SUBUNIT

ADVANCES IN TRANSPORTATION AND COMMUNICATION

CREATED AND DEVELOPED BY:

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**Measurable Subunit Learner Outcomes**

This subunit will focus on one of the objectives from Unit four in the curriculum design of the World Studies course. Specifically, students will explain how advances in communication and transportation have impacted: popular culture; globalization; political systems; religion; and collective security.

The objective above was taken from the Ohio Department of Education’s Academic Content Standards for Social Studies. It is a grade 9 indicator for the content standard of People In Societies. In order for this indicator to be achieved, the following outcomes will be achieved:

* Students will be able to define popular culture, globalization, Imperialism, Industrial Revolution, Multi-national corporations, and outsourcing. (memory/recall)
* Students will be able to explain what all Americans have in common. (Comprehension)
* Students will be able to compare America’s culture today to America’s culture in years past. (Analysis)
* Students will be able to compare Communication and transportation tools used today to tools used in the past. (Analysis)
* Students will be able to construct a story about a family living in four different era’s of globalization. (Synthesis)

**Pre-Assessment**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Answer the following questions to the best of your ability. If you do not know the correct answer, write what you do know and explain what you need to know in order to be able to answer the question. You will be evaluated on effort and completion, not the correctness of your answers. The next few days we will be focusing more on the information on this pre-assessement.

Define the following words:

Popular Culture

Globalization

Imperialism

Industrial Revolution

Multinational Corporation

Outsourcing

What do all Americans have in Common?

How is our culture different than when your parents were living? Your grandparents?

How do we communicate with others today? How did people communicate with others in the past?

What are some modes of transportation today? How did people and products move in the past?

Identify 4 different era’s of Globalization.

**LESSON 1**

**Lesson Objectives:** Students will be able to define popular culture.

Students will be able to explain what all Americans have in Common.

Students will be able to compare America’s culture today to America’s culture in years past.

Students will be able to compare communication and transportation tools used today to tools used in the past.

**Materials Needed:** Pre-Assessment, pop culture power-point and viewing apparatus

**Notes:** See Attachment B

**Procedures:**

Introductory Activity 1. Hand out and administer pre-assessment. Make sure students understand the directions and that this sheet will be used to help the teacher know where the students are at. (10 minutes)

2. Have students discuss with each other their answers on the pre-assessment while the teacher is checking for completion (3 minutes)

Developmental Activity 3. Pass our Notes from Pop Culture power point. (1 Minute)

4. Go through the power point, while students add to their notes. Students should be encouraged to participate in the lecture and add information not on the notes. (25 minutes)

Concluding Activity 5. After the power point presentation is completed, the students will individually write a paragraph explaining how advances in transportation and communication have impacted popular culture. (5 minutes)

**Evaluation:** Students will individually write a paragraph explaining how advances in communication and transportation have impacted popular culture.

**Lesson 2**

**Lesson Objectives:** Students will define Globalization, Imperialism, Industrial Revolution, Multinational Corporation, and Outsourcing

Students will Identify and understand the four different era’s of Globalization.

**Materials Needed:** Globalization power point and viewing apparatus. A copy of Thomas Friedman’s book The World is Flat.

**Notes:** See attachment C

**Procedures:**

Introductory Activity 1. Students will share with each other their paragraphs from last night while the teacher is taking attendance. The teacher then collects the paragraphs to grade later. (4 minutes)

2. Teacher makes the statement “The World is Flat.” Ask students if they agree, and what they know about this statement. Then show students the recent book that has been published by this title. (4 minutes)

Developmental Activity 3. Pass our Notes from Globalization Culture power point. (1 minute)

4. Go through the power point, while students add to their notes. Students should be encouraged to participate in the lecture and add information not on the notes. (30 minutes)

Concluding Activity 5. Have students break into groups to discuss the statement “The World is Flat.” They should also compare the world today to the world in different eras. (5 minutes)

**Evaluation:** Students will discuss in small groups how the world today is similar to the world before globalization. They will hit on the key point that we are able to communicate and be present in all parts of the world we know about, just like back then. They will explain the metaphor of “the world is flat”

**Lesson 3**

**Lesson Objectives:** Students will be able to construct a story about a family living in four different era’s of globalization.

**Materials Needed:** Post Assessment, Attachment A – example of Globalization story

**Notes:** none

**Procedures:**

Introductory Activity 1. Read Attachment A, a sample globalization story to the students. (3 minutes)

Developmental Activity 2. Pass out the Post-Assessment and explain the assignment and rubric to the students. (3 Minutes)

3. Have the students break into groups of no more than three and write their stories. (28 minutes)

Concluding Activity 4. Groups will read their stories to the rest of the class, while the teacher is listening and using the rubric to grade the stories. (10 minutes)

**Closure / Evaluation:** Groups will present their story to the rest of the class.

**Post-Assessment**

Create a Story about how a family has interacted with the rest of the world throughout history. Your story should include a member of this family in each era of globalization. Develop the personality of your family, including which type of occupation your family performs. Your story should show how daily life has changed throughout history because of the new communication and transportation tools .



Attachment A – Example of Post-Assessment

This is a story about the Shumaker family. The Shumaker family has been around for over 500 years, and interestingly enough, everybody in their family made shoes. Although many different generations of this family has made shoes, they also have other things in common, for example, they always use the latest technology available to better their business. The Shumaker’s have always been interested in the world around them, and have tried to use the different people in their world to make a profit.

The story begins in Germany during the Middle Ages. Joseph Shumaker was a hardworking man. One day, Joseph and his neighbor were talking and his neighbor complimented Joseph on how nice his shoes were. Joseph offered to make his neighbor a pair for a small fee, and Joseph made his neighbor a pair of shoes. Joseph’s neighbor was really proud of his new shoes and bragged to all of the other neighbors about how awesome his shoes were. Before long, Joseph was making shoe’s for everybody in and around his city. Joseph became fairly wealthy and developed a reputation as a great shoemaker.

Around the time of 1700, everybody in Germany knew that the Shumaker’s made great shoes. Phillip Shumaker realized that in his era of globalization, he could have a bigger market than just Germany. Phillip Shumaker took his company to a new level by targeting German Colonies. In every German Colony, Philip would put advertisements in newspapers so that all of the people in the colonies would buy his shoes. Philip also used the colonies to ship raw materials back to Germany for his shoes.

As time went on, demand for the Shumaker’s shoes increased. During the 1900’s, Paul Shumaker decided to build more factories to produce his shoes. These factories produced the shoes very quickly because of the use of machines. After the shoes were produced, the shoes would be sent throughout the world on planes, trains, and trucks. Paul advertised his shoes on the Radio an Television. Near the end of the 1900’s, Paul’s grandson, Paul III, decided the have the shoes produced in Asian countries such as China and Korea. When Paul III needs to communicate with his employees in a different country, he often will take his private jet to this country and schedule a meeting. This made the family business even more money because they did not have to pay their employees as much money. Paul the III also decided to continue to have his business sell their shoes throughout the world.

Today, Jacob Shumaker owns the family business. He still has his shoes made in foreign countries, but has noticed increased competition. He no longer is the only one the produces and makes quality shoes. Many of his former employees in Korea have started up a rival company. He continues to outsource the making of the shoes, but he has also outsourced other facets of the business, such as accounting. His company is worldwide, and Jacob spends most of his day at his computer. If Jacob needs to communicate with one of his employees, he simply writes and email, or sets up a teleconference.

This is the story of the Shumaker family and their business. As you can see, every generation in the family has made shoes, but their roles in the shoemaking business have changed dramatically. As the world changed, the Shumaker family has adapted.

**Attachment B – Pop Culture Power point**

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**Attachment C – Globalization Power Point**

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| Slide 14 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Slide 15 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Slide 16 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Slide 17 |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |