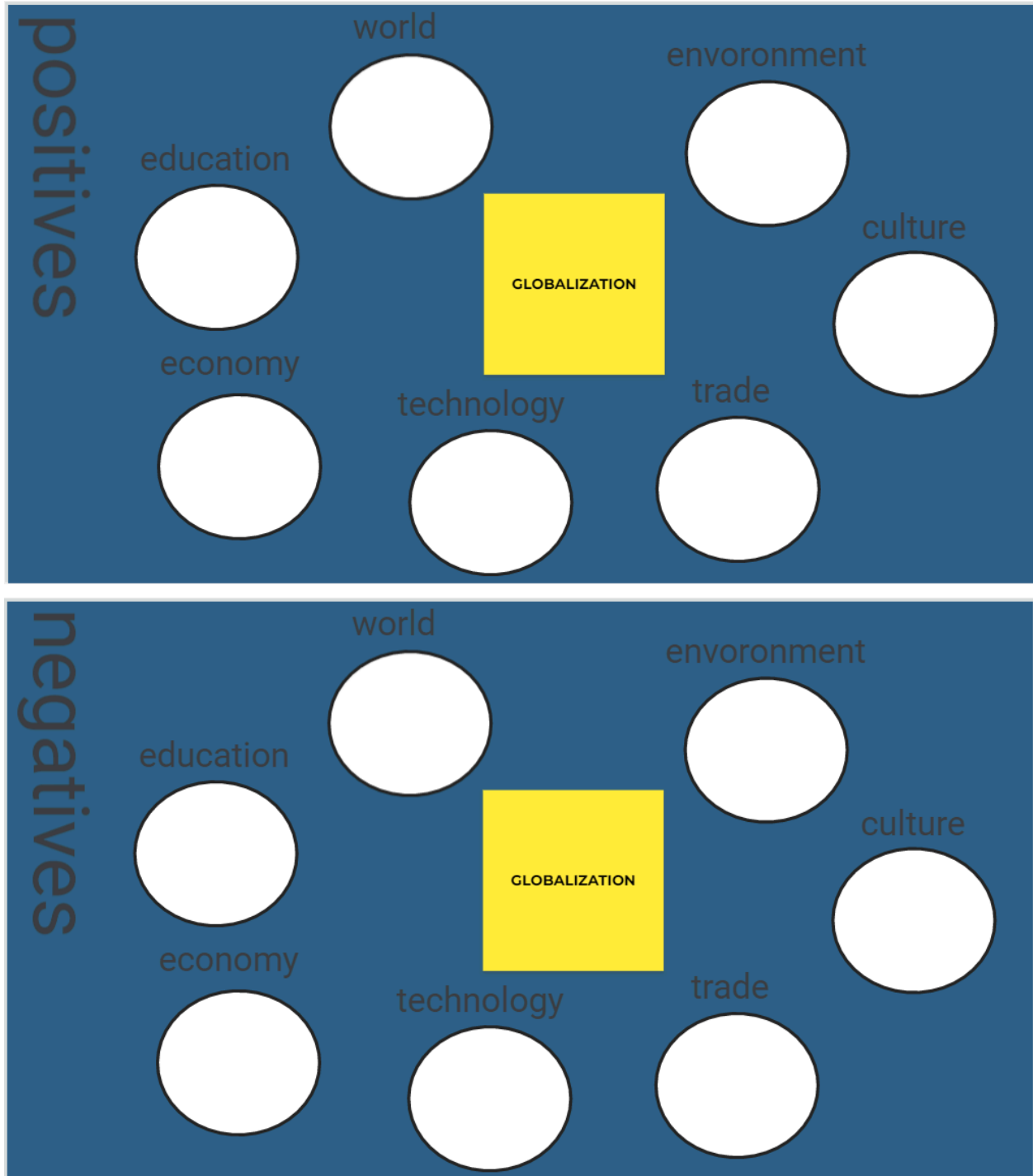
Appendix A-[Anticipation Guide](#)

Name: _____


Anticipation Guide

Statements	True	False	Not sure
The term globalization usually refers to the increased flow of trade, people, investment, technology, culture and ideas among countries.			
Globalization has been part of history for centuries with the Silk Road being the first global network.			
Globalization represents increased freedom.			
Because of globalization, many people around the world now live longer and with higher standards of living.			
The positives of globalization are more and bigger than the negatives.			
Identities are not constant and set, but develop and change over time.			
Identity encompasses the memories, experiences, relationships, and values that create one's sense of self.			
Globalization makes the world more culturally similar.			
Today we are losing cultural identity because of globalization.			
Social media creates new global identity that replaces the innate cultural identities of the participants			
Global migration creates bigger problems for the receiving country than the sending country.			

Appendix B [Jamboard Mind map](#)



Appendix C-[Vocabulary words](#)

Definition:	Images:
The spreading out and merging of pieces from different cultures	
Cultural Diffusion	
Historically trade through land and sea routes has resulted in cultural diffusion as merchants exchanged not only commodities, but ideas and beliefs.	jazz started as a blend of the music of Africa and the Caribbean. Southern cities in the United States, especially border towns, have signs in both English and Spanish. The popularity of sushi, a traditional Japanese dish, shows diffusion of Japanese cuisine.
Use in Sentence:	Facts:

Definition:	Images:
Cultural Identity	
Use in Sentence:	Facts:

Definition:	Images:
Ethnic Identity	
Use in Sentence:	Facts:

Definition:	Images:
National Identity	
Use in Sentence:	Facts:

Definition:	Images:
enhance	
Use in Sentence:	Facts:

Definition:	Images:
integrate	
Use in Sentence:	Facts:

Definition: 	Images:
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; background-color: #cccccc;"> <div style="background-color: #808080; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> obstacle </div> </div>	
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Use in Sentence: 	Facts:

Appendix D-Explore Your Identity

Name: _____

Date: _____

Explore Your Identity

Directions: Answer the questions with as many details as you can think of.

Ethnic Identity:

1. What nationality is your family?

2. Who were your ancestors?

Racial Identity:

3. How do you define your race?

4. What aspects of your race are you proud of?

5. When and how did you first become aware of your racial identity?

Gender Identity:

6. What gender do you associate yourself with?

7. What are traits of your gender that you exhibit?

Socioeconomic identity:

8. Describe your house/apartment and the environment you grew up in.

9. What do you aspire to be when you grew up? How will this impact where you live? Describe it.

10. What are events that have occurred in your life because of your family's socioeconomic status?

Community Identity:

11. Who do you define as your family? Describe them.

12. How does your neighborhood or community influence your identity?

13. When you think of your family/community what foods, smells, objects, and celebrations do you think of?

Appendix E-Peer evaluation Peer Evaluation

Name: _____

Date: _____

Topic of presentation: _____

Criteria

4- constantly

3- most of the time

2- occasionally

1- seldom

Highlight the appropriate grade for each of the following, Use the grade criteria above.

1 2 3 4 Group members are well prepared.

1 2 3 4 Explanations are detailed and on topic.

1 2 3 4 The group has chosen an interactive way to present the topic.

1 2 3 4 Organized information in an easy to follow format.

1 2 3 4 Final product was interesting, engaging and original.

Best part:

3 things I learned about the topic:

-
-
-

2 questions I have:

-
-

1 Suggestion for improvement:

-

Write a message to Mrs. Strawn about the activity! Be honest!

Oral Presentation Rubric:

	Not there yet! 1 point	Getting Started! 2 points	Perfection! 3 points	Total& comments!
Organization	Presentation lacks sequence and easy to follow structure.	Presentation jumps around without specific structure.	Presentation has an easy to follow and well structured sequence.	
Subject Knowledge	Members of the group do not have a grasp of information and are very uncomfortable presenting it.	Members of the group have a rudimentary knowledge and are not comfortable presenting it.	Members of the group are knowledgeable on the topic and are very comfortable with relating the information.	
Eye contact	Students read their notes and do not make eye contact with the audience.	Students make occasional eye contact with the audience, but still reads most of the report.	Students maintain eye contact with the audience and seldom look at their notes.	
Voice	Students mumble, have long silences and do not project voices	Students use frequent silences or rush through the notes. They use low voices for the majority of the presentation	Students speak in clear and loud voices without silences and unnecessary noises.	

Total points: ____/12

Resources:

1. Business 202 podcast unpacks the uncertainty of global trade and impacts on people:
<https://www.aspeninstitute.org/podcasts/they-saw-the-dark-side-of-globalization-20-years-ago/>
2. Blog post focusing on cultural identity and its importance:
<https://www.exceptionalfutures.com/cultural-identity/>
3. Commonlit text designed for 9th grade reading levels:
<https://www.commonlit.org/en/texts/self-concept>
4. Commonlit text designed for 9th grade reading levels:
<https://www.commonlit.org/en/texts/everyday-use>
5. Commonlit text designed for 9th grade reading levels:
<https://www.commonlit.org/en/texts/what-your-most-vivid-memories-say-about-you>
6. Commonlit text designed for 9th grade reading levels:
<https://www.commonlit.org/en/texts/hello-my-name-is->
7. Documentary filmed by Pew Research Center based on 66 focus groups in the fall of 2021 Asian American participants described navigating their own identity in a nation where the label “Asian” brings expectations about their origins, behavior and physical self.
<https://www.pewresearch.org/race-ethnicity/2022/08/02/documentary-being-asian-in-america/>
8. Explore jobs for the Best U.S companies to work for abroad:
<https://www.gooverseas.com/blog/best-us-companies-work-abroad>
9. A UN Refugee Agency compiled stories from Syrian refugees to commemorate 10 years of the Syrian crisis:
<https://www.unrefugees.org/news/a-decade-on-syrian-refugees-share-their-stories-of-hardship-and-hope/>
10. In this roundtable discussion, several leading US, European, Ukrainian and Russian scholars will discuss the current refugee and migration crisis:
<https://www.wilsoncenter.org/event/human-cost-russias-war-ukraine-migration-dimension>
11. A student blog of a psychology student for Applied Psychology:
http://www.personal.psu.edu/bfr3/blogs/applied_social_psychology/2011/11/medias-influence-on-social-norms-and-identity-development-of-youth.html
12. A New Yorker article from 2019 on the question:
<https://www.newyorker.com/books/under-review/how-social-media-shapes-our-identity>

13. A video created by the WissensWerte Project to explain how the world is becoming more interconnected: <https://www.youtube.com/watch?v=3oTLyPPrZE4>
14. Mr. Sinn's youtube channel video on Business Organizations: Multinational corporations: <https://www.youtube.com/watch?v=-rgLDwg1WsY>
15. A video created by International Organization of Migration(IOM) within the UN system to promote humane and orderly migration: <https://www.youtube.com/watch?v=OtEsrzUbgKg>
16. A TedTalk by Ulrike Schultze is Associate Professor in Information Technology and Operations Management at Southern Methodist University: <https://www.youtube.com/watch?v=CSpyZor-Byk>
17. Livestorm Tips and tricks video on How to Moderate a Virtual Panel discussion: <https://www.youtube.com/watch?v=WSKYd01iFQs>

References:

- *Micheal Morris, Aurelia Mok, Shira Mor "Cultural Identity Treat: The Role of Cultural Identifications in Moderating Closure responses To Foriegn Cultural Inflow"
<https://www8.gsb.columbia.edu/sites/chazen/files/mok%20cultural%20identity.pdf>
- *Stephanie Lawler "Identity: Sociological perspectives"
https://books.google.com/books?hl=en&lr=&id=T-uuBgAAQBAJ&oi=fnd&pg=PR3&dq=stephanie+lawler+sociological+perspectives&ots=QocBCDrGXk&sig=cCqv9DK9APlkT_2IJi apY3TONiE#v=onepage&q&f=false
- *James D. Fearon "WHAT IS IDENTITY (AS WE NOW USE THE WORD)?"
<http://www.web.stanford.edu/group/fearon-research/cgi-bin/wordpress/wp-content/uploads/2013/10/What-is-Identity-as-we-now-use-the-word-.pdf>
- *Paul Narh Dokul, Kwaku Oppong Asante- "Identity: Globalization, culture and psychological functioning"
<https://www.j-humansciences.com/ojs/index.php/IJHS/article/view/1739/773>
- *Yi Wang "Globalization Enhances Cultural Identity"
<https://davidamerland.com/images/pdf/09-Yi-Wang.pdf>
- *<https://espace-mondial-atlas.sciencespo.fr/en/topic-strategies-of-transnational-actors/article-3A11-EN-multinational-corporations.html>
- *<https://www.unhcr.org/56bb369c9.pdf>
- * Kanchan Chandra "WHAT IS ETHNIC IDENTITY AND DOES IT MATTER?"
<https://www.annualreviews.org/doi/pdf/10.1146/annurev.polisci.9.062404.170715>
- *<https://www.wfpusa.org/articles/largest-refugee-crises-around-world-effects-hunger/#:~:text=The%20Syrian%20refugee%20crisis%20remains,%2C%20Turkey%2C%20Jordan%20and%20beyond.>
- *Catherine M. Ridings, David Gefen "Virtual Community Attraction: Why People Hang out Online"
<https://academic.oup.com/jcmc/article/10/1/JCMC10110/4614455>