

Globalization and Industrialization Conference
Rutgers University - New Brunswick
May 12, 2006
Model Lesson Plan

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Date of Creation: April-May 2006

Curriculum Integration

1. United States History, grades 9-12
2. Geography, grades 9-12
3. Sociology, grades 9-12

Specific Lesson Goals: Through participation in this lesson, students will be able to:

- A. Define globalization, its positives, and its controversies.
- B. Interpret visual and print sources in order to examine periods in history where globalization was embraced or not.
- C. Come to conclusions as to why Americans chose to leave cities and how modern globalization has brought them back, using New Brunswick as an example.

Relevant NJ Core Curriculum Content Standards

Social Studies: 6.1, 3-4, 6 (social studies skills, World History, US History, Geography)

Workplace Readiness: 9.2 (Critical Thinking, Self-Management, Interpersonal Communication)

Chronological Framework and Thematic Focus of Lesson: Check applicable items.

1866-1914 1915-1945 1946-present day

Geography Economics U. S. History

Multi-disciplinary

Social Studies Skills Addressed in this Lesson:

- A. Media interpretation and analysis
- B. Evaluate current issues, events, or themes and trace their evolution through historical periods
- C. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- D. Analyze how historical events shape the modern world

Detailed Lesson Methodology:

Recommended number of instructional periods for implementation:
two block periods, four 40-minute periods

Explanation of Methodology:

Day One

1. Students for homework were asked to define globalization and list 3 positives and 3 things that make globalization controversial. An example definition can be "to make global or worldwide in scope or application, growth to a global or worldwide scale" (www.dictionary.com)
2. After sharing some students' definitions and examples, come up with a class definition of the term that students record in their notebooks.
3. Pose the central question for the lesson: How have cities such as New Brunswick been affected by globalization in the past and in the present?
4. Explain that we will look at 3 periods: 1800s-early 1900s, post-WWII era, and present day.
5. Break the class into 4 groups and distribute one of four 1800s-1900s documents to each group: St. Peter's General Hospital, New Brunswick: Its Situation and Facilities, Statistics 1891, and selections from Industrial Directory of New Jersey.
6. Instruct the students to read and analyze their assigned documents and answer question sheets in groups. The questions for each group are as follows:
 - A. St. Peter's General Hospital:
 1. What necessitated the building of the hospital?
 2. Why was New Brunswick a desirable location for the project?
 3. How does the mission of St. Peter's Hospital reflect globalization and diversity?
 - B. New Brunswick: Its Situation and Facilities:
 1. Why was New Brunswick attractive to industry and residence? Consider physical and geographic reasons.
 2. What resources does the article boast are available to the city's residents?
 3. How do manufacturing and education in the city reflect globalization and diversity?
 - C. Statistics 1891:
 1. Whose interest do you think was trying to be grabbed by posting these statistics?
 2. What educational and religious institutions reflect globalization and diversity?
 3. What was important about transportation? How would this effect the various industries?
 - D. Industrial Directory of New Jersey:
 1. How has New Brunswick grown between 1900 and 1915?
 2. What features (manufacturing, education, diversity) attracted such a population growth?
 3. What evidence do you have to suggest the city was affected by globalization?

*For the 40-minute schedule, students for homework must prepare to present their groups' information to the class tomorrow.

Day 2 (non-block schedule); Second half of Day 1 (block schedule)

1. Give students a few moments to prepare what they will say with their groups about their selected documents.
2. Instruct the class that while they are observing their classmates, they must be taking notes on the various aspects of globalization discussed in the various documents.
3. Begin the short jigsaw presentations.
4. When finished, review the discussion questions that were posed to each group to check for student understanding. How do the events and statistics we have heard about coincide with our definition of globalization? Does New Brunswick seem like a city that embraced globalization in the early 20th century? Explain your reasoning.
5. Suggest to the class that even though globalization was evident in their early- 20th century documents, it was not always encouraged.

6. Distribute the reading from Teenage New Jersey. Students may use any class time that may be left to begin reading. For homework, students are to read and highlight the text and come to class prepared to complete an assignment in their groups.

Day 3 (non-block schedule); Day 2 (block schedule)

1. As students enter, have them sit in their groups from the 1800s documents jigsaw.
2. Distribute suburbia worksheets and instruct that students may work together to answer the questions, but everyone must submit a worksheet.
3. The questions on the suburbia worksheet are as follows:
 1. What were characteristics of pre-war suburbs? How did these differ from post-war suburbs?
 2. People appeared to be looking to get out of big cities, including New Brunswick. What seemed to be their objectives in doing so?
 3. What communities saw population explosions as a result of families leaving New Brunswick?
 4. What became of urban downtown districts as a result of suburbanization? Did this have a positive or negative effect on urban commerce?
4. Once students are done completing the questions, hold a class discussion that distinguishes between this time period and the one discussed earlier. Here are some suggested questions:
 - How is globalization affected by the move of families to the suburbs?
 - What were people looking for by deciding to move there?
 - How did teenage development and socialization change due to their new surroundings?
 - Which scenario seems more appealing to you? Consider the positives and negatives of both.
5. As discussion wraps up, ask students if they have any personal knowledge of the drive of cities to bring residents and business back to their communities. Provide initial statistics on how New Brunswick's population, although changing, continues to grow.

Day 4 (non-block schedule); Second half of Day 2 (block schedule)

1. Begin class with a short review on the differences between globalization's impact on the two time periods discussed earlier in the lesson.
2. Today, students will examine how and why people are moving back to New Brunswick, what population shift has resulted, and what organizations are participating in urban renewal and economic development projects.
3. Assign students to computers and distribute WebQuest activity. The WebQuest will contain the following websites for students to visit:
 1. www.newbrunswick.com
 2. <http://quickfacts.census.gov>
4. While looking at the information these sites provide, students will answer the following questions:
 1. How has the population of New Brunswick changed over the years? What groups make up majority today?
 2. How have institutions and corporations (Rutgers University, Johnson & Johnson) been integral in sparking a renewed interest in the city?
 3. What businesses (shops, restaurants, theaters) demonstrate globalization in New Brunswick?
 4. What attracts people to New Brunswick today?
 5. What are the goals of groups such as City Market and Devco in aiding New Brunswick in becoming a more desirable place to live and work? What contributions have they made?
5. As students finish their WebQuest assignments, collect their work and assign the reflective essay for homework that asks students to answer the questions: How has New Brunswick been affected by globalization? How has modern globalization sparked a renewed interest in the city?

Lesson Resources and Materials:

- a. information, photographs, maps, and articles from Rutgers University Special Collections and University Archives
- b. www.newbrunswick.com (For information on demographics, history, businesses, restaurants, economic development, and the goals of City Market)
- c. Grover, Kathryn (Editor). Teenage New Jersey 1941-1975. Newark, NJ: New Jersey Historical Society, 1997.
- d. <http://quickfacts.census.gov> (For information on New Brunswick's current demographics)

Assessment of Student Performance:

1. The activities leading up to the final assessment rely on document analysis, reading comprehension, and cooperative learning. Group grades can be assigned to students as they work together to analyze documents, interpret readings, and answer questions. Individual grades can be assigned by grading the 1800s-1900s worksheets and the Teenage New Jersey worksheets for reading comprehension and their ability to make connections between the content of their documents and what they know about globalization.
2. Final lesson assessment will be a reflective essay answering the questions "How has New Brunswick been affected by globalization? How has modern globalization sparked a renewed interest in the city?" Criteria for the essay can be as follows:
 - accurately connects historical and current events to the definition of globalization.
 - includes factual evidence from all three time periods discussed throughout the lesson.
 - discusses events in history that demonstrate a willingness for and a shying away from globalization.
 - addresses both questions using knowledge obtained from the past few days.
 - utilizes proper sentence, paragraph, and essay structures.

Lesson Extensions:

1. Following the submitting of the essays, a wrap-up discussion can be held in the next class that notes students' observations about whether or not New Brunswick has been greatly impacted by globalization. Finally, review the positives and negatives of globalization from the first homework assignment and gauge students' opinions on whether or not they feel globalization in cities is an overall positive or negative thing.
2. For classes such as Sociology, globalization plays a role while discussing how society and communication change. To make the assignments more content-specific for Sociology, students can be asked to look at the various time periods from some of the sociological perspectives. For instance, how would a conflict theorist view the flight of city dwellers to the suburbs? Or examine the shift from downtown districts to shopping malls from both functionalist and conflict theorist points of view.