

9.4.1

Lesson 4

Introduction

In this lesson, students read the first supplementary text of this module, “Globalization,” which introduces and provides content knowledge around the topic of globalization. Students then analyze how both *Sugar Changed the World* and “Globalization” approach the topic of globalization. This analysis provides a foundation for students to further explore the topic of globalization and the ethics of consumption. Students complete this lesson with a Quick Write that prompts students to compare how the authors of *Sugar Changed the World* and “Globalization” approach a similar topic.

For homework, students respond in writing to a prompt that asks them to reflect on how their understanding of topics in *Sugar Changed the World* has developed or changed after reading “Globalization.”

Standards

Assessed Standard(s)	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Addressed Standard(s)	
L.9-10.4.b, c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How do the World Bank’s article “Globalization” and the description of “The Champagne Fairs” from *Sugar Changed the World* both address the topic of globalization?

High Performance Response(s)

A High Performance Response should:

- Indicate an understanding that the trade described in “The Champagne Fairs” is an example of “globalization” as described in The World Bank’s “Globalization” article.
- Identify the approach that the author of “Globalization” takes toward the common topic of globalization (e.g., on page 1, the authors define and describe globalization as “an inevitable phenomenon” that has “been bringing the world closer through the exchange of goods and products, information, knowledge and culture”).
- Identify the approach that the authors of *Sugar Changed the World* take toward the common topic of globalization (e.g., there are many different countries represented in “The Champagne Fairs” and lots of different products from those countries, like “leather traders...from Spain” and “fur merchants...from Russia,” and others who sold things that were “not available in Europe.” The journey of the “peppercorns” from India to Arabia to Syria to Italy is also an example of global trade).
- Compare the approach that both texts take to the common topic of globalization (e.g., “The Champagne Fairs” is an early, or small scale example of the globalization described in The World Bank article and happened before the “unprecedented advancements,” as described in “Globalization,” that characterize modern globalization).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- inevitable (adj.) – unable to be avoided
- phenomenon (n.) – an unusual, significant, or unaccountable fact or occurrence
- unprecedented (adj.) – never before known or experienced
- catalyst (n.) – a thing that causes an event or change
- tariff (n.) – a tax set by a government on imports for purposes of protection or to create balance

- distortions (n.) – acts or instances of twisting out of shape
- subsidies (n.) – sums paid by one government to another to secure some service in return
- commodities (n.) – articles of trade or commerce, especially products

Vocabulary to teach (may include direct word work and/or questions)

- globalization (n.) – the act of extending to other or all parts of the world; worldwide integration
- integration (n.) – an act or instance of combining into a whole
- marginalized (v.) – to make seem unimportant
- ethical (adj.) – involving questions of right and wrong behavior; morally right and good

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: CCRA.R.9, L.9-10.4.b, c, L.9-10.6 • Text: “The Champagne Fairs” (<i>Sugar Changed the World</i>, pp. 21-24); “Globalization” (http://go.worldbank.org/V7BJE9FD30) <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 20% 4. 40% 5. 10% 6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Copies of “Globalization” for each student (<http://go.worldbank.org/V7BJE9FD30>)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: CCRA.R.9. In this lesson, students read a portion of *Sugar Changed the World* in conjunction with the supplementary text, “Globalization.” Students then discuss in groups the similar topics within these texts, building content knowledge and comparing approaches. Student learning is assessed through a Quick Write that asks them to make connections between the supplementary text and *Sugar Changed the World*.

- ▶ Students look at the agenda.
- ⓘ Throughout this module, students will pause at critical moments in *Sugar Changed the World* to explore short, supplementary texts. The goal of exploring these texts is to help students make connections between the central ideas of *Sugar Changed the World* and related contemporary issues. The supplementary texts also provide examples of argument writing, modeling the components students will use in their own argument writing pieces later in this module. Additionally, these texts scaffold to the expectations of the Mid-Unit and End-of-Unit Assessments in which students engage in cross-textual analysis of the ideas presented in *Sugar Changed the World* and those presented in the supplementary texts.

Activity 2: Homework Accountability

20%

Instruct student pairs to reread “The Champagne Fairs” (pp. 21–24) and share their responses to the writing prompts.

- ▶ Students read “The Champagne Fairs” in pairs and share their responses to the writing prompts.

How do the authors’ descriptions of Europe compare to their descriptions of the Muslim world?

- The authors describe Europe as “violent, ignorant, and divided” (p. 19). Most Europeans could only “count[] on their hands,” in contrast to the educated Muslims who “studied the words of the ancient Greeks” (p. 19). Additionally, Europe was very isolated and “no one ventured far” (p. 19). This description contrasts with the authors’ description of a Muslim world founded on the physical and intellectual exchange between cultures (p. 18).

How were Europeans exposed to sugar?

- Europeans were exposed to sugar through “a series of fairs and wars” (p. 21).

Define *globalization*. Look up a definition, and record.

- Student definitions may include the following:
 - Worldwide integration and development
 - Worldwide blending or combining into one whole

① Consider drawing students’ attention to their application of standard L.9-10.4.c through the process of consulting reference materials.

Activity 3: Masterful Reading

20%

Have students listen to a masterful reading of “Globalization.” It may be helpful to focus student reading by asking students to consider the connections that might be drawn between this article and *Sugar Changed the World*.

- ▶ Students follow along, reading silently.

Ask students to spend 3–5 minutes independently writing down initial reactions and questions they have about the text.

- Student questions may include the following:
 - Why was globalization “inevitable”?
 - What kind of problems make globalization “messy”?
 - Who are the supporters of globalization? Who are the critics?
 - What kinds of products are being traded or invested in?
 - What does globalization look like in the United States?

Ask students to share their initial questions. Write these questions on the board or on chart paper. Share with the students that it is good to have questions as they engage in complex texts. Remind them that many of these questions will be answered as they read the text closely. As they read, students can look for answers to their questions and continue to develop new questions.

- ▶ Students share out questions.

Activity 4: Reading and Discussion

40%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct students to reread “Globalization” and answer the following questions before sharing out with the class.

Who is the author of the supplementary text “Globalization”?

- Students should identify that this text does not seem to have an individual author but was published by The World Bank.

What is the perspective of The World Bank?

- The World Bank identifies itself in this article as an “international organization” (p. 2) that helps developing countries do things to help them function well, like “basic education and health.”
 - Some students may extend this observation to include the idea that The World Bank lays out the pros and cons of globalization, with time spent developing the perspective of critics and supporters of globalization.

Provide students with the following definitions: *inevitable* means “unable to be avoided,” *phenomenon* means “an unusual, significant, or unaccountable fact or occurrence,” and *unprecedented* means “never before known or experienced.”

- ▶ Students write the definitions of *inevitable*, *phenomenon*, and *unprecedented* on their copy of the text or in a vocabulary journal.

What might be The World Bank’s purpose for publishing this article?

- Student responses may include:
 - To inform readers on the topic of globalization.
 - To provide a straightforward explanation of globalization.
 - To answer the questions the article poses for itself: What is it? Why should I care? What is the international community doing? What can I do?

Based on the definition you looked up for homework, what might *integration* (p. 1) mean?

- Integration means when separate things (like the exchange of goods inside different countries) become a single thing (the exchange of goods worldwide).

Provide students with the following definitions: *catalyst* means “a thing that causes an event or change,” *tariff* means “a tax set by a government on imports for purposes of protection or to create balance,” and *distortions* means “acts or instances of twisting out of shape.”

- ▶ Students write the definition of *catalyst*, *tariff*, and *distortions* on their copy of the text or in a vocabulary journal.

What factors contribute to *marginalization*?

- 🗨️ A poor government, “geographical and climatic disadvantages” (p. 2), and a lack of things that other countries want to buy contribute to marginalization.

What might it mean for a country to be *marginalized* (p. 2)?

- 🗨️ To be marginalized means to be put on the outside, and probably means that these marginalized countries have not had any of the benefits described for countries like China, India, Uganda, and Vietnam. Marginalized countries “have not” (p. 2) benefited from globalization the way other countries have.
- ① If students struggle, encourage them to look for a familiar word within this larger vocabulary word. Students can apply their understanding of *margin* to make meaning of *marginalized*. Students may use their understanding of what a margin is (like the margins of their notebooks or on a piece of paper) to make meaning of *marginalized*.
- ① Consider drawing students’ attention to their application of standard L9-10.4.b through the process of using the parts of the word to make meaning of a word.

Inform students that in this module they will explore many aspects of globalization and the results of global trade. Inform students that a helpful and relevant piece of vocabulary they can use in this conversation is *ethical*, meaning “an issue involving questions of right and wrong behavior; morally right and good.” Explain that the idea of *ethics* and what makes something *ethical* is a complicated debate because different people have different conceptions of what is morally right and wrong. However, in the context of this module the word *ethical* refers to products that have been manufactured in safe conditions where the workers are paid a fair wage.

- ① Consider asking students to brainstorm possible examples of ethical problems in the garment manufacturing industry.
- ① Though this supplementary article does not deal explicitly with labor exploitation or ethical manufacturing, this is an important concept for students to have access to early in this module, as it will inform their understanding of subsequent supplementary texts.
- ① Consider reminding students of standard L.9-10.6, which requires that students acquire and accurately use general academic and domain-specific words and phrases. Consider informing students that they should be using this academic and domain-specific vocabulary in their Quick Writes and other written assessments.

What does well-functioning globalization require?

☞ The article names “governments” (p. 3) as being essential for globalization, and that if governments do not do their job then “outside agencies” (p. 3) like The World Bank will not be able to fix the problems that make globalization a negative thing.

① **Differentiation Consideration:** If time remains, consider having students brainstorm a list of products that they have been able to purchase due to globalization. Additionally, it may be a rich extension for students to identify products in the classroom and where they came from (e.g., countries of origin listed on clothing tags, the backs of notebooks or text books—even *Sugar Changed the World* identifies that it was “Manufactured in China” on the copyright page).

Provide students with the definitions for *subsidies* (sums paid by one government to another to secure some service in return) and *commodities* (articles of trade or commerce, especially products).

▶ Students write the definition of *subsidies* and *commodities* on their copy of the text or in a vocabulary journal.

① **Differentiation Consideration:** If students require further scaffolding in order to connect the concepts of “Globalization” with those explored in *Sugar Changed the World*, consider providing the following additional scaffolding.

Instruct students to return to “The Champagne Fairs” (*Sugar Changed the World*, pp. 21–24) and review. Post or project the following questions for students to answer in pairs.

Identify the countries mentioned in “The Champagne Fairs.” How might “The Champagne Fairs” be considered an example of globalization?

☞ “Italy” (p. 21), France (p. 21), “Spain” (p. 22), “Russia” (p. 22), “Italy” (p. 23), “Damascus” (p. 23), “Gaza” (p. 23), “Syria” (p. 23), “India” (p. 23), and “England” (p. 24). “The Champagne Fairs” might be considered an example of globalization because so many countries from around the world are involved, and it has to do with selling and buying things.

Using *Sugar Changed the World* and “Globalization,” identify different ways in which information and ideas are spread throughout the world. Be sure to include specific means for each time period.

☞ Student ELA responses may include the following:

- “advancements in technology” (“Globalization,” p. 1).
- “Markets” and “fairs” (“The Champagne Fairs,” p. 21); “camel caravans” (“The Champagne Fairs,” p. 23); “through war” (“The Champagne Fairs,” p. 24).

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

How do the World Bank article and the description of “The Champagne Fairs” from *Sugar Changed the World* both address the topic of globalization?

Instruct students to look at their text and notes to find evidence. Ask students to use this lesson’s vocabulary, as well as academic and domain-specific vocabulary, wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to respond in writing to the following prompt:

How has your understanding of *Sugar Changed the World* changed or developed through the reading of “Globalization”?

Ask students to use this lesson’s vocabulary wherever possible in their written responses.

Additionally, students should continue to read their Accountable Independent Reading text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of that text based on that standard.

- ▶ Students follow along.

Homework

Respond in writing to the following prompt:

How has your understanding of *Sugar Changed the World* changed or developed through the reading of “Globalization”?

Use the lesson’s vocabulary wherever possible in your written response.

Continue to read your AIR text through the lens of a focus standard of your own choosing.