

Monica DeWald China Cultural Exploration Lesson Proposal

Lesson Title	Cultural Change in a Globalizing World
Lesson Duration	10---50 minute class periods. ****Can be adjusted for longer or shorter depending on student population.
Course/Level	High School Language Arts/Social Studies
Learning Targets	<u>Content Objective:</u> <ul style="list-style-type: none"> → Students will be able to identify examples of cultural values and traditions → Students will understand the concept <i>globalization</i> → Students will be able to explain costs and benefits of modern development
	<u>Language Objective:</u> <ul style="list-style-type: none"> → Students will be able to express and support opinions in writing → Students will be able to find the main idea in a reading → Students will be able to research using interviews, graphs, photos and internet sources.
Unit Summary	Students will use China as a case study to talk about Globalization/ Development and cultural change. Students will analyze various forms of informational text to create a list of costs and benefits of globalization and development in rising economies. Student groups will then conduct interviews and research to learn about the same theme in other countries, including India, Bhutan, Mexico, Somalia and the United States/Europe in 1890s/1900s. Topics to be covered include: changes in religion, women's roles, corporations/local businesses, environment, education, job availability and migration.
Writing Objectives	<u>Related Common Core Objectives for this Lesson (grades 9/10):</u> CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CCSS.ELA-LITERACY.W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic. CCSS.ELA-LITERACY.W.9-10.2.E

	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.9-10.2.F</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Reading Objectives	<p>CCSS.ELA-LITERACY.RI.9-10.7</p> <p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CCSS.ELA-LITERACY.RI.9-10.8</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
Materials	<p>Photos of China (traditional and modern houses, traditional and modern clothing, traditional and modern weddings, traditional and modern transportation, etc), Also photos that show <u>both</u> tradition and modernity in the same photo , youtube videos, value cards</p>
Learning Experiences	<p>DAY 1</p> <ol style="list-style-type: none"> 1. Students will do a gallery walk, looking at photos from places in China and other areas of the world which show changing culture. They will be asked to write a few descriptive words for each photo. 2. As a class, students will discuss what they saw. Then, as a class, we will sort the photos into a Venn Diagram of "traditional" "modern" and "both." 3. In small groups, students will discuss a variety of questions concerning culture, cultural values (collectivism, independence, security, freedom), cultural identity, their perceptions of American culture, modernization and globalization. 4. As a class, students will share out what their groups talked about. 5. Students will take value cards and order them, according to what they think is the most important. They will compare with another student. Then, we will share again, asking if their answers are the same as those their parents or grandparents might choose. 6. Students will respond, in journals, to the question: "Which is more important: tradition or change?" <p>DAY 2</p> <p>For homework, students will interview someone in their families about culture and modernization.</p> <p>During class, students will do a concept formation on globalization, so that students understand the concept of what globalization is, including examples and non examples.</p> <p>They will have a chance to look at some youtube videos of changing</p>

	<p>cities, modernization and population growth in China and other countries.</p> <p>DAY 3 In groups, students will be assigned to research a developing nation. They will work in the library to get background information on each country, using a graphic organizer.</p> <p>DAY 4 Students will begin to make a powerpoint presentation, in groups, to explain/demonstrate examples of globalization and cultural change in their assigned countries.</p> <p>DAY 5 Second work day on research Power Points.</p> <p>DAY 6 Group presentations in class. Students will take notes with a graphic organizer.</p> <p>DAY 7 Second Day of Group presentations.</p> <p>DAY 8 Socratic Seminar with questions about Globalization, Culural Change and Costs and Benefits of Modernity.</p> <p>DAY 9 Students begin drafts/outlines of an Explanatory Essay.</p> <p>DAY 10 Students type drafts and turn in.</p>
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