

Complete Curriculum for Globalization

ABOUT DOHA DEBATES

Doha Debates hosts discussions on the world's most pressing challenges to bridge differences, build consensus and identify solutions. In each moderated live debate, experts share their experiences and propose concrete plans. Doha Debates also offers digital resources such as videos and articles to help students build a deep understanding of the issues and to foster ongoing conversations.

GUIDE TO USING DOHA DEBATES CURRICULUM

Each section will have an individual lesson plan that may be used as a stand-alone lesson or with any of the other sections' lesson plans. Each lesson plan is built around different Doha Debate videos. Each section builds on the previous section though, as mentioned, each section may stand-alone. All of the lesson plans will have at least one form of student engagement related to the lesson. All of the content may be tailored to any subject or any educational setting either in class or virtually. All essential questions found throughout the lesson plans are easily used in a virtual friendly format. Look for virtual friendly content where there is a VF in the individual lesson plans.

The full debate may be found here: [Globalization](#)

The development of the content will be created to encourage students to use the content as a resource for classwork.

The curriculum will focus around engaging students through the following techniques:

1. Active learning
2. Collaborative learning
3. Discussions
4. Increasing student motivation and participation
5. Problem-based learning
6. Use of effective questions
7. Writing assignments

**CONTENT THEMES
& TIMEFRAME**

The following is a brief overview of the different sections which will each have a lesson plan:

LESSON 1 Globalization: Doha Debates Asks (pages 4-5)

In classroom: 35 to 55 minutes

Outside classroom: 1 day plus 30 to 40 minutes in class

Essential questions from Lesson 1:

- Do you think globalization makes your life easier?
- Where do you think most of the products you order come from?
- Do you think people should be able to work and live in any country?
- Do you think borders are more helpful or harmful?
- Can you name three issues that can only be tackled globally?
- Why is it hard for countries to tackle problems together?
- What does being a global citizen mean to you?

LESSON 2 Globalization Through The Lens Of Your Phone (pages 6-7)

In classroom: 18 to 23 minutes

Outside classroom: 1 day to complete plus 30 to 40 minutes in class

Essential questions from Lesson 2:

- What is globalization?
- Who has helped develop the technology in cellphones?
- Where does the material for a cellphone come from?
- How has globalization effected poverty in countries like China?
- What is the free trade?
- What type of changes have happened because of globalization?
- Why is distrust and division on the rise?

LESSON 3 Are all passports created equal? And other short videos

(pages 8-10)

In classroom: 5 to 30+ minutes depending on how many individual videos the teacher chooses to use in class

Outside classroom: 1 day plus for each activity

Videos with Specific themes. These may be used individually or as a series within the context of the section



**CONTENT THEMES
& TIMEFRAME****Essential questions from Lesson 3:**

- What are possible ways to incorporate refugees into a new place instead of pushing them away?
- Are all passports equal?
- How involved should one country become in another country's affairs?
- How should people in "unseen" communities create visibility?

LESSON 4A TO 4C **Speaker Highlights** (pages 11-24)**In classroom:** 1 hour 5 minutes to 2 hours 50 minutes (per speaker)**Outside classroom:** 1 to 2 days+ (per speaker)

This section will have individual lesson plans for each speaker. The lesson plan will follow the same format for each speaker but will allow for a deeper analysis of each speaker by focusing on each one individually.

Speakers

- [Parag Khanna](#)
- [Medea Benjamin](#)
- [Sisonke Msimang](#)

LESSON 5 **The Connector** (pages 25-27)**In classroom:** 30 minutes to 45 minutes plus 1 day for number 4 and 1 day+ for number 6**Outside classroom:** Variable timeframe at the discretion of the teacher

This lesson ties all previous lessons together.

LESSON PLANS AND ADDITIONAL RESOURCES FOLLOW

LESSON 1

Doha Debates Asks

This lesson and related activities are designed to support in-class learning, e-learning, and distance learning (students working online at home while the instructor checks in digitally.)

STAGE 1: DESIRED GOALS

ESTABLISHED GOAL

Know where people stand on a variety of questions regarding globalization.

Students will hear differing views on globalization from the video

[Globalization: Doha Debates Asks](#)

MEANING

Understandings

Students will understand that...

- There is not a single definition for the term "globalization"
- People view globalization in a variety of ways
- Globalization is not controlled by one government or organization
- People often think of China as the primary source of global production and goods

Essential questions

- Do you think globalization makes your life easier?
- Where do you think most of the products you buy come from?
- Do you think people should be able to work and live in any country?
- Do you think borders are more helpful or harmful?
- Can you name three issues that can only be tackled globally?
- Why is it hard for countries to tackle problems together?
- What does being a global citizen mean to you?

ACQUISITION

Students will know...

- Different issues associated with globalization
- Opinions their peers have about globalization

Students will be able to...

- Recognize the personal views of globalization
- Express how other people see the issues associated with globalization

ENGAGEMENT

Students will...

- Understand what other people think about globalization through direct discussion
- Describe how a selected item is "global"



LESSON 1 Doha Debates Asks

STAGE 2: EVIDENCE & ASSESSMENT

**ASSESSMENT EVIDENCE/
PERFORMANCE TASK(S)**

- Oral or written response to the essential questions
- Explanation of how each student arrives at his or her view

STAGE 3: LEARNING PLAN

**IN-CLASS, E-LEARNING,
DISTANCE LEARNING**

NOTE: pacing outlined below is for in-class learning and may need to be adjusted for e-learning or distance learning

- 5-10 minutes** Discuss what comes to mind when you hear the word "globalization".
- 10-15 minutes** Discuss the essential questions in small groups.
- 10-15 minutes** Discuss the essential questions as a class.
- 5 minutes** Watch the video [Globalization: Doha Debates Asks](#).
- 10-15 minutes** Focus on the question, "Can you name three ways COVID-19 could be tackled from a global perspective?"

Create a list of responses and then change the question "to what cannot be tackled and why?"

**ACTIVITIES
(CHOOSE ONE OR MORE)**

- 1 day** Ask three to five people outside of your class/learning group four of the essential questions. The data may be collected in person or virtually. Write each person's responses to share as a class/group.

Each student will find one item they think is the most "global."
- 15-20 minutes** Share the responses from the first activity once the information has been collected.
- 15-20 minutes** Each student will share their chosen item and why they think it is the most "global."

LESSON 2

Globalization Through The Lens Of Your Phone

This lesson and related activities are designed to support in-class learning, e-learning, and distance learning (students working on-line at home while the instructor checks in digitally.)

STAGE 1: DESIRED GOALS

ESTABLISHED GOAL

Students will have a basic understanding of globalization and key issues based on the Doha Debates video: [Globalization Through The Lens Of Your Phone](#)

MEANING**Understandings**

Students will understand that...

- There are positive and negative aspects to globalization.
- Some people do and do not benefit from globalization.
- Globalization creates opportunities but not equally across the world.
- One item like a smart phone is a globally, not locally, produced item.

Essential questions

- What is globalization?
- Who has helped develop the technology in smartphones?
- Where do the materials for a smartphone come from?
- How has globalization affected poverty in countries like China?
- What is the free trade?
- What type of changes have happened because of globalization?
- Why is distrust and division on the rise?

ACQUISITION**Students will know...**

- Key connections through globalization
- Methods of movement with globalization of goods and services

Students will be able to...

- Recognize issues associated with globalization
- Express problems related to the spread of globalization

ENGAGEMENT**Students will...**

- Understand other people's general knowledge about globalization
- Understand certain items are "global" products



LESSON 2 Globalization Through The Lens Of Your Phone

STAGE 2: EVIDENCE & ASSESSMENT

**ASSESSMENT EVIDENCE/
PERFORMANCE TASK(S)**

- Oral or written response to the essential questions
- Explanation of how each students arrives at his or her view
- Data collection from other people outside of the classroom regarding globalization

STAGE 3: LEARNING PLAN

**IN-CLASS, E-LEARN-
ING,
DISTANCE LEARNING**

NOTE: pacing outlined below is for in-class learning and may need to be adjusted for e-learning or distance learning

- 10 minutes** Watch the Doha Debates video: [Globalization Through The Lens Of Your Phone](#).
- 10-15 minutes** Discuss the essential questions in small groups and then as a class or discuss the questions as a class only.
- 15-20 minutes** View globalization data on [Our World in Data](#). Select any five tables or graphs on which to focus as a class/group.

**ACTIVITIES
(CHOOSE ONE OR MORE)**

- 1 day** Ask 5 people outside of the classroom the essential questions from this lesson. Answers may be collected in-person or virtually. Information will be brought back to class or virtual learning group for evaluation and discussion.

Choose two to three items from your home and attempt to determine where the different parts of the item originate and where the item is manufactured.

STAGE 3: LEARNING PLAN (CONTINUED)

The next three activities may be completed during the next class meeting.

- 10-15 minutes** Discuss the results collected from asking the essential questions.
- 10-15 minutes** Discuss the items selected from the student's home.
- 20-30 minutes** Do the simulation, [International Trade Game](#). This may be done in class or virtually through online video gathering.



LESSON 3

Are all passports created equal?

And other short videos

This lesson and related activities are designed to support in-class learning, e-learning, and distance learning (students working on-line at home while the instructor checks in digitally.)

STAGE 1: DESIRED GOALS

ESTABLISHED GOAL

Establish a foundation of primary issues that globalization presents in different ways and in different settings.

MEANING**Understandings**

Students will understand that...

- Passports provide a service that is not always equal
- Refugees face difficulties in new communities for a variety of reasons
- A country does not always deliver equal access to resources
- People within a country may be "invisible" or "unseen" for a number of different reasons

Essential questions

- Are all passports created equal?
- What are possible ways to incorporate refugees into a new place instead of pushing them away?
- How involved should one country become in another country's affairs?
- How can people in "unseen" communities create visibility?

ACQUISITION**Students will know...**

- Key facts about the various ways globalization impacts people's lives
- Different ways people handle and deal with how globalization affects day-to-day life

Students will be able to...

- Recognize the various conditions in which inequality is found because of globalization
- Express how globalization impacts people in different ways around the world

ENGAGEMENT**Students will...**

- Describe the experience of a person who is homeless through an interview if possible
- Describe the experience of a person 18 or younger who is (or was) a refugee


LESSON 3 Are all passports created equal? And other short videos

STAGE 2: EVIDENCE & ASSESSMENT
**ASSESSMENT EVIDENCE/
PERFORMANCE TASK(S)**

- Students will watch short videos and discuss additional problems presented in each
- Students will form groups to find additional evidence for each of videos shown
- The additional evidence found will be presented to the class/learning group either in oral form or through a brief visual presentation
- Completion of associated tasks with each video
- Oral or written response to the essential questions
- Explanation of how each students arrives their view

STAGE 3: LEARNING PLAN
**IN-CLASS, E-LEARNING,
DISTANCE LEARNING**

NOTE: pacing outlined below is for in-class learning and may need to be adjusted for e-learning or distance learning

15-30 minutes	Start with essential questions. The questions may be discussed in a small group first and then as a whole class/learning group.
10-15 minutes	Watch Artea and discuss. Essential Question: What are possible ways to incorporate refugees into a new place instead of pushing them away?
5-10 minutes	Watch What a Passport Says About Your Privilege and discuss. Essential Question: Are all passports equal?
10-15 minutes	Watch Uighur Refugees: Will I See My Family Again? and discuss. Essential Question: How involved should one country become in another country's affairs?
5-10 minutes	Watch Putting A Kenyan Community on the Map and discuss. Essential Question: How can people in "unseen" communities create visibility?

**LESSON 3** Are all passports created equal? And other short videos

ACTIVITIES
(CHOOSE ONE OR MORE)**1 day**

Thinking about “unseen” communities - how does the United States deal with homeless people? Are there any homeless people in your community? Create a map of where homeless people live. If there are no homeless people where you live, find out how homeless people are counted and provided services in cities like New York or San Francisco. Create a set of 3 to 5 questions to research. Write a brief analysis of the collected data.

Interview a person who is (or was) a refugee under the age 18 about their experience. Create a set of 5 to 7 questions to ask. Write a brief analysis of the collected information.



LESSON 4A

Speaker

Parag Khanna

This lesson and related activities are designed to support in-class learning, e-learning, and distance learning (students working on-line at home while the instructor checks in digitally.)

STAGE 1: DESIRED GOALS

ESTABLISHED GOAL

Globalization is a positive force for the world moving into the future

MEANING

Understandings

Students will understand that...

- Globalization is not a new idea
- Governments may create larger problems than globalization
- There are some negative impacts from globalization
- Inequality is a political issue and choice more so than a problem of globalization
- Globalization has the ability to actually help reduce poverty not increase it

Essential questions

- How old is globalization?
- Does globalization help reduce poverty?
- Which is worse, too little trade or unfair trade?
- Why is infrastructure investment important for globalization?
- What role does government play in globalization? Is inequality a product of globalization or of politics?
- How might globalization help with education?

ACQUISITION

Students will know...

- Key issues surrounding how globalization is often misunderstood
- Differing ways globalization is used to accomplish larger goals

Students will be able to...

- Explain how globalization is a positive force for growth
- Recognize that governments may be the cause of inequality not globalization

ENGAGEMENT

Students will...

- Learn about how globalization is not negative in and of itself


LESSON 4A Speaker Parag Khanna

STAGE 2: EVIDENCE & ASSESSMENT
**ASSESSMENT EVIDENCE/
PERFORMANCE TASK(S)**

- Discuss the speaker's general position on globalization based on the videos and develop possible solutions to issues the students may have with the speaker
- Group presentation of data found to answer each of the essential questions presented by the speaker

STAGE 3: LEARNING PLAN
**IN-CLASS, E-LEARN-
ING,
DISTANCE LEARNING**

NOTE: pacing outlined below is for in-class learning and may need to be adjusted for e-learning or distance learning

- | | |
|----------------------|--|
| 15-20 minutes | Watch the Parag Khanna's Doha Debates presentation and the Speaker Spotlight segment . Write key points of the speaker's videos. |
| 20-40 minutes | Read the background content to develop a deeper understanding of speaker. |
| 5-10 minutes | In small groups discuss what each person drew from the videos and background information as key areas. |
| 10-20 minutes | Discuss each group's findings as a class/learning group. |
| 15-30 minutes | Groups will pick three essential questions from the speaker and find additional data to better understand the question. |

**LESSON 4A** Speaker Parag Khanna**ACTIVITIES**
(CHOOSE ONE OR MORE)**1 day**

The best way to understand the impact of globalization is to simply look at items in your home. Find as many items in your home as possible that tell where the item was made. Create a list of the items and locations of production.

Take it one step further! Print out a map and color in all the countries you found in your search and put the total number of items per country in the border. Compare what you have found with other students. This activity is also fun to do with a relative or friend. When you have completed the map post it on social media and tag: @dohadebates and @projectexplorer

1-2 days+

Students will form small groups. Each student in the group will ask 5 people (nonstudents outside of the school setting) the essential questions from this lesson. This may be done either in person or over Zoom, Skype, or other ways to connect digitally. Try to make connections with other people outside of your own town, State, or even country. The data will be gathered, analyzed, and then synthesized into a comprehensive summary of the data results. The results will be presented to the class.

LESSON 4A Speaker Parag Khanna**BACKGROUND INFO****ABOUT
PARAG KHANNA**

Parag Khanna is a leading global strategy advisor, world traveler, and best-selling author. He is Founder & Managing Partner of FutureMap, a data and scenario based strategic advisory firm. Parag's newest book is *The Future is Asian: Commerce, Conflict & Culture in the 21st Century* (2019). He is author of a trilogy of books on the future of world order beginning with *The Second World: Empires and Influence in the New Global Order* (2008), followed by *How to Run the World: Charting a Course to the Next Renaissance* (2011), and concluding with *Connectography: Mapping the Future of Global Civilization* (2016). He is also author of *Technocracy in America: Rise of the Info-State* (2017) and co-author of *Hybrid Reality: Thriving in the Emerging Human-Technology Civilization* (2012).

In 2008, Parag was named one of Esquire's "75 Most Influential People of the 21st Century," and featured in WIRED magazine's "Smart List." He holds a PhD from the London School of Economics, and Bachelors and Masters degrees from the School of Foreign Service at Georgetown University. He has traveled to nearly 150 countries and is a Young Global Leader of the World Economic Forum.

**PARAG'S
KEY POINTS FROM
DOHA DEBATES
PRESENTATION**

- Globalization has the ability to reduce poverty
- Unfair trade is worse than too little trade
- Unequal access to the internet hurts globalization
- Better global infrastructure development will provide greater opportunities for people
- It is necessary to create better global redistribution networks
- Infective governments create bigger problems than globalization
- There are some negative impacts from globalization including the environment and human exploitation
- Capitalism should be better regulated
- There is no bad globalization just badly managed globalization
- Globalization will help to equalize education
- Globalization does not fail, we do

**LESSON 4A** Speaker Parag Khanna

PODCASTS

The Future Is Asian. [Listen](#)

if we must... [Listen](#)

Trends in Global Trade. [Listen](#)

On Global Connectivity. [Listen](#)

What Won't Change About Globalization After Coronavirus. [Listen](#)

VIDEOS

Rappler Talk: Parag Khanna on the pandemic's impact on globalization. [Watch on YouTube](#)

How will COVID-19 shift world order? [Watch on YouTube](#)

Three Reasons World War III Is Not Going to Happen Anytime Soon. [Watch on Big Think](#)

Immigration Resistance Masks the Global Trend of Fluid State Borders. [Watch on Big Think](#)

How megacities are changing the map of the world. [Watch on YouTube](#)

OTHER

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LESSON 4B

Speaker

Medea Benjamin

This lesson and related activities are designed to support in-class learning, e-learning, and distance learning (students working on-line at home while the instructor checks in digitally.)

STAGE 1: DESIRED GOALS

ESTABLISHED GOAL

Demonstrate an understanding of the cost and benefits of globalization

MEANING

Understandings

Students will understand that...

- Global collaboration is beneficial for areas such as science and the arts
- There are a variety of negative impacts on individuals, the environment, and overconsumption
- Globalization may help spread junk food culture
- Globalization may drown out local voices

Essential questions

- Is it possible to live in a borderless world?
- How has globalization wreaked havoc as an economic system?
- What are the costs of cheap products?
- What are the environmental impacts of globalization?
- How might globalization be undemocratic and unfair?
- How does globalization play out at the local level
- What might be a simple way for an individual to have a global impact?

ACQUISITION

Students will know...

- Key ways globalization has a negative impact on people and the planet
- Differing ways individuals are able to make a positive change

Students will be able to...

- Explain possible benefits that can be created to the planet because of globalization
- Recognize the role globalization plays at the local level

ENGAGEMENT

Students will...

- Learn where people stand on the issue of globalization


LESSON 4B Speaker Medea Benjamin

STAGE 2: EVIDENCE & ASSESSMENT
**ASSESSMENT EVIDENCE/
PERFORMANCE TASK(S)**

- Discuss the speaker's general position on globalization based on the video and background content and develop possible solutions to issue the students may have with the speaker
- Group presentation of data found to answer each of the essential questions presented by the speaker

STAGE 3: LEARNING PLAN
**IN-CLASS, E-LEARN-
ING,
DISTANCE LEARNING**

NOTE: pacing outlined below is for in-class learning and may need to be adjusted for e-learning or distance learning

- | | |
|----------------------|--|
| 15-20 minutes | Watch the Medea Benjamin's Doha Debates presentation and the Speaker Spotlight segment . Write key points of the speaker's videos. |
| 20-40 minutes | Read the background content to develop a deeper understanding of speaker. |
| 5-10 minutes | In small groups discuss what each person drew from the videos and background information as key areas. |
| 10-20 minutes | Discuss each group's findings as a class/learning group. |
| 15-30 minutes | Groups will pick three essential questions from the speaker and find additional data to better understand the question. |

**ACTIVITIES
(CHOOSE ONE OR MORE)**
1 day

Students will form groups of three to four people. Each student in the group will ask 5 people (nonstudents outside of the school setting) the essential questions from this lesson plan. This may be done either in person or over Zoom, Skype, or other ways to connect digitally. Try to make connections with other people outside of your own town, State, or even country. The data will be gathered, analyzed, and then synthesized into a comprehensive summary of the data results. The results will be presented to the class.

LESSON 4B

Speaker Medea Benjamin

ACTIVITIES
(CHOOSE ONE OR MORE)

1-2 days+

What ways might you be able to make a global impact at the local or even personal level? First, talk with your family or friends on what items might have a global impact. Second, develop a plan on how to cut back on at least one item, such as not using straws. Finally, create a list of items other people are trying not to use on a day to day basis.

BACKGROUND INFO

ABOUT
MEDEA BENJAMIN

Medea Benjamin is the co-founder of the women-led peace group CODEPINK and the co-founder of the human rights group Global Exchange. She has been an advocate for social justice for more than 40 years. Described as “one of America’s most committed -- and most effective -- fighters for human rights” by New York Newsday, and “one of the high profile leaders of the peace movement” by the Los Angeles Times, she was one of 1,000 exemplary women from 140 countries nominated to receive the Nobel Peace Prize on behalf of the millions of women who do the essential work of peace worldwide.

She is the author of ten books, including *Drone Warfare: Killing by Remote Control* and *Kingdom of the Unjust: Behind the U.S.-Saudi Connection*. Her most recent book, *Inside Iran: The Real History and Politics of the Islamic Republic of Iran*, is part of a campaign to prevent a war with Iran and instead promote normal trade and diplomatic relations.

Her articles appear regularly in outlets such as The Guardian, The Huffington Post, CommonDreams, Alternet and The Hill.

MEDEA'S
KEY POINTS FROM
DOHA DEBATES
PRESENTATION

- Borders are artificial constructs
- We may live in a borderless world someday
- Globalization brings about important things like scientific collaboration, the United Nations, and even artistic collaboration
- Globalization as an economic system has wreaked havoc
- Globalization is undemocratic and unfair
- Globalization leads to mass migration when people look for employment
- Globalization creates an environment where news drowns out local voices
- Keeping economics local is more democratic
- Start by doing something simple such as stopping using plastic straws
- Think global but act local

**LESSON 4B** Speaker Medea Benjamin

PODCASTS

Crisis in Bolivia: World BEYOND War. [Listen](#)

What Did Medea Benjamin Do? [Listen](#)

VIDEOS

The bitter reality and failure of drone warfare: Medea Benjamin at TEDxBaltimore. [Watch on YouTube](#)

Medea Benjamin "Kingdom of the Unjust". [Watch on YouTube](#)

Medea Benjamin v. President Obama. [Watch on YouTube](#)

Medea Benjamin on Hybrid Wars. [Watch on YouTube](#)

Bring the Troops Home & Stop the Bombing: Medea Benjamin on U.S. Withdrawal from Syria & Afghanistan. [Watch on YouTube](#)

Danny Glover and Medea Benjamin on Assata, Guantanamo and Trade as Cuban Flag Rises in Washington. [Watch on YouTube](#)

OTHER

CodePink Founder Medea Benjamin Threatened with Arrest After Protesting U.S. Foreign Interventions. [Read](#)

Saudi Women's Rights Activists Pull Back Curtain on Crown Prince. [Read](#)

Could COVID-19 Reshape Global Leadership? [Read](#)

The Grayzone and CODEPINK demand emergency OAS election observers in 2020 Democratic presidential primaries. [Read](#)

'Literally Weaponizing Coronavirus': Despite One of World's Worst Outbreaks of Deadly Virus, US Hits Iran With 'Brutal' New Sanctions. [Read](#)



LESSON 4C

Speaker

Sisonke Msimang

This lesson and related activities are designed to support in-class learning, e-learning, and distance learning (students working on-line at home while the instructor checks in digitally.)

STAGE 1: DESIRED GOALS

ESTABLISHED GOAL

Articulate the different ways people view globalization

MEANING

Understandings

Students will understand that...

- Globalization is often an idea people hide behind
- People from both rich and poor countries have reasons to like and dislike globalization
- It is necessary to have honest conversations about globalization
- People should attempt to change the things they do not like about globalization
- Politics is local but may have a global impact

Essential questions

- Does it matter where you live?
- Is globalization used to stir up hatred and to blame others such as foreigners?
- Are conversations about globalization in wealthy countries really about race and multiculturalism?
- Why do some poor countries reject globalization?
- What are reasons people are anti-globalization?
- What are reasons people are pro-globalization?
- How might local politics have a global impact?

ACQUISITION

Students will know...

- Key reasons for and against the influence of globalization
- Differing ways globalization is used in positive and negative ways

Students will be able to...

- Express the concerns of both wealthy and poor countries have regarding globalization
- Recognize ways globalization should be seen locally and politically



LESSON 4C

Speaker Sisonke Msimang

ENGAGEMENT

Students will...

- Develop a deeper understanding of globalization through personal interaction

STAGE 2: EVIDENCE & ASSESSMENT

ASSESSMENT EVIDENCE/
PERFORMANCE TASK(S)

- Discuss the speaker's general position on globalization based on the video and background content, and develop possible solutions to issues the student may have with the speaker
- Group presentation of data found to answer each of the essential questions presented by the speaker

STAGE 3: LEARNING PLAN

IN-CLASS, E-LEARN-
ING,
DISTANCE LEARNING

NOTE: pacing outlined below is for in-class learning and may need to be adjusted for e-learning or distance learning

- | | |
|----------------------|---|
| 15-20 minutes | Watch the Sisonke Msimang's Doha Debates presentation and the Speaker Spotlight segment . Write key points of the speaker's videos. |
| 20-40 minutes | Read the background content to develop a deeper understanding of speaker. |
| 5-10 minutes | In small groups discuss what each person drew from the videos and background information as key areas. |
| 10-20 minutes | Discuss each group's findings as a class/learning group. |
| 15-30 minutes | Groups will pick three essential questions from the speaker and find additional data to better understand the question. |



LESSON 4C

Speaker Sisonke Msimang

ACTIVITIES

(CHOOSE ONE OR MORE)

Time varies

by idea

What are the economic benefits and drawbacks of global trade? Who are the winners and losers in this story of economic change? The answers to these questions are at the heart of what Sisonke speaks about in her presentation. Visit the [New York Times](#) and pick one or more of the exercises presented. These may be done on your own or with others either in a classroom setting or by video chat. Keep in mind Sisonke's final point about the need to, "Do battle where you stand." How might you personally do this?

1-2 days+

Students will form groups of three to four people. Each student in the group will ask 5 people (nonstudents outside of the school setting) the essential questions from this lesson plan. This may be done either in person or over Zoom, Skype, or other ways to connect digitally. Try to make connections with people outside of your own town, state, or country. The data will be gathered, analyzed, and then synthesized into a comprehensive summary. The results will be presented to the class/learning group.

LESSON 4C Speaker Sisonke Msimang

BACKGROUND INFO

**ABOUT
SISONKE MSIMANG**

Sisonke Msimang is a writer and columnist with the Daily Maverick in South Africa. She has held fellowships at Yale University, the Aspen Institute and the University of Witwatersrand in Johannesburg.

She was born in Swaziland to parents who were political exiles, and raised in Zambia, Kenya, and Canada, before going to the US as an undergraduate. Her family returned to South Africa after the release of Nelson Mandela and the unbanning of liberation movements in the early 1990s. She currently lives on planes, navigating the distance between South Africa and Australia.

**SISONKE'S
KEY POINTS FROM
DOHA DEBATES
PRESENTATION**

- "Globalese" is the jargon to hide behind globalization and a way to say uncomfortable things in a polite way
- In rich countries globalization is used to stir up hatred and blame foreigners for social decline
- Conversations about globalization in rich countries are really about race and multiculturalism
- Poor countries oppose globalization because of companies that pollute, exploit workers, or dodge taxes
- Conversations about globalization in poor countries are about hunger, inequality, and economic justice
- Politics is local but may have a global impact
- Global agreements are only as good as their weakest member
- Ditch the term globalization and act locally and politically
- Do battle where you stand

**LESSON 4C** Speaker Sisonke Msimang

PODCASTS

Live! With Sisonke Msimang, author of Always Another. [Listen](#)

A Pragmatic Idealist. [Listen](#)

Of Exile and Home: Sisonke Msimang. [Listen](#)

VIDEOS

One Plus One: Sisonke Msimange. [Watch](#)

Eyes on the back of our heads: Recovering a multicultural South Africa. [Watch](#)

If a story moves you, act on it. [Watch on YouTube](#)

Mad at Mandela. [Watch on YouTube](#)

The impact of reconciliation. [Watch on YouTube](#)

Inspirational narrative - Bond Conference 2019. [Watch on YouTube](#)

ARTICLES

Sisonke Msimang's 2020s vision: for social justice to prevail, we need anger fuelled by love. [Read](#)

I lived through Aids denialism in South Africa. [Read](#)

Homesick: Notes on lockdown. [Read](#)

When Achieng met Ellen. [Read](#)

What intellectuals look and sound like. [Read](#)

The Uber driver and Muhammad Ali. [Read](#)

Sisonke Msimang on how to 'shake things up' in your communications. [Read](#)

OTHER

[Twitter](#)
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LESSON 5

Connector

STAGE 1: DESIRED GOALS

ESTABLISHED GOAL

- Explain the meaning and role of the Majlis.
- Describe and articulate the connections between differing views on globalization.
- Express the themes discussed by the Connector.

MEANING

Understandings

Students will understand that...

- Globalization will not disappear in the coming decades.
- Individual choices make a significant impact on what direction globalization will take in the future.
- Globalization may be used to create barriers between people and countries
- All countries play a role in globalization regardless of political leanings.

Essential questions

- What is a Majlis?
- Is inequality a political choice?
- Is there too much “globalese” being thrown around?
- How does Us vs. Them play into how globalization is viewed?
- Are citizens directing their anger about globalization in the right direction?
- Does activism still make a difference in the direction globalization is going?

ACQUISITION

Students will know...

- Key facts about how globalization is viewed within different contexts and settings.
- The importance of resolving conflict between differing ideas and beliefs on globalization.

Students will be able to...

- Recognize differing views about globalization.
- Express personal stance regarding globalization.
- Use research skills to find information to support the student’s view about globalization.

ENGAGEMENT

Students will...

- Find ways to engage with and influence leaders on global issues.


LESSON 5 Connector
STAGE 2: EVIDENCE & ASSESSMENT
**ASSESSMENT EVIDENCE/
PERFORMANCE TASK(S)**

- Find data to support three of the essential questions discussed in the Majlis.
- Write a final paper on where the student stands with regard to globalization with supporting resources and evidence.

STAGE 3: LEARNING PLAN
**IN CLASSROOM
LEARNING**

5 minutes	Read about the Majlis being part of UNESCO's Intangible Cultural Heritage .
5-10 minutes	Read How a Majlis can open minds and shape our perspectives .
5-10 minutes	Watch An Expert's Guide to Getting Along to better understand the method the Connector uses to help people work together.
5-10 minutes	Watch the Connector video . The second half of the full debate may be used to hear additional comments from each presenter.
1 day+	The class/group is split into three groups. Each group is given two of the essential questions. The group will find information that supports and refutes the specific question. The class will come together to discuss what was learned based on the information that each group has found. This discussion will follow the Majlis format.
15-20 minutes	The class/learning group may watch additional sections of the full debate to listen to what each speaker talks about during the Majlis.
1 day+	Each student will write a final paper on where they now stand on the issue of globalization

**LESSON 5** Connector

**OUTSIDE OF
CLASSROOM
LEARNING****Variable time**

One way to be heard about a global issue is to write people in positions of power. This may be at the local, regional, or national level. It may also be leaders of organizations or companies. Have students select an issue they see as important to them, their family, their friends, or even the planet! Chris Thomas lays out a plan on how to best write your letter or email. Remind students, no matter where you live in the world, it is important to have your voice heard by those in power.

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