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When Science Fiction Becomes Reality: The Globalization of Robotics in Medicine

I. **Subject:** Anatomy/Physiology Honors Class and Technology Class
   This class will be team taught by the Anatomy/Physiology teacher, and the technology teacher.

   **Topic:** Technology in Science. Emphasis placed on robotics and its use in medicine.

   **Grade:** 9-12
   **Time:** This will be over two different periods of 45 minutes each.

II. **Goal:** Students will research and learn about the impact of technology in medicine and other areas of science. This will include other disciplines as well as economics and technology’s impact on society. This is a three-day lesson to be used in conjunction with the current Anatomy and Physiology textbook. The students will study and concentrate on the use of robotics in medicine, education and technology.

III. **Instructional Objectives:**
    Students will be able to:
    - Understand and apply the term globalization
    - Become conversant in the term robotics and the different types of robots.
    - Technology teacher to introduce the first programmable industrial robot in 1961, the Unimate.
    - Technology teacher will teach this section of the class concentrating on:
      1. Basic structure of robots
      2. Power sources of robots
      3. Actuators or “muscles of robots“
      4. Air muscles
      5. Electroactive polymers
      6. Elastic nanotubules
      7. “Senses” experienced by robots to include: touch, sight, manipulation, and movement.
      8. Human like qualities
    - The Anatomy/Physiology teacher will teach this section and introduce the usage of robots in medicine. The student will be able to:
      - Describe the usage of robots in surgery.
      - Describe the usage of robots in education
        a. Medical students are trained on these.
        b. Emergency Medical individuals also trained on less sophisticated ones.
        c. Possibly used for all types of teaching
        d. Robot usage for Administration of hospitals
    - Explain robot usage for distribution of medicines such as McKesson ROBOT-Rx
    - Explain robot usage as doctor representatives
    - Understand and discuss robot prosthetics and rehabilitation
    - Student will be able to describe nanorobotics and their usage in the human body.

IV. **Content Outline:**
• See teacher power point presentation
• General concept of globalization and its application
• Basic history of robotics
• Biomechanics and bioengineering
• Movement facilitated by actuators
• Electroactive polymers
• Carbon nanotubules
• Human thought controlled robots
• Robots assisting doctors
• Medical students training using robots to become doctors
• Robot usage in hospitals
• Robot access to an administrator
• Robots as a dispensary
• Robots who can “think”
• Robots for prosthetics
• Nanobots inside our bodies

V. Instructional Strategies:
There will be a general discussion of globalization and how globalization is promoted when we concentrate on technology and its spread throughout other societies. This technology is particularly important when we discuss it in the scope of health sciences. Students will further discuss some of the benefits reaped to include: economics, science, society, and politics that are impacted by the use of technology. Technology teacher and Science teacher will present a power point presentation geared to stimulate further discussion. Smart boards will be used in the presentation and different web sites will be used to enhance learning.

VI. Activities:
Students will be asked to create a powerpoint, they will be required to present, and to answer questions arising from their peers. They will have the choice to research a topic involving technological usage. Students will be able to choose from a myriad of topics. Some areas that can be chosen are: robots usage and the different countries working hand in hand in their development, the technology used to create “tissues” some of these to include: lymph nodes, blood, organs, and of course different types of robots to include “robot clones.”

VII. Assessment:
Students will be given a pre-test, and a post-test. Students will also be graded on the power point and its presentation. Grade will be based on: content, subject treatment, creativity and analytical processing.

VIII. Sunshine State Standard: (SS.A.1.4), (SS.A.4.1), (SS.B.1.4), (SS.B.2.4).

IX. Resources:
1. http://robots.net/
5. http://hardware.slashdot.org/article.pl?sid=05/01/04/1855238
Mystery Lesson: Contagious Diffusion

I. Subject: World Geography
   Topic: Diffusion: Contagious Diffusion
   Grade: 6

II. Goal: 1) Provide the students with a mystery to promote deeper and broader understanding of diffusion. 2) Understand that diffusion may take many forms, and deals with more than cultural diffusion (A term that has been used in the text) 3) Understand how a virus may be passed from a bird to a human and its mutation.

III. Objective: The students will be able to formulate the initial hypothesis, use the data to come to a conclusion, and reflect on the mystery-solving process.

IV. Instructional Strategy: Instructional strategy or strategies: Mystery Strategy by presenting students with a problem to solve/explain, identifying similarities, and differences, nonlinguistic representations (graphic representations), summarizing, reflecting, and note taking.

V. Activities:

   Day 1: Contagious diffusion (Rubenstein, 1999), provide students with copies of the problem: London cholera outbreak of 1854, graphs, charts.

   The problem the students will try to solve is the London Cholera Outbreak of 1854 that was attributed to the fecal contamination of the well under one of the pumps. My students are not familiar with the historical cases of contagious diffusion, and this will be a good scenario for them. They will be motivated to look for an answer.

   There are several clues the students will be able to examine and reach a conclusion as to the cause of the outbreak of 1854. The students will be working in groups/teams, it will facilitate the discussion if they working together. Even though this activity is interesting it can be overwhelming for one student alone, and the sharing of ideas adds to their curiosity and desire to make the puzzle pieces fit together.

   Day 2: Contagious diffusion (Rubenstein, 1999), provide students with copies of the problem: Avian flu outbreak, graphs, charts.

   London Cholera Mystery Materials
   London Cholera Outbreak of 1854

   The summer of 1854 was unusually hot. The people drank cold water instead of boiling the water for tea. The water came from wells and was brought to the surface by manually operated pumps. There were 13 pumps spread throughout this area of London. The people complained that the water smelled bad. The people starting getting sick on August 31st and died soon after. More than ¾ of the population abandoned the area within days of the outbreak.
Directions:
1. Generate a preliminary hypothesis about Cholera Outbreak.
2. Work with a team of students and share your hypothesis.
3. Discuss the clues as a team.
4. Record important ideas your team generates.
5. Decide which hypothesis best fits the data. Change hypothesis if needed.
6. Be ready to discuss your hypothesis with the other teams.

VI. Resources:


London Cholera Mystery Materials
The clues

Contagious diffusion:

"Like the waves produced by dropping a rock into a pond of water, the phenomenon spreads out through a uniform medium. Contagious diffusion is based on proximity and contact. It is subject to distance decay as intensity attenuates the further you get from the point of origin." (Alan Forsberg)

Potterspury's Cholera Outbreak 1854
Like many parts of the country, each village experienced its own natural disaster and the village of Potterspury's was an outbreak of Cholera during the later part of 1854. In total 20 people died because of the outbreak.
Eliza Wootton and her daughters Phoebe and Eliza died and were buried together in the Cemetery on the 6th October 1954. Although of the same family name, another three Wootton's died during October and were also buried in the Cemetery.

As you can see from the table below are people who lost their lives to this outbreak. This information was taken from the Parish Records

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Surname</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/09/1854</td>
<td>Susannah</td>
<td>MEAKINS</td>
<td>63</td>
</tr>
<tr>
<td>27/09/1853</td>
<td>John</td>
<td>MORRIS</td>
<td>40</td>
</tr>
<tr>
<td>29/09/1854</td>
<td>Ellen</td>
<td>WILLIAMS</td>
<td>5</td>
</tr>
<tr>
<td>29/09/1854</td>
<td>Henry</td>
<td>JACKSON</td>
<td>8</td>
</tr>
<tr>
<td>01/10/1854</td>
<td>Emma</td>
<td>GREEN</td>
<td>5</td>
</tr>
</tbody>
</table>
The whole of the wards of the London Homeopathic Hospital were devoted to the treatment of the epidemic, and 64 cases of cholera and 331 of choleric and simple diarrhea were treated.

Of the 61 cases of cholera treated, 10 died, a percentage of 16.4; of the 331 cases of choleric and simple diarrhea treated, one died. The neighboring Middlesex Hospital received 231 cases of cholera and 47 cases of choleric diarrhea. Of the cholera patients treated 123 died, a fatality rate of 53.2 percent, amount the victims being one of the nurses.

---

**What is cholera?**

Cholera is an acute, diarrhea illness caused by infection of the intestine with the bacterium *Vibrio cholerae*. The infection is often mild or without symptoms, but sometimes it can be severe. Approximately one in 20 infected persons have severe disease characterized by profuse watery diarrhea, vomiting, and leg cramps. In these persons, rapid loss of body fluids leads to dehydration and shock. Without treatment, death can occur within hours.
Avian flu

Directions:
1. Generate a preliminary hypothesis about the Avian flu Outbreak.
2. Work with a team of students and share your hypothesis.
3. Discuss the clues as a team.
4. Record important ideas your team generates.
5. Decide which hypothesis best fits the data. Change hypothesis if needed.
6. Be ready to discuss your hypothesis with the other teams.

Discussion: 1) How is it possible for humans to contract avian flu? 2) Can the consumption of poultry (chicken, turkey, etc) put a person at risk of catching the avian flu? 3) What measures has the government taken to protect the consumers? 4) Use the world atlas (map, globe) to locate the countries of Indonesia, Vietnam, Cambodia Thailand, Turkey, Azerbaijan, Egypt, China, Iraq, and Australia. 5) What is the common link between these countries?

Avian influenza, sometimes Avian flu, and commonly Bird flu refers to "influenza caused by viruses adapted to birds." "Avian influenza strains are those well adapted to birds". (Influenza Report 2006).

Avian influenza affects chickens and the poultry industry, recombined with the human influenza viruses form a totally new influenza virus to which people do not have protection that spreads in the population and that causes serious illness and death in humans. Bird Flu is an infectious disease of birds that can also affect people. It can present mild or severe forms of illness. The only subtype that can cause severe illness to people is Influenza A /H5N1 virus, initially it affects chickens, ducks and other birds by the process of mutation they can become highly pathogenic. If the bird flu virus recombines with a human flu virus and mutate it may become possible the transmission from human to human as happened in Asia, Indonesia, Vietnam, Cambodia Thailand, Turkey, Azerbaijan, Egypt, China, and Iraq where people died. Bird flu affected Australia in 1997 but, was eradicated.
The genetic change that enables a flu strain to jump from one animal species to another, including humans, is called "ANTIGENIC SHIFT." Antigenic shift can happen in three ways:

**A-1** A duck or other aquatic bird passes a bird strain of influenza A to an intermediate host such as a chicken or pig.

**A-2** A person passes a human strain of influenza A to the same chicken or pig. *(Note that reassortment can occur in a person who is infected with two flu strains.)*

**A-3** When the viruses infect the same cell, the genes from the bird strain mix with genes from the human strain to yield a new strain.

**A-4** The new strain can spread from the intermediate host to humans.

**B** Without undergoing genetic change, a bird strain of influenza A can jump directly from a duck or other aquatic bird to humans.

The new strain may further evolve to spread from person to person. If so, a flu pandemic could arise.
Should the U.S. Worry About Having a Large Trade Deficit with China?

I. **Subject:** Geography  
**Topic:** Should the U.S. worry about having a large trade deficit with China?  
**Grade:** 7th Grade Gifted  
**Time:** Three hours with use of laptop cart in classroom. Additional time for homework

II. **Goal:**  
Students will have a greater understanding about the pros and cons of global trading.

III. **Instructional Objectives:**  
Students will:  
1. Understand the purpose of the WTO and IMF  
2. Understand U.S. politicians’ views about our trade deficit with China  
3. Understand different economists’ views about our trade deficit with China  
4. Create bar graphs to represent imports and exports, after researching data (Use any free graphing program).  
5. Analyze information by participating in a Socratic Circle  
6. Demonstrate knowledge by writing an essay

IV. **Content Outline:**  
1. Students will already have prior knowledge of the U.N., trade deficit, graph making, Socratic Circle, and writing an essay.  
2. The brief history and purpose of the WTO and IMF started after WWII to rebuild countries  
3. Politicians views on trade with China: China is a huge market for our exports. A few large companies are benefiting, but not small and mid-size companies. China has unfair trade advantages./ Need laws to protect American jobs.  
4. Economists views about a trade deficit: Mercantilism – Exporting is good/ Importing is bad. Importing more than we export eventually leads to a better standard of living.  
5. Top ten items that China exports to U.S.  
6. Top ten items that U.S. exports to China.  
7. Export items that have the greatest percentage of growth

V. **Instructional Strategies**  
**Set:** Students will be told that the U.S. has a trade deficit with China. They will be given two articles to read that have opposing views.

V. **Activities**  
**Day 1**  
1. Students will read two articles, highlighting important details.  
2. Students will work with a partner to answer questions that came with one article. They will look up any unfamiliar vocabulary.  
3. Homework: Students will research WTO and IMF, printing out certain pages and highlighting important details
Day 2
1. Students will research exports and imports between U.S. and China.
2. Students will create bar graphs of the top ten items of export and import.
3. Students will create bar graphs of items with the greatest growth.

Day 3
1. Students will participate in a Socratic Seminar – 13 desks in the inner circle and 13 desks in the outer circle
2. The teacher will start with an open ended question. Students in the inner circle will talk one at a time, without raising their hands. Students in the outer circle will observe and take notes on key ideas or the dynamics of the conversation. The teacher asks more open ended questions when needed.
3. After half of the period is over, the two circles switch

Closure: Homework - Students will write a persuasive essay explaining which view(s) they agree with.

VI. Assessment:
The essay will be their assessment. They will be given a few days to complete it. They are also assessed on preparation for and participation in the Socratic Circle.

VII. Materials:
Teacher: Laptop cart with printer for one day. Enough copies of two handouts for every student
Student: Internet access at home and ability to print, highlighter.

VIII. Home Learning Extension:
See Day 1 and Closure

IX. Sunshine State Standards:
LA.7.16.1 – Use new vocabulary
LA.7.1.6.2 - Listen to, read, and discuss challenging text
LA.7.1.6.10- Use a dictionary to find meaning
LA.7.1.7.3 – Determine main idea/ essential message
LA.7.1.7.4 – Identify cause and effect relationships
LA.7.2.2.2 – Use information from text to answer main idea or detail questions
LA.7.6.1.2 – Use information from consumers and the workplace to explain a situation and justify a decision.
LA.7.4.2.3 - Write specialized informational essay
SS.D.2.3.1 - Understand how production and distribution decisions are determined in the U.S. economy and how these decisions compare to those made in a command and mixed economic system
SS.D.2.3.2 - Understand that relative prices and how they affect people’s decisions are the means by which a market system provides answers to the three basic economic
questions: What goods and services will be produced? How will they be produced? Who will buy them?

X. Resources:
1. Why we trade by Russell Roberts
   Article – www.izzit.org/events/print_source.php?ID=513
   Questions - www.izzit.org/events/print_commentary.php?ID=513
   www.pbs.org/wgbh/pages/frontline/shows/walmart/china/trade.html
Hip Hop, Art, and Exchange in a Floating World

I. Subject: Art and Art History- Art/2D Comprehensive I
   Topic: Hip hop, Art, and Exchange in a Floating World: Exploring the work of Iona Rozeal Brown

   Topic(s):
   - The paintings and drawings of Iona Rozeal Brown.
   - Exploring the Japanese subculture of Kogal, Ganguro, Yamanba.
   - Identity and self-image in Hip hop and Japanese culture
   - Highbrow verses Lowbrow
   - Phenomenon of Hip hop impacting Japanese culture.
   - Fashion
   - Kabuki Theatre
   - Bunraku puppets
   - Martial arts
   - Edo period (art and culture)
   - How the Japanese print inspired the Impressionist movement.

   Grades: 6-12
   Time: Block Period (one hour and forty minutes)

II. Goal:
Participants will view the work of Iona Rozeal Brown and will create a self-portrait print incorporating the fashion fundamentals of the Kogal, Ganguro or Yamanba.

III. Instructional Objectives:
Participants will be able to identify the work of Iona Rozeal Brown.

IV. Content Outline:
The student will explore how Hip hop and Afro American culture has influenced Japanese consumer culture as well as reinventing their own identity.

V. Instructional Strategies
Set:
1. The student will be introduced to the work of Iona Rozeal Brown
2. The student will watch the Iona Rozeal Brown, Youtube video.
3. Additionally, the Japanorama – Kogal, Ganguro, Yamanba, and The Prints of the Floating World, Youtube video’s will be watched.

Activities: The student will create a self-portrait print.
Procedure(s):
1. The student will work on creating a print inspired by the work by Iona Rozeal Brown. Additionally, the student will consider and combine concepts of composition, narrative and design.
2. The student will first view the work of Iona Rozeal Brown. The student will compare and contrast Brown’s work with Edo period prints.
3. The student will appropriate elements of Hip hop and popular culture using music and fashion magazines.
   a. Bling Bling- bamboo earrings, jewelry
   b. Weave- corn rolls, Afro’s
c. Fashion- Baby Phat

4. The student will appropriate elements from Edo period prints.
   a. Pattern(s)- Kimono design
   b. Background- landscapes
   c. Line(s)
   d. color
   e. Facial expression

5. The student will use proper print making techniques in order to complete project.

6. Student may add to their work their own design elements.

7. HL-The student will write a *Haiku* to go along with their new work.

8. The *Haiku* needs to be incorporated into the final piece. Calligraphy may be used to write text unto image.

**VI. Final- Craftsmanship & Storage of Artwork:**
The student is responsible for the over care and storage of their finish piece and Iona Rozeal Brown handouts.

**Closure: Blooms Taxonomy Questions**
1. **Evaluation-** Is Iona Rozeal Brown a serious artist?
   a. Would you consider her art to be highbrow or lowbrow? Why?

2. **Synthesis-** Write a short narrative to go along with your new art work. Additionally, create a title for the image.

3. **Analysis-** Compare a painting or drawing by Iona Rozeal Brown. Conclude whether the work of Iona Rozeal Brown are/or should be considered “series art”. Compare Madame Butterfly to Hip hip/rap music. Conclude whether Hip hop/rap are/or should be considered “series music”.

4. **Application-** Interpret an image by Iona Rozeal Brown and/or another artist of her generation. Do not read the artwork’s credit line.

5. **Understanding-** Describe the work of Iona Rozeal Brown and your new work.

6. **Knowledge-** Define the term *Kogal, Ganguro, Yamanba*

**VII. Assessment: See Rubric Attachment**

**VIII. Resources:**
- Learning logs
- Pencil/ pen
- **Technology based materials:**
  - Computer
  - Internet
  - Power point
  - Flash drive, blank CD, floppy
- **Print making and art materials:**
  - Blick easy to cut, Linoleum, 4” X 6” (10 cm x 15 cm)
  - cutter handles
  - Six each of four different cutters, including Deep Gouge #2, Bowl #8, U-shaped #10, and Short Gauge #1
  - 4” wide hard rubber brayers
  - plastic spoons for burnishing
  - 80 lb drawing paper, 5” × 7” (13 cm × 18 cm)
- Blick water-soluble Block Printing Ink, (various colors)
- Buckets- large and individual size
- Newspaper
- Drawing pencils
- Drawing/Tracing paper
- Hip hop/music magazines
- Popular culture magazines
- Mirrors / photographs

Teacher Materials and Resources:

Music: *List of Japanese Hip hop artists*
- Teriyaki Boyz
- Rhymester Nitro
- Microphone Underground
- Shing02
- Heartsdales
- Norisam X
- Nobodyknows+
- m-flo
- Hannya - Candy Pop
- Rip Slyme

Books and Publications:
- The Hip Hop Impact on Japanese Youth Culture, Xuexin Liu, Spelman College
- Art; For Japanese Girls, Black is Beautiful, Benjamin Genocchio, The New York Times
- Brown is Beautiful, Charles Finch, www.Artnet.com magazine
- Pictorial reflections on the Globalization of afro-American Cultures, www.culturebase.net (The international artist database)
- Go East, Young Women! Japan Called to Iona Rozeal Brown And She Answered, Blake Gopnik, Washington Post
- Simulasian, Refiguring “Asia” for the 21st Century, Eric C. Shiner and Lily Wei
- The Yellow Negro by Joe Wood
- Memories of a Geisha by Arthur S. Golden
- When Art Became Fashion: Kosode in Edo-period Japan by Dale Carolyn Gluckman, Sharon Sadako Takeda, Tōkyō Kokuritsu Hakubutsukan, Los Angeles County Museum of Art, Kokuritsu Rekishi Minzoku Hakubutsukan (Japan in Books)
- Mary Cassatt: Prints Kathleen Adler (See All Contributors) Paperback, 31 pages Yale University Press May 15, 2006

Websites:
- www.ionarozealbrown.com
• www.facebook.com/people/Iona-Rozeal-Brown/583301938
• twitter.com/ionarozealbrown

YouTube:
Iona Rozeal Brown- Milwaukee Art Museum
• http://www.youtube.com/watch?v=cY6QMzgpRng
• http://www.youtube.com/watch?v=cY6QMzgpRng
Prints of the Floating World # 1/8
• Part 1- http://www.youtube.com/watch?v=5Gd0NoZUi2w
• Part 2- http://www.youtube.com/watch?v=caQ6tUZ9sSs
• Part 3- http://www.youtube.com/watch?v=-Nc_BhaS6Wc
• Part 4- http://www.youtube.com/watch?v=RKhWLzxRbMs
• Part 5- http://www.youtube.com/watch?v=CjIAzXeTwCI
• Part 6- http://www.youtube.com/watch?v=7JpDzIpCfOU
• Part 7- http://www.youtube.com/watch?v=R9LIxaxqwtY
• Part 8- http://www.youtube.com/watch?v=qUj6IF5cuQE

Japanorama – Kogal, Gangoro, Yamanba
• http://www.youtube.com/watch?v=iyK66UHcrY4

Handouts:
Iona Rozeal Brown, classroom artist fact sheet

IX. Home Learning Extension:
Short and/or long-term homework.
A. Short home learning extension-
1. The student will write a Haiku for their print.
2. The student will write a Hip hop or rap based on the image they created for this project.

B. Sketchbook home learning extension-
Student will dedicate two pages in their sketchbook or altered book to this artist. Student will provide images of the artist, their work and a map of Japan/USA (high-lighting Iona Rozeal Brown’s journey/ hometown etc.). Additionally, the student will include a short biography of the artist.

IX: Sunshine State Standards/CBC Standards:
Art/2-D Comprehensive I
I. Aesthetic and Critical Inquiry
Objectives
VA.D.1.4.2, VA.D.1.4.1, VA.D.1.4.3, VA. B.1.4.3
Competency
A-D.VA.D.1.4.1,VA.D. 1.4.2, VA.D.1.4.3
II. Cultural and Historical Context
Objectives
VA.C.1.4.2, VA.C.1.4.1,
Competency
A-C. VA.C.1.4.1, VA.C.1.4.2
III. Studio Skills
**Objectives**  
VA.A.1.4.3, VA.B.1.4.4, VA.A.1.4.2  

**Competency**  
A-B. VA.B.1.4.3, VA.A.1.4.2, VA.A.1.4.3, VA.A.1.4.1  

**IV. Personal Development**  

**Objectives**  
VA.E.1.4.1, VA.C.1.4.2, VA.E.1.4.3  

**Competency**  
A-D. VA.E.1.4.1, VA.E.1.4.2, VA.E.1.4.3

**Rubric**

**Iona Rozeal Brown Project**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4- A Excellent</th>
<th>3- B Good</th>
<th>2- C Satisfactory</th>
<th>1-D Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Makes a complete and detailed description of the subject matter and/or elements seen in a work.</td>
<td>Makes a detailed description of most of the subject matter and/or elements seen in a work.</td>
<td>Makes a detailed description of some of the subject matter and/or elements seen in a work.</td>
<td>Descriptions are not detailed or complete.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.</td>
<td>Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.</td>
<td>Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.</td>
<td>Has trouble picking out the dominant elements.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work.</td>
<td>Student identifies the literal meaning of the work.</td>
<td>Student can relate how the work makes him/her feel personally.</td>
<td>Student finds it difficult to interpret the meaning of the work.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Uses multiple criteria to judge the artwork,</td>
<td>Uses 1-2 criteria to judge the artwork.</td>
<td>Tries to use aesthetic criteria to judge</td>
<td>Evaluates work as good or bad based on</td>
</tr>
</tbody>
</table>
such as composition, expression, creativity, design, communication of ideas. Additionally, student incorporated a Haiku poem into the final work using the correct format. 5/7/5 artwork, but does not apply the criteria accurately. personal taste.
Skating Shanghai

I. **Subject:** Computer Art/ Communications Technology (2nd year)  
   **Title:** Skating Shanghai  
   **Grades:** 9-12  
   **Time:** 3 sixty-eight minute sessions

II. **Goal:**  
   Students will be introduced to a brief history of skate boarding in the US.  
   Students will be introduced to the development of skate culture in Asia, primarily China.  
   Students will explore the visual and stylistic approaches of Asian/Chinese design and art.

III. **Objectives:** The student will watch and discuss a news report on the growth of skate culture in China.  
    The student will design six Chinese themed skateboards for possible marketing and sale in the Chinese market.

IV. **Content Outline:**  
    - Brief history of the skateboarding movement in the US  
    - History of the growing popularity of skate culture in China.  
    - The current state of skate culture throughout China.  
    - Growing number of skate parks and public art dedicated to skate culture throughout China.

V. **Instructional Strategies**  
   **Session 1**
Set: T: opens with PowerPoint, asks students to identify where they think the pictures from the first slide were taken.
T: Asks student where they think the pictures from the second slide where taken.
T: makes the connection between slides.
T: using the PowerPoint and reference materials, presents an overview of the history of skateboarding in the US and Skate culture in China.
T: shows students the 5 minute feature on skating in Shanghai.
S: using adobe creative suite create 6 skateboard designs for intended marketing in Asia (specifically China) as well as a 9inx12in magazine ad for this 6 board line.

Session 2 - 4
S: continue skateboard and ad assignment.
T & S: open class critique of student Ad and Board designs

VI. Assessment:
This will be through Class activities, discussions, Critiques, and the creation of six skateboard designs.

VII. Materials:
PC or Mac, Photoshop Cs 2 or Later, Adobe Illustrator, color laser printer

VIII. ESL Strategies:
Visuals, Hands-on, Group discussion

IX. Home Learning Extension:
Write a reflection in sketchbook, find an article dealing with modern day skate culture in any Asian country.

X. SSS/ CBC’s
a. VA.A.1.4.1
b. VA.B.1.4.1
c. VA.B.1.4.4
d. VA.C.1.4.1
e. VA.C.1.4.2
f. VA.D.1.4.1
g. VA.D.1.4.1

XI. Resources
China Digital Times
China Youthology
http://chinayouthology.com/blog/?p=301
Current.com
http://current.com/items/76366362_skating-shanghai.htm
STUDENT EXAMPLES
Skateboarding culture in China

By: Lisa Li

http://chinayouthology.com/blog/?p=301

(pix from Shehuisk8)

Today China Youthology enjoyed a talk with Curt Shi (who is Curt Shi?), an investor who wears ‘Shehui’ skateboarding tee and who sometimes does ‘balancing’ on skateboard while watching TV. Curt was one of the 1st generation pioneers of China’s skateboarding in 90s and he has been ‘in the circle’ until today. No worry about losing some of the skills, Curt, I think you are still highly possible the best sk8er among investors or the best investor among sk8ers in China. Just kidding.

From the perspective of skateboarding industry, it is strategic to understand the local skateboarding culture from ‘in the circle’ to ‘outside of the circle’ to craft a strategy that best fit the China market. According to Curt, the number of hardcore sk8ers in China is no more than thousands while skateboarding is a mainstream for the boys in the States. There’s certainly great room for development… On the other hand, despite the smallness and exclusivity of skateboard community, skateboarding has become the ‘cool symbol’ to both Chinese youth and the youth brands. There’s a large group of youth who fancy the skateboard culture – we can see that from
the vans and Nike SB sneakers on their feet. A deeper understanding of Chinese skateboard culture and its influence on the mass would definitely help us understand more about the youth trends.

Thanks to Curt, we have learnt a lot of fabulous insights today which is much helpful for our coming research about skateboarding subculture. More to come…

Skating Shanghai

http://current.com/items/76366362_skating-shanghai.htm

While Shanghai is known for its openness to Western influence within China, skating and skate culture is relatively new to the city. This pod explores the surge of skating in the city and how it has connected young people.

Wikipedia.org

Skateboarding is the act of riding and performing tricks using a skateboard. A person who skateboards is most often referred to as a skateboarder, or just skater.

Skateboarding can be a recreational activity, an artform, a job, or a method of transportation.[1] Skateboarding has been shaped and influenced by many skateboarders throughout the years. A 2002 report by American Sports Data found that there were 18.5 million skateboarders in the world. 85 percent of skateboarders polled who had used a board in the last year were under the age of 18, and 74 percent were male.[2]
Skateboarding is relatively modern. A key skateboarding maneuver, the ollie, was developed in the late 1970s by Alan "Ollie" Gelfand as a half-pipe maneuver. Freestyle skateboarder Rodney Mullen was the first to take it to flat ground and later invented the kickflip and its variations. [4]

History

The 1940s-1960s

Skateboarding was probably born sometime in the late 1940s or early 1950s when surfers in California wanted something to surf when the waves were flat. No one knows who made the first board, rather, it seems that several people came up with similar ideas at around the same time. These first skateboarders started with wooden boxes or boards with roller skate wheels attached to the bottom. The boxes turned into planks, and eventually companies were producing decks of pressed layers of wood -- similar to the skateboard decks of today. During this time, skateboarding was seen as something to do for fun besides surfing, and was therefore often referred to as "Sidewalk Surfing".

![A skateboarder in Nice, France.](image.png)

The first manufactured skateboards were ordered by a Los Angeles, California surf shop, meant to be used by surfers in their downtime. The shop owner, Bill Richard, made a deal with the Chicago Roller Skate Company to produce sets of skate wheels, which they attached to square wooden boards. Accordingly, skateboarding was originally denoted "sidewalk surfing" and early skaters emulated surfing style and maneuvers. Crate scooters preceded skateboards, and were borne of a similar concept, with the exception of having a wooden crate attached to the nose (front of the board), which formed rudimentary handlebars. [4]

A number of surfing manufacturers such as Makaha started building skateboards that resembled small surfboards, and assembling teams to promote their products. The popularity of
Skateboarding at this time spawned a national magazine, Skateboarder Magazine, and the 1965 international championships were broadcast on national television. The growth of the sport during this period can also be seen in sales figures for Makaha, which quoted $10 million worth of board sales between 1963 and 1965 (Weyland, 2002:28). Yet by 1966 the sales had dropped significantly (ibid) and Skateboarder Magazine had stopped publication. The popularity of skateboarding dropped and remained low until the early 1970s. [4][5]

The 1970s
In the early 1970s, Frank Nasworthy started to develop a skateboard wheel made of polyurethane, calling it the 'Cadillac', as he hoped this would convey the fat ride it afforded the rider.[4] The improvement in traction and performance was so immense that from the wheel's release in 1972 the popularity of skateboarding started to rise rapidly again, causing companies to invest more in product development. Many companies started to manufacture trucks (axles) especially designed for skateboarding, reached in 1976 by Tracker Trucks. As the equipment became more maneuverable, the decks started to get wider, reaching widths of 10 inches (250 mm) and over, thus giving the skateboarder even more control. Banana board is a term used to describe skateboards made of polypropylene that were skinny, flexible, with ribs on the underside for structural support and very popular during the mid-1970s. They were available in myriad colors, bright yellow probably being the most memorable, hence the name.

Manufacturers started to experiment with more exotic composites and metals, like fiberglass and aluminium, but the common skateboards were made of maple plywood. The skateboarders took advantage of the improved handling of their skateboards and started inventing new tricks. Skateboarders, most notably Ty Page, Bruce Logan, Bobby Piercy, Kevin Reed, and the Z-Boys (so-called because of their local Zephyr surf shop) started to skate the vertical walls of swimming pools that were left empty in the 1976 California drought. This started the vert trend in skateboarding. With increased control, vert skaters could skate faster and perform more dangerous tricks, such as slash grinds and frontside/backside airs. This caused liability concerns and increased insurance costs to skatepark owners, and the development (first by Norcon, then more successfully by Rector) of improved knee pads that had a hard sliding cap and strong strapping proved to be too-little-too-late. During this era, the "freestyle" movement in skateboarding began to splinter off and develop into a much more specialized discipline, characterized by the development of a wide assortment of flat-ground tricks.

As a result of the "vert" skating movement, skate parks had to contend with high-liability costs that led to many park closures. In response, vert skaters started making their own ramps, while freestyle skaters continued to evolve their flatland style. Thus by the beginning of the 1980s, skateboarding had once again declined in popularity. [5]
The 1980s

A skateboarder "Ollies" over a rubbish bin.

This period was fuelled by skateboard companies that were run by skateboarders. The focus was initially on vert ramp skateboarding. The invention of the no-hands aerial (later known as the ollie) by Alan Gelfand in Florida in 1976[61] and the almost parallel development of the grabbed aerial by George Orton and Tony Alva in California made it possible for skaters to perform airs on vertical ramps. While this wave of skateboarding was sparked by commercialized vert ramp skating, a majority of people who skateboarded during this period never rode vert ramps. Because most people couldn't afford to build vert ramps or didn't have access to nearby ramps, street skating gained popularity. Freestyle skating remained healthy throughout this period with pioneers such as Rodney Mullen inventing many of the basic tricks of modern street skating such as the Impossible and the kickflip. The influence freestyle had on street skating became apparent during the mid-eighties, but street skating was still performed on wide vert boards with short noses, slide rails, and large soft wheels. Skateboarding, however, evolved quickly in the late 1980s to accommodate the street skater. Since few skateparks were available to skaters at this time, street skating pushed skaters to seek out shopping centres and public and private property as their "spot" to skate. Public opposition, and the threat of lawsuits, forced businesses and property owners to ban skateboarding on their property[citation needed]. By 1992, only a small fraction of skateboarders remained as a highly technical version of street skating, combined with the decline of vert skating, produced a sport that lacked the mainstream appeal to attract new skaters.

The 1990s to the present

The current generation of skateboards is dominated by street skating. Most boards are about 7¼ to 8 inches wide and 30 to 32 inches long. The wheels are made of an extremely hard polyurethane, with hardness (durometer) approximately 99a. The wheel sizes are relatively small so that the boards are lighter, and the wheel's inertia is overcome quicker, thus making tricks more manageable. Board styles have changed dramatically since the 1970s but have remained mostly alike since the mid 1990s. The contemporary shape of the skateboard is derived from the freestyle boards of the 1980s with a largely symmetrical shape and relatively narrow width. This form had become standard by the mid '90s.
Go Skateboarding Day was created in 2004 by a group of skateboarding companies to promote skateboarding and help make it more noticeable to the world. It is celebrated every year on June 21st.

**Trick skating**

See *Skateboarding trick* for detailed descriptions of maneuvers

![A skater performs a switch kickflip off a stairset.](image)

With the evolution of skateparks and ramp skating, the skateboard began to change. Early skate tricks had consisted mainly of two-dimensional manoeuvres like riding on only two wheels ("wheelie" or "manual"), spinning only on the back wheels (a "pivot"), high jumping over a bar and landing on the board again, also known as a "hippie jump", long jumping from one board to another (often over small barrels or fearless teenagers) or slalom.

In 1976, skateboarding was transformed by the invention of the ollie by Alan "Ollie" Gelfand. It remained largely a unique Florida trick until the summer of 1978, when Gelfand made his first visit to California. Gelfand and his revolutionary manoeuvre caught the attention of the West Coast skaters and the media where it began to spread worldwide. The ollie was adapted to flat ground by Rodney Mullen in 1982. Mullen also invented the "Magic Flip", which was later renamed the Kickflip, as well many other tricks including, the 360 Kickflip, which is a 360 pop shove it and a kickflip in the same motion. The flat ground ollie allowed skateboarders to perform tricks in mid-air without any more equipment than the skateboard itself, it has formed the basis of many street skating tricks.

**Culture**

See also: Skate punk
See also: Punk fashion
Skateboarding was, at first, tied to the culture of surfing. As skateboarding spread across the United States to places unfamiliar with surfing or surfing culture, it developed an image of its own. For example, the classic film short Video Days (1991) portrayed skateboarders as reckless rebels.

The image of the skateboarder as a rebellious, non-conforming youth has faded in recent years. Certain cities still oppose the building skateparks in their neighbourhoods, for fear of increased crime and drugs in the area. The rift between the old image of skateboarding and a newer one is quite visible: magazines such as Thrasher portray skateboarding as dirty, rebellious, and still firmly tied to punk, while other publications, Transworld Skateboarding as an example, paint a more diverse, and controlled picture of skateboarding. Furthermore, as more professional skaters use hip hop, reggae, or hard rock music accompaniment in their videos, many urban youths, hip-hop fans, reggae fans, and hard rock fans are also drawn to skateboarding, further diluting the sport's punk image.

Films such as Grind and Lords Of Dogtown, have helped improve the reputation of skateboarding youth, depicting individuals of this subculture as having a positive outlook on life, prone to poking harmless fun at each other, and engaging in healthy sportsman's competition. According to the film, lack of respect, egotism and hostility towards fellow skateboarders is generally frowned upon, albeit each of the characters (and as such, proxies of the "stereotypical" skateboarder) have a firm disrespect for authority and for rules in general. Group spirit is supposed to heavily influence the members of this community. In presentations of this sort, showcasing of criminal tendencies is absent, and no attempt is made to tie extreme sports to any kind of illegal activity.

Gleaming the Cube, a 1989 movie starring Christian Slater as a skateboarding teen investigating the death of his adopted Vietnamese brother was somewhat of an iconic landmark to the skateboarding genre of the era. Many well-known skaters had cameos in the film, including Tony Hawk.

Skateboarding video games have also become very popular in skateboarding culture. Some of the most popular are the Tony Hawk series, and Skate series for various consoles (Including hand-held) and personal computer.

Skateboarding as a form of transportation

The use of skateboards solely as a form of transportation is often associated with the longboard. Depending on local laws, using skateboards as a form of transportation outside residential areas may or may not be legal. Backers cite portability, exercise, and
environmental friendliness as some of the benefits of skateboarding as an alternative to automobiles.

Skateboards, along with other small-wheeled transportation such as in-line skates and scooters, suffer a safety caveat where riders may easily be thrown from small cracks and outcroppings in pavement, especially where the cracks run perpendicular to the direction of travel. However, high average travel speeds help mitigate this; injuries are more likely to be minor, although very uncommon, head injuries still pose a major health risk.

**Miscellaneous**

![LCPL Chad Codwell of Charlie Company 1st Battalion 5th Marines carries a skateboard during military exercise Urban Warrior '99](image)

**Skateboard ban in Norway**

The use, ownership and sale of skateboards were forbidden in Norway, during the period between 1978 and 1989. The ban was said to be due to the perceived high number of injuries caused by boards. The ban led skateboarders to construct ramps in the forest and other secluded areas to avoid the police.

**Military experimentation in the United States**

The United States Marine Corps tested the usefulness of commercial off-the-shelf skateboards during urban combat military exercises in the late 1990s in a program called Urban Warrior '99. Their special purpose was "for maneuvering inside buildings in order to detect tripwires and sniper fire".

Jiangwan Town SMP Skate Park in shanghai:
http://www.dancepartymassacre.com/blog/?p=274

Youth culture is very interesting in China, because it wasn’t until recently really that the rest of the world was opened up to them. The youth are rapidly catching up to all these different trends from around the world, and skateboarding is just one of them.
Photos: The Rise of Skateboarding Culture in China

The world’s biggest skatepark is in Shanghai, but there are plenty of other places to skateboard in China, including those not designated for skating.

Photo credit: From guillaumee

Photo credit: From 2dogs
When asked about the difference between skateboarding in the U.S. and in China, skater Danny Zhang, who grew up in San Diego, enthused about “all that marble, and smooth ground” in Shanghai and the lack of hostility: “the people and the government as a whole don’t treat skaters like crimmals.”

See a YouTube video of Chelin, a top Chinese skater, ranked number four by the Chinese Extreme Sports Association in 2004.

Bronze statues of skateboarders pop up in various cities in China. In Shenzhen:

Photo credit: From wZa HK
In Changsha:

http://www.uschina.usc.edu/ShowFeature.aspx?articleID=2183&AspxAutoDetectCookieSupport=1

Danny sitting on the Great Wall with the Jump sight behind him. Photo by Mike Blabac © DC Shoes Inc. 2005.

Skateboarding with Chinese Characteristics

As extreme sports emerge in China, skateboarding leads the way.

Release Date: 06/20/2008

By JONATHAN CHOW

Forget soybeans, aircrafts, and pharmaceuticals. Popular culture is America's most influential export. However, with the careful level of scrutiny on all Western products entering China's
After all, in America, skateboarding was once stigmatized for its rebellious edge. Fears that skateboarding was linked to illegal drug use, anti-establishment attitudes, and a disregard for public property caused commentators and parents across America to fret. But in China, skateboarding seems to have earned the government's stamp of approval.

Twenty years ago, the notion of a Caucasian man jumping over the Great Wall of China on a skateboard might have offended Chinese sensibilities. The symbolism of an American leaping across this historical symbol of China's defense could have been perceived as an insult to national pride. However in 2005, Danny Way, an American professional skateboarder, encountered a surprisingly accommodating government.

"I'm honored to have my visions embraced by the people of China," Way said. "Skateboarding has yet to realize its full potential, and by bringing this event to the people of China and the rest of the world, I hope I've contributed to the future of skateboarding and helped bring my sport the global attention it deserves."

Pioneers such as Way have brought global attention to China's developing extreme sports scene, but Way is not the only one setting world records. Within the same year, SMP International, an Australian-owned skateboarding company, finished construction on the world's largest skatepark, located in New Jiangwan City outside Shanghai. More than 12,000 square meters in size, the park features the world's biggest vert ramp, the world's largest concrete skate bowl, and a 5,000-seat stadium.
"We want it to be amazing..." said Darren White, the park's chief designer, "not just the biggest [skatepark in the world], but the craziest as well."

Each year, the SMP Skatepark hosts a competition called Shanghai Showdown, attracting athletes from all across China and even from the West.

However, before SMP and Danny Way entered China, the skateboarding landscape was much different.

"It kind of reminded me of skateboarding in the States, during the early ‘90s, when there weren't that many kids who were into it," said Raph Cooper, creator of She Hui (Society) Skateboards, the first domestic Chinese skateboarding company. "When I first went to China in 2000, buying a skateboard was kind of like buying drugs. You had to call a guy who knew a guy and meet at the corner of the street with cash."

Although there was already a small community of people who were skateboarding at the time, the means for distribution had not yet developed into a real market.

"[Before the SMP Skatepark in Shanghai], no one had really even heard of skateboarding there... like it didn't exist," White said. Cooper, however, is aiming to change that.

In 2000, as a USC undergraduate student, Cooper spent a semester studying abroad in Beijing University, an experience that would change his life. "When I was in Beijing, I kept thinking about what I could do in China to bring me back here, and starting a skate shop was one of
them." Cooper said.

After graduating, Cooper went to Beijing to turn his vision into a reality. Skateboarding seemed like a natural fit for the Chinese market. "Half the skateboards in the world are made in China, so it didn't make sense that Chinese skaters had to buy imported boards," Cooper said. "So we decided to make boards here and sell them at a cheaper price than American boards so that more Chinese people could start skating."

Since then, a new generation of Chinese youth have embraced the skater lifestyle and She Hui has become one of the most respected names in the country's developing extreme sports scene.

The introduction of domestic skateboarding companies has been very important in launching the careers of aspiring Chinese skateboarders. This is especially true for Xu Ying, a 24-year-old skater from Beijing.

"I was interested in skateboarding since I was in primary school, but I wasn't able to start early on because getting board was far too expensive," Xu said, "It would have cost my parents an entire month's salary to just to buy one."

But in 2001, Xu was finally able to afford a domestic-made board from his friends' new skate shop in Beijing, and has never stopped skating since.

"Skating has changed my life." Xu said, "It's expanded my horizons, taken me to places across China, connected me with people from all around the world, and it's helped me to understand myself much better."

**Video of skateboarding in China and the SMP Skatepark.**

However, starting an independent company in China still proved to be a struggle. Start-up companies face high government taxes and a long list of bureaucratic procedures. "I wouldn't imagine starting up any company in China would be easy," Cooper said, "and you're not going to make a lot of money selling skateboards."

Another challenge for the industry is the fluctuation in the popularity of skateboarding. "The skate scene has been growing, but it comes in waves and goes up and down," Cooper said. China is beginning to exhibit a similar pattern to what was seen in the skate scene in America, which has had highs and lows in popularity since the Dogtown craze during the mid-‘70s.
"There is this 10-year fluctuation of popularity where everybody thinks that skateboarding is the coolest thing in the world and then they forget about it for awhile and then it comes flying back up again," Cooper said. "So I think it's sort of part of the natural fluctuation of skateboarding as a whole."

Since 2000, skateboarding has been riding a wave of international popularity. Throughout the decade, skate culture has had great success in television shows, such as Life of Ryan and Rob & Big, as well as video game franchises, such as the Tony Hawk's Pro Skater series.

ESPN, which initiated the X Games in 1995 as the first annual tournament for extreme sports, has played a significant part in bringing skateboarding out of the underground and into the mainstream world of professional sports.

The new attitude and respect given to extreme sports as well as the success of the X Games led ESPN to internationalize the competition in 1998 by hosting the first international qualifier, the Asian X Games, to scout the new talent that was coming out of Asia. Since then, the level of competition has been rising steadily in East Asia, with athletes from Japan, Thailand, and Malaysia achieving global acclaim.

Although the Games are usually held in Southeast Asia, last summer, Shanghai became the first Chinese city to host the competition.

"Skateboarding, and action sports in general, isn't purely an American activity," said Jeremy Hale, the Asia Pacific Sales Director for DC Shoes. "There are many talented riders, inspirations and influences coming from right around the world, including China."

Although China still lags behind some of its Asian neighbors in terms of producing experienced and renowned skateboarders, Cooper sees a great deal of potential in China's skate scene. "If we can keep it hyped up in China, if we can keep the business going well enough to be able to feed the scene for competitions or for demos, then we could really see China putting a big impact on skating as whole," he said.

A small number of Chinese companies are competing with Cooper's She Hui Skateboards to build up their own share in this potentially huge market. One of the biggest names in the domestic market is the Shanghai-based skateboard manufacturer Gift and its retailer, Fly.

Larger international brands such as DC Shoes have shown their support for the growing skate community in China without discouraging or undercutting the successes of small businesses.
"Our motivation and reason for being in China is simple—there are skateboarders and action sports inspired people worldwide who love what we do and want to support what we do," Hale said. "So it's simple; we will support them back." DC, Quicksilver, and domestic Chinese skateboard companies often host events and tours together.

American firms in China generally have to protect their products from cheap knockoffs, and skateboarding companies are no exception. "The largest competitor in China [is] counterfeit [goods]," Hale said. As skateboarding fashion has grown in popularity, the number of counterfeit skate shoes with the DC logo has as well. But Hale remains confident about the future of legitimate skate products. "When we spread the word that our shoes and technical apparel perform better and last longer, people generally understand why we do what we do," he said. "Authentic is becoming more and more popular in China."

Skateboarding remains a curious corner within the rapidly expanding Chinese economy. For independent skateboard companies like Cooper's, it is less motivated by money and more about passion.

"It's been a long and bumpy ride but it's been fun, and it's definitely rewarding when I look back on the last few years," Cooper said.

Jonathan Chow is a junior majoring in International Relations at the University of Southern California.
Japanopoly

I. Subject: World History
   Topic: Japanopoly
   Grade: Six
   Time: Three 90 min. blocks

II. Goal:
    Students will gain a glimpse of globalization through modern Japanese literature, technology, architecture, and culture including language, physical geography, economics, and social life.

III.Instructional Objectives:
    Students will increase their research capabilities as well as demonstrate responsibility in cooperative learning and compromise. Students will reveal a working knowledge of both traditional and modern Japanese history.

IV. Content Outline:
    Globalization in internationalization and universalization
    Physical description of Japan’s geography
    Shoguns/Samurai/daimyo
    Religions Shinto and Buddhism (extensions of Islam and Christianity)
    Meiji Period
    WWII/American occupation
    Introduction of Baseball, bullet trains, women’s rights to vote/marry
    Bikini Atoll
    Technology and marketing

V. Instructional Strategies:

Set: Cross Curriculum
In Social Studies, students read textbook chapter. Teacher lecture “Religion in Japan.”
Socratic Seminar comparing/contrasting Buddhism to Christianity. Vocabulary content on animism, shrines, reincarnation, martial arts, meditation, sects, globalism, modernization, internationalization.
In Language Arts, half of the students read Sedako and the other half read The Bomb.
In Science, students were taught about Japan’s topography and changing physical geography as populations relocated from towns to cities. Additionally, students learned how landscape changes as a consequence of Japanese shifting from a dispersed to concentrated settlements, as well as their use of resources.
In Math, students were taught conversion of US dollars to yen as well as elementary aspects of Japanese economy as pertains to globalization. Focus was placed on world patterns of resource distribution and utilization.
VI. Activities:
In Social Studies students provided with laptops and placed in groups of four. The members of the group shared responsibility in providing materials listed below. Students devised “Japanopoly” games. The boards is to be planned out just like a Monopoly game; however, boards were set up to display major cities, or major temples/shrines or major subway/transit systems. “Community Chest/Chance” cards utilized information learned in the areas of Japan’s science, technology, history, physical geography, social life, education, etc. The theme of the game must be “A Globalized Japan.”

In Language Arts, students entered the Literary Fair using Haikus that they had written.

Closure: Students played EACH OTHER’S games as well as presenting the best to the Deputy Consul of Japan (visiting our school).

VII. Assessment:
Students had to be able to play another group’s “Japanopoly” game, convert US dollar into Japanese yen, as well as present the game voted “best” to the Deputy Consul.

VIII. Materials:
- Pizza box top or other poster board
- Colored pencils/markers
- Construction paper
- Example monopoly game
- Glue sticks
- Textbook chapter 14 Journey Across Time
- Novel-The Bomb
- Novel-Sedako
- Optional—Novel Meiji Restoration
- Laptop cart with laptops for research on modern Japan/Economy and current events, and for the layout of the community chest cards and chance cards (signgenerater.org/games/monopoly)

IX. Home Based Instruction:
Additional research on current events and economy in Japan done at home via internet.

X. Sunshine State Standards:

Social Studies: Sunshine State Standards
SS.A.2.3.1—Understands how language, ideas, and institutions of Japan influences other culture through trade, and immigration.
SS.A.1.3.2. knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.
SS.A.2.3.2-. knows how major historical developments have had an impact on the development of civilizations.
SS.A.2.3.3-. understands important technological developments and how they influenced human society.
SS.A.2.3.4. understands the impact of geographical factors on the historical development of civilizations.
SS.A.2.3.5. knows significant historical leaders who shaped the development of early Japanese
SS.A.2.3.6. knows the major events that shaped the development of Japan
SS.A.2.3.7. knows significant achievements in art and architecture in Japan
SS.A.2.3.8. knows the political, social, and economic institutions that characterize Japan
SS.A.3.3.1. understands ways in which cultural characteristics have been transmitted from one society to another
SS.A.3.3.4. knows significant historical leaders who have influenced the course of events in Japan.
5. understands the differences between institutions of Japan and Western civilizations
SS.G.1.3.5. knows ways in which the spatial organization of a society changes over time.
SS.B.1.3.7. understands the spatial aspects of communication and transportation systems.
SS.B.2.3.2. knows the human and physical characteristics of Japan and how these characteristics change over time.
SS.B.2.3.3. understands how Japanese differs in their use of environments and resources.
SS.B.2.3.4. understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
SS.B.2.3.6. understands the environmental consequences of people changing the physical environment in Japan
SS.B.2.3.7. knows how Japan has developed in response to conditions in the physical environment.
SS.B.2.3.8. knows world patterns of resource distribution and utilization in Japan.
SS.D.1.3.3. understands the variety of factors necessary to consider when making wise consumer decisions.
SS.D.2.3.1. understands how production and distribution decisions are determined in Japan

**Science Sunshine State Standards**
SC.D.1.3.3 student knows how conditions that exist in one system influences conditions in another in Japan
SC.H.2.3.1 student recognizes that patterns exist within and across systems in Japan

**L. A. Sunshine State Standards**
LA.6.2.1.9 explains how ideas, values, and themes of a literary work often reflect the historical period in which it was written
LA.6.1.7.7 compare and contrast elements in multiple texts

**Math Sunshine State Standards**
MA.6.A.1 solve real-world problems
MA.6.A.1 communicate desire for familiar items to be added or removed in daily activities
MA.6.A.2 describe the relationships and differences between two sets of data
MA.6.A.2 Identify two meanings of rate and measure of cost
Globalization Taught Through Visit from Deputy Consul General Watanabe

I. Subject: World History
   Topic: Globalization taught through visit from Deputy Consul General Watanabe
   Grade: Six
   Time: Two 90 min. blocks

II. Goal:
   Students gained a working knowledge of globalism through research in traditional and modern Japanese culture including economics, technology, religion, pop culture, and education.

III. Instructional Objectives:
   Students were able to identify with the commonalities of Japanese students their own age such as school, academic sports/clubs, testing, music, etc. Students able to utilize knowledge of technological advances made in Japan and apply it to their day-to-day lives. Students will be better prepared to deal, in the areas of trade, resources and consumption.

IV. Content Outline:
   Globalization as universalization
   Timeline of religion in Japan
   Haiku, tanka
   Zaibatsus
   Education and job market
   Technology and marketing

V. Instructional Strategies:

   Set:
   In World History students viewed the websites listed below using laptops. Large group discussion ensued comprising information from the website topics of religion yesterday and today, rap music, and job markets.
   In math, students learned about Japanese business models through teacher lecture.
   In English, teacher lectured and demonstrated the history of tanka and Haiku
   In Science, students learned about earthquakes through teacher lecture and united streaming website.

   Activities:
   In Language Arts, students were asked to develop their own Haiku for the school Literary Fair.
   In Math, students will visit Japanese stocks using laptop cart
   In Social Studies, students will view 2002 powerpoint of pictorial Japan and take part in an assembly during which Deputy Consul General Watanabe will demonstrate Japan’s robotics, physical geography, school culture, calligraphy, holidays, food and clothing.
   In Science, students completed a lab on earthquakes.
VI. **Assessment:**
Students will make an additional 15 “chance” cards and 15 “community chest” cards for their “Japanopoly” game incorporating new material learned during the Deputy Consul’s presentation. They then played their own games.

VII. **Materials:**
- Poster paper for Japanese/American flags
- Red and blue markers
- Laptop cart
- Large assembly room
- Powerpoint: Japan through photography 2002

**Websites:**
- [Http://raider.muc.edu/re/WorldReligions/recognition_of_religion_in_japan.htm](http://raider.muc.edu/re/WorldReligions/recognition_of_religion_in_japan.htm)
- [www.asianinfo.org/asianinfo/japan/religion.htm](http://www.asianinfo.org/asianinfo/japan/religion.htm)

VIII. **Home Learning Extension:**
With parental help, students were instructed to devise a Japanese/American flag to wave as the Deputy Consul drives up to the front of the school.

IX. **Sunshine State Standards:**
- **Social Studies:** Sunshine State Standards
  - SS.A.2.3.1—Understands how language, ideas, and institutions of Japan influences other culture through trade, and immigration.
  - SS.A.1.3.2. knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.
  - SS.A.2.3.2-. knows how major historical developments have had an impact on the development of civilizations.
  - SS.A.2.3.3-. understands important technological developments and how they influenced human society.
  - SS.A.2.3.4. understands the impact of geographical factors on the historical development of civilizations.
  - SS.A.2.3.6. knows the major events that shaped the development of Japan
  - SS.A.2.3.7. knows significant achievements in art and architecture in Japan
  - SS.A.2.3.8. knows the political, social, and economic institutions that characterize Japan
  - SS.A.3.3.1.understands ways in which cultural characteristics have been transmitted from one society to another
  - 5. understands the differences between institutions of Japan and Western civilizations
  - SS.G.1.3.5. knows ways in which the spatial organization of a society changes over time.
  - SS.B.1.3.7. understands the spatial aspects of communication and transportation systems.
  - SS.B.2.3.3. understands how Japanese differs in their use of environments and resources.
  - SS.B.2.3.4. understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
SS.B.2.3.6. understands the environmental consequences of people changing the physical environment in Japan
SS.B.2.3.7. knows how Japan has developed in response to conditions in the physical environment.
SS.B.2.3.8. knows world patterns of resource distribution and utilization in Japan.
SS.D.1.3.3. understands the variety of factors necessary to consider when making wise consumer decisions.
SS.D.2.3.1. understands how production and distribution decisions are determined in Japan

Science Sunshine State Standards
SC.D.1.3.3 student knows how conditions that exist in one system influences conditions in another in Japan
SC.H.2.3.1 student recognizes that patterns exist within and across systems in Japan

Math Sunshine State Standards
MA.6.A.1 solve real-world problems
MA.6.A.1 communicate desire for familiar items to be added or removed in daily activities
MA.6.A.2 describe the relationships and differences between two sets of data
MA.6.A.2 Identify two meanings of rate and measure of cost
The Effect of Globalization on National Identity: Two Models: Korea and Bolivia

I. Subject: Advanced Placement Spanish Language
   Topic: The effect of globalization on national identity
   Grade: 11th and 12th grades
   Time: 5 periods of 45 minutes

II. Goals:
Students will be introduced to the issue of globalization and to its effects on the national identity of two countries: Korea and Bolivia.

III. Instructional Objectives:
Students will be introduced to the concept of globalization and to its advantages and disadvantages to specific countries. They will consider the effect of globalization on the national identity of two model countries: Korea and Bolivia. They will do further research on other countries to compare and contrast the effect of globalization in other areas of Latin America.

IV. Content Outline:
A. The two definitions that will be used for “Globalization” will be the following:
   Globalization can be defined as “universalization”: “the process of spreading various objects and experiences to peoples of all corners of the earth” and as “modernization” “whereby the social structures of modernity (capitalism, rationalism, industrialism and bureaucratism) are spread the world over with the danger of destroying pre-existent cultures and self determination of underdeveloped countries. (Shaw, 200:15-17).
   It has been presented as the trend to a “global village” where borders will be open and national states will start to merge and cultural identities will disintegrate. Is that really the trend?
B. The teacher will discuss advantages and disadvantages of globalization.
C. Korea will be presented as an example of a country where globalization has resulted in a strong nationalistic movement. There will be a discussion of possible causes for this reaction based on the article “The Paradox of Korean Globalization” by Gi-Wook Shin.
D. A comparison will be drawn with the country of Bolivia where intense revolts have resulted against foreign investors, especially the United States.
E. Further research and discussion will involve other Latin American countries such as Mexico, Brazil, Argentina, Panamá and Chile to study the effect of their relationship with the United States, Spain, Japan and China.

V. Instructional Strategies:
A. Set:

1. Students will be presented with a series of images of Korea that show the effect of globalization: women dressed in Western wear; signs of American foods; a man in a baseball uniform; a Christmas tree in a mall; people wearing Korean religious masks backed by a Gucci sign; women using cell phones. The teacher will ask the question: “Where are we?” Students will surely have difficulty determining the place and will be confused with the Oriental and Western elements in the pictures. This is precisely the effect of globalization: the integration of multicultural elements and the apparent dissolution of national characteristics.

2. Students will be introduced to the concept of globalization and will be asked to consider its advantages and disadvantages such as the following:
   
   **Advantages:**
   - Goods and people are transported with more easiness and speed
   - Increased free trade among nations
   - Global mass media ties the world together
   - Reduction of cultural barriers increases the global village effect
   - Greater interdependence of nation-states
   - Propagation of democratic ideals
   - Increases in environmental protection in developed nations
   - Reduction of likehood of war between developed nations

   **Disadvantages:**
   - Increased flow of skilled and non-skilled jobs from developed to developing nations as corporations seek out the cheapest labor
   - Increased economic disruptions in one nation affecting all nations
   - Threat that control of world media by a handful of corporations will limit cultural expression
   - Reactions for globalization being violent in an attempt to preserve cultural heritage
   - Risk of diseases being transported between nations
   - International bodies like the World Trade Organization infringe on national and individual sovereignty
   - Decreases in environmental integrity as polluting corporations take advantage of weak regulatory practices in developing countries
   - Chances of civil war within developing countries and open war between developing countries as they vie for resources

3. The teacher will present a summary of the article “The Paradox of Korean Globalization” and the effect of globalization on its nationalist movement.
• In the Sydney Declaration of 1994, President Kim Young Sam started a Globalization Policy Committee to plan administrative and educational reform and science and technology.
• Its objective was to increase Korea’s competitiveness in a rapidly globalizing world.
• The Kim Dae Jung government accelerated Korea’s globalization process using the International Monetary Fund’s demand for economic and social reform.
• Recognizing the strategic value of creating a Korean global community, the government promulgated a special law in 2000 regarding overseas ethnic Koreans, specially targeting Korean Americans because of their command of English.
• The Kim government also sought to promote Korean studies both within and outside Korea stating that Koreans could not become global citizens without a true understanding of their values and tradition.
• During the last decade, the Korean government has sponsored a proliferation of festivals and events in various cities designed to enhance images and identities of each locality. In 2001, Confucianism was promoted as an alternative to “the moral deterioration of the modern day”.
• Koreans, as they become even more globalized, have come to believe that they share a single bloodline and belong to a unitary nation.
• The Korean government has promoted globalization to enhance Korean competitiveness while, at the same time, has sought to preserve and strengthen Korean natural heritage and culture.

4. Students will watch the video “Dignity and Defiance” on Bolivia and the antiglobalization movement in that country.

5. They will discuss the video identifying the different aspects of the revolts and the effects of globalization on Bolivia. They will also discuss the political aspect of the issue and compare the efforts of the government of Evo Morales with the nationalist strategies of the Korean government. They will discuss the trend of antiglobalization movements in Latin America such as the one in Bolivia as more of a strategy to denounce imperialistic practices of the United States and an effort to create new alliances with leftist countries in Asia, especially China.

B. Activities:
1. The class will divide into four groups and each one will do research on one of the following countries: Mexico, Panamá, Chile and Brazil. The following questions will be considered:

a. What are some examples of globalization in these countries in the areas of music, food, fashion, commerce and technology?
b. What have been the countries of major influence?
c. What have been the positive aspects of these foreign influences?
d. What have been the negative aspects?
e. What has been the effect on the indigenous culture of the country?
f. Has there been a nationalist movement such as the ones in Korea and Bolivia?

2. After two weeks, the four groups will present their oral reports to the class. They will include a P.P. presentation.
3. After all the presentations, the class will make a chart to compare and contrast these countries and try to find a trend.
4. An effort will be made to find ways to minimize the negative impact of globalization.

VI. Assessment:
Students will be evaluated on their research project and oral presentation. Each member of the four groups will present a written report on an aspect of the presentation. The student will also be graded on the oral aspects of the presentation such as vocabulary and pronunciation. Class participation points will be given for the discussion following the presentations.

VII. Materials:
- P.P. presentation prepared by teacher
- Video: “Dignity and Defiance”
  - http://www.youtube.com/watch=ek6ps4c
- “The Paradox of Korean Globalization” by Gi-Wook Shin
  - http://APARC.stanford.edu
- “Advantages and disadvantages of Globalization”
  - http://www.darkseptemberrain.com/ideas/advantages.htm
- “Advantages of Globalization”

VIII. Home Learning Extension:
Students will do research at the library and at home on their assigned topic and prepare their oral and written presentations. They will be evaluated on their group and individual work.

IX. Sunshine State Foreign Language Standards:
- Communication: FL.A.1-A.3.4.2
• Culture: Fl.B.1,1.4.3,1.4.4
• Connections: Fl.C.1-C.2.4.5
• Comparisons: Fl.D.1.4.2, D.2,D.2.4.2,D.2.4.4
• Experiences: Fl.E.1-Fl.E.1.4.2

Source:  http://www.highlands.k12.fl.us/~wedigr/benchmarks.html
China and Globalization

I. Subject: History  
   Topic: China and Globalization  
   Grade: 8

II. Assignment:  
   Students will research the history of China and how Globalization has affected it positively and negatively.

   Globalization has helped China become the third largest economy in the world behind the United States and Japan. China’s fast growing economy may soon pass the United States as the world’s number one economic nation.

   Students have the option of choosing between:


   2) Writing a 5-7 page research paper (double space 12 font) with a separate bibliography page. Due May 29th.

   LESSON #1: Introduce topic and brainstorm with students for their prior knowledge of China and Asia from the past and present. Define Globalization and to address that it can possibly have both pros and cons.

   Materials: Wall map of Asia and individual blank map of China and Asia to be completed for homework.

   LESSON#2: Students will view a film from the Olympics (Opening Ceremonies) that took place this summer in China.

   LESSON#3: Discuss impact of the internet, cell phones, and Ebay on the world.

   Computers: I signed out the computer cart with 20 student computers which students will work on each homeroom period and each Monday and Friday in Language Arts Class for two weeks.

III. Sunshine State Standards:

   SS.D. 2.3.3: The student knows the various kinds of specialized institutions that exist in market economies. (e.g. corporations, labor unions, banks, and the stock market.)
   SS.A. 2.3.3: the student understands important technological developments and how they influenced human society.
   SS.A. 2.3.1: The student understands how language, ideas, and institutions of one culture can influence others (e.g. through trade, exploration, and immigration).
The East and Western Weltanschauung in Aesthetics

I. **Subject:** Asian History and Culture  
**Topic:** The Eastern and Western Weltanschauung in Aesthetics  
**Grade:** High School 11th/12th Grade  
**Time:** 120 minutes of class time plus additional home learning extension time

II. **Goal:**  
To introduce the German concept of “weltanschauung” (a comprehensive view of the world and human life, and to apply the concept comparatively to Eastern and Western civilization with respect to aesthetic standards of beauty in art and architecture.

III. **Instructional Objectives:**  
- To introduce the idea of a comprehensive worldview.  
- To apply the concept to aesthetics, and to propose the idea that the aesthetic standards of a civilization often reflect the ideals of an underlying worldview.  
- To explore the foundational sources of traditional Western culture and Chinese/Japanese culture. (Hellenic/Hebraic vs. Confucianism/Taoism/Buddhism)  
- To examine how Western ideals of universalism, symmetry, and monotheism are reflected in art and architecture.  
- To examine how Eastern conceptions of relativism and a conception of nature as disordered are reflected in the art and architecture of the region.

IV. **Content Outline:**  
I. Weltanschauung: A comprehensive view of the world. One’s view of the individual, the family, truth, the good, beauty, etc.  
III. Western Civilization: Sources  
   - **Hellenic influences:** Rationalism. Logos. Individualism. Universalism.  
     Teleological conception of history.  
   - **Hellenic influences:** Monotheism. Separateness of man and nature.  
IV. Eastern Civilization (China and Japan).  
   - **Confucian/Taoist Zen Buddhist influences:** Relativism. Anti-Teleological conception of history. Collectivism. Identification of man with nature.

V. **Instructional Strategies:**  
Set: Lecture/Discussion format.  
Activities: 1. individual research  
   2. group research  
   3. Students are to do an internet search of the concepts covered.

Closure: Whole class discussion:  
1. What new information did you learn?  
2. How have your ideas changed from this lesson?

Assessment: Students will be assessed based on class participation and
through an essay-based examination.

VI. Materials:
1) reading handouts
2) laptops
3) notebooks

VII. Home Assignment:
Readings From:
Plato’s “Apology”
The Bible: Genesis
The “Analects” of Confucius
The “Tao Te Ching”
World Religions: A Voyage of Discovery
Tourism a Comparison of Systems

I. **Subject:** World History  
   **Topic:** Compare the model of Korean tourist marketing strategies to Lee County Florida  
   **Grade:** 10

II. **Goal:**  
   Students will analyze and understand the marketing Strategies of the Korean Government in the attempts to attract tourists. Students will then compare them to the marketing strategies of Lee County Florida and then create a tourist marketing campaign.

III. **Instructional Objectives:**  
   The Student will examine Korean tourist websites and government portal.  
   The student will understand the cultural attributes of Korea in their attempts to attract tourist.  
   The Student will examine Lee County Florida measures to attract tourists  
   The student will create a marketing campaign to attract tourist to Lee County  
   Using strategies implemented from the Korean model of marketing

I. **Content Outline:**  
   A. Perceptions of American society and East Asia  
      1. What do Americans know about Asia?  
      2. What is the appeal of East Asia  
      3. Why Japan and China over Korea  
   B. Korean tourist statistics  
   C. Lee County tourist statistics  
   D. Competition strategies to attract tourists  
   E. Economic impact of tourism

II. **Instructional Strategies:**  
   Set:  
   A. A short power point on key interest spots in Asia  
   B. A KWL chart on what students know and understand about Korea  
   C. Small group discussions on the importance of culture in tourism  
   Activities:  
   A. Students will view internet sites for Korean and Lee County tourism  
   B. Students will create lists of reasons to visit each area  
   C. The will create a Venn Diagram comparing the web sites  
   D. Students will write a short article on a key interest site in Korea and one for a Lee County Site  
   Closure:  
   1. Students will develop a web home page ad to attract tourist to Lee County  
   2. Students will develop tourist poster

III. **Assessment:**
Students will present their home pages and posters to class and explain how it is comparable to the Korean model of advertising.

IV. Materials:
1. Taekwondo promotional video from Korean tourism Agency- This is a short video promoting taekwondo and reasons to travel to Korea
2. Korean Tourism Video- A general video on cultural highlights
3. Tour2Korea website
5. www.leevcb.com- Lee county tourist site

V. Sunshine State Standards:
L.A.A.2.4.1 Main Idea and Details
L.A.A.2.2.7 Recognize Compare and Contrast
SS.B.1.4.4 Characteristics can link or divide regions
SS.A.1.4.2 Themes in History
L.A.A.2.4.8 Synthesize and Conclusion
L.A.A.2.4.5 Identify Persuasion and Appeal
Globalization in Asia

I. **Subject**: Speech level 3 (Intermediate Level)
   **Topic**: Globalization in Asia
   **Time**: 2.5 hours
   **Goal**: To increase understanding and create an awareness of globalization in Asia by studying the currency, exchange rates, minimum wages, and clothing production. To understand the positive and negative effects globalization has on consumers.

II. **Instructional Objectives**:
   1. Students will create their own definition of globalization at the beginning of the lesson and revise it at the end of the lesson.
   2. Students will consider the positive and negative side of globalization.
   3. Students will be able to identify Asian countries on a world map.
   4. Students will be able to identify currency in Asia and learn exchange rates.
   5. Students will learn minimum wages in Asia.
   6. Students will become aware of what countries their clothing is made in.
   7. Students will learn how globalization impacts their lives as a consumer.

III. **Materials**:
World map, examples or samples of Asian currency, handouts from links to the internet, articles from internet

IV. **Instructional Strategies**:
This lesson plan will be a combination of small group and large discussion group. It is also ideal for the lesson to take part in a computer lab if possible so students will be able to readily access the links while working with their groups to find the necessary information. If this isn’t possible, you can print out some information in advance and send links to the students as part of the homework assignment.

V. **Content Outline for Currency and Wages Lesson**:
1. Ask students what images are on money in their countries. Talk about designs, size, and color. Ask students what they think the money looks like in different countries in Asia.
2. Students work in groups and choose a country in Asia.
3. Show images of currency from the internet if you don’t have samples.
4. Ask students to say how much it takes of the currency to equal one dollar.
5. Define vocabulary words: currency, per capita income, minimum wage, exchange rate, denomination, and fluctuate.
6. Ask students to compare the minimum wage in their countries with the US and Japan.
7. Ask students to discuss what types of jobs pay minimum wage in their countries and the US. Then ask them to think about what type of jobs in Asia pay minimum wage.
8. Discuss jobs that pay less than minimum wage.
9. Discuss jobs that they have had and what the wages were.
10. Discuss the level of education, age, sex, of people doing minimum wage jobs in their countries, the US, and Asia.
VI. **Content Outline for Clothing Lesson:**
1. Ask students to discuss where they shop for clothes and why they choose those stores.
2. Ask students if they or anyone they know makes their own clothes.
3. Ask students to look at the labels on their clothes, bags, and shoes to see where they are made and to make a list of the item of clothing, and country.
4. Have students compile a list on the board of countries where these items are made and identify these countries on the map.
5. Ask students to discuss what comes to mind when they see the country where their clothing was made on the label. Is it a positive, negative, or neutral feeling?

VII. **Homework:**
Give students the handouts and/or internet links described below. Tell them to read the related readings about sweatshops. They should highlight important information and look up any new vocabulary words. They should also make a list of new words with a definition or synonym. Then they will write shorter answers to the first four questions and extended answers for the remaining two.

1. What are the images on the currency from the Asian country you selected? What can you learn about this country from the images on the money?

2. What is the difference in the exchange rate between the currency in the Asian country you selected and the US dollar? What can we learn about globalization from the differences and the changes in the exchange rate?

3. What is the minimum wage of the Asian country you selected? How much do you think it costs for basic necessities (a loaf of bread, milk, a shirt, pair of pants etc.)?

4. Look in your closet at home and make a list of items of clothing and where they are from. What is the percentage of items made in the US and in other countries? What regions produce the most? What are the advantages of producing clothes in Asia as opposed to the US?

5. Describe the day in the life of a sweatshop worker in Asia. Include details about the working conditions, how many hours a day the people work, and how much they are paid.

6. Describe how what you have learned in these lessons about workers and working conditions in Asia, exchange rates, and minimum wages has affected you as a consumer. What are the negative and positive effects of globalization.

VIII. **In Class Speaking Follow Up Assignment:**
Ask students to get into small groups and discuss the answers to the homework questions. Then as a large group, ask students to take turns presenting their answers to the class while their classmates add comments.
Extension Lessons:
Speech: Students can choose to research the Asian country they chose in depth and do a power point presentation.
Writing: Based on the level, students can write a paragraph or essay on the topic ideas from the homework questions.
Reading: Students can choose a topic on globalization, research articles in magazines and on the internet and keep a portfolio. They can summarize the articles, make vocabulary lists, and write reactions to what they read.

IX. Resources

1. Interactive Map of Asia
http://www.yourchildlearns.com/asia_map.htm

2. World Atlas of Asia
http://www.worldatlas.com/webimage/countrys/as.htm

3. Currency Rates

4. Currency Converter
http://www.xe.com/

5. List of Minimum Wages around the World
http://en.wikipedia.org/wiki/List_of_countries_by_minimum_wage

6. Article:
Modern Day Sweatshops and El Monte Thai Garment Workers: Slave Sweatshop
http://www.siprep.org/faculty/astricherz/documents/sweatshophomework08.pdf

7. Update on the El Monte Thai Garment Workers

Immigrants of the Day: Thai Garment Workers of Thailand, Lopez Lomong of Sudan, and Ming Sun of China by Kevin R. Johnson

The L.A. Times updates us on a horrible story that had a happy ending. Over a decade ago, more than 70 Thai laborers were enslaved behind razor wire and around-the-clock guards in an El Monte (a Los Angeles suburb) sweatshop, where they were forced to work 18-hour days for what amounted to less than a dollar an hour. "[A] shocked public learned of slavery in its midst and flooded the Thai laborers with American generosity: Churchgoers offered shelter, community advocates offered English lessons and job tips, lawyers fought for work permits and legal status for the group."

Exactly 13 years to the day the Thai laborers won their freedom, two of the laborers took the oath of allegiance to her new nation at a ceremony, where more than 3,600 citizens were
scheduled to be sworn in. Dozens of the El Monte workers have acquired citizenship this year or expect to do so soon. More than 40 of them had gathered last Sunday to celebrate with the Asian Pacific American Legal Center, which successfully fought for a $4-million settlement from manufacturers and retailers for their exploitation and won an uphill battle to gain legal status for the workers. "Because of their courage, they were able to take what was a horrific experience and emerge from it as victors," said the legal center's Julie Su, their lead attorney for 13 years. "I'm really proud of them, but I'm also proud of America because this nation opened its arms to them and showed its best ideals of freedom and human rights." (August 14, 2008 )

Writing Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information is very organized with well-constructed paragraphs and subheadings.</td>
<td>Information is organized with well-constructed paragraphs.</td>
<td>Information is organized, but paragraphs are not well-constructed.</td>
<td>The information appears to be disorganized.</td>
</tr>
<tr>
<td><strong>Amount of Information</strong></td>
<td>All topics are addressed and all questions answered with at least 4 sentences about each.</td>
<td>All topics are addressed and most questions answered with at least 3 sentences about each.</td>
<td>All topics are addressed, and most questions answered with 2 sentences about each.</td>
<td>One or more topics were not addressed.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors</td>
<td>A few grammatical, spelling, or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
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# Speech Rubric

Speaker’s name: _____________________

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Rating Excellent</th>
<th>Rating Good</th>
<th>Rating Satisfactory</th>
<th>Rating Needs Improvement</th>
<th>Score</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Points 10-9</td>
<td>Points 9-8</td>
<td>Points 8-7</td>
<td>Points 7-6</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>(1) Gets attention (2) Clearly identifies topic (3) Establishes credibility (4) Previews the main points</td>
<td>Meets any three of the four criteria</td>
<td>Meets any two of the four criteria</td>
<td>Meets only one of the four criteria</td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td>Main points are clear, well supported, and sources are documented</td>
<td>Main points are somewhat clear, some support, and some documentation</td>
<td>Main points need clarity and support lack of sources and documentation</td>
<td>Main points are not clear and have no support and no sources or documentation</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>(1) Reviews main points (2) Brings closure (3) Memorable</td>
<td>Reviews main points, brings closure</td>
<td>Brings closure</td>
<td>Does not bring closure; the audience is left hanging</td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Eye contact with audience virtually all the time (except for brief glances at notes)</td>
<td>Eye contact with audience less than 80% of the time</td>
<td>Eye contact with audience less than 75% of the time</td>
<td>Little or no eye contact</td>
<td></td>
</tr>
<tr>
<td>Use of Language</td>
<td>Use of language contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting</td>
<td>Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting</td>
<td>Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting</td>
<td>Use of language is inappropriate</td>
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</tbody>
</table>
Outcomes at Miami Dade College

**Purpose:** Through the academic disciplines and co-curricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning.

As graduates of Miami Dade College, students will be able to:

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment.
Globalization of China

I. **Topic:** Globalization of China

II. **THE U.S. AND CHINA IN THE ERAS OF GLOBALIZATION**
Speech by Robert B. Zoellick to Central University of Finance and Economics, Beijing, China

Robert B. Zoellick: Born July 25, 1953, Evergreen Park, IL
11th president of the World Bank, since July 1, 2007
U.S. Trade Representative, 2001-2005
United Deputy States Secretary of State
Managing Director of Goldman Sachs

III. **U.S.-CHINA RELATIONS**
- China, World’s oldest continuous civilization/U.S. young nation
- 1919 Beijing students protest Imperial Rule and Stagnation
- Early 20thC World Changes
  - communication
  - transportation
  - economic markets
  - interaction among peoples

IV. **IMMIGRATION TO AMERICA**
- 1% of population
- English, German, Irish and African
  - 3.5 million in 1890 to 9 million in 1910
- Poles, Russians, Italians
- Chinese, Japanese and Jews
  - Canada and Latin America

V. **U.S. STRENGTH - OPENNESS**
- people, goods, capital, ideas spurs
- dynamism, flexibility, competition, liberty, pursuit of happiness
  - Ellis Island (1892-1954) entered 12M/40% of the population

VI. **TRANSFORMATIONS**

United States
- GDP higher than today
- emancipation of women
- modern olympics
anti-colonial wave  
science: electrodynamics, quantum Mechanics

China
Sun Yat-sen (1870-1925), Kang Youwei (1858-1927) and Lian Qichao (1873-1929)
travel
• ended dynastic rule  
• 1903 ZouRong (1885-1905/18)
  o “The Revolutionary Army”  
  o annihilate Manchus

VII. DARK SIDE
• poor immigrants rootless and exploited
• slums and sweatshops
• social discrimination and unjust laws
• Chinese Exclusion Act of 1882, Scottt Act of 1888, Geary Act of 1892 and 1902, Immigration Act of 1924
• Magnuson Act of 1943 and Immigration Act of 1945
• Assassinations of McKinley, Carnot and Jaures, Canovas and Canalejas, Empress Elizabeth, King Humbert, Archduke Ferdinand
  ➢ World War I (isolation, protectionism, corporatism, national socialism)

VIII. LESSONS LEARNED
• blend old with new
• ideas, leaders, and people matter
• Benefits: reforms, goods, investments, revolutions
• Problems: confusion, fears, opposition, violent reactions
• Interaction with different cultures and civilizations
• Creates: hopes and opportunity

IX. “SAME BED, DIFFERENT DREAMS” by David Michael Lampton
• Dean of Faculty, School of Advanced International Studies (SAIS)
• Professor of Chinese Studies, Johns Hopkins University

Different Outlooks
U.S. optimistic
• spared of plagues and atrocities
• devotes Boxer Rebellion indemnity to Chinese study in U.S.
• sent “Flying Tigers” to defend China against Japan
• accomplished Chinese Americans
• admiration for China’s talents, hard work, devotion to parents
• potential based on merit and open to all origins
• economic competitors
• disagree on some international issues
better if others also prosper in liberty

China sees adversity
  • realpolitik and predatory plans
  • “open door” policy, U.S. terms
  • WWII partners in war
  • 1949-72 China allied with Soviet Union, North Korea, Vietnam
  • 1978 “open door” policy, China terms
  • Tiananmen demonstrations and martial law
  • admiration for U.S. economic achievement and higher learning

X. RESOURCES
  • http://www.rand.org/pubs/testimonies/2005/RAND_CT244.pdf WILLIAM H. OVERHOLT
  • http://www.eyewitnesshistory.com/snpim1.htm The Office of the United States Trade Representative, Speech by Robert B. Zoellick, U.S. Trade Representative
  • http://en.wikipedia.org/wiki/Zou_Rong Tsou Jung
  • http://www.geocities.com/volodyatikhonov/nationalism.htm Zou Rong’s The Revolutionary Army
  • http://books.google.com/books?id=QiM2pF5PDR8C&pg=PA15&lpg=PA15&dq=zou+rong+reds&source=bl&ots=xUB11HRNlG&sig=soGcVeVPGhpzeC2TIlpOAofBro&hl=en&ei=5K0LSsWAJsvgtgeb5Mj6Bw&sa=X&oi=book_result&ct=result&resnum=3#PPA24,M1
What Do We Do with Our Household Garbage?
The Case of the City Kawagoe Saitama in Japan

I. **Subject:** World History, World Cultures, Biology, Ecology, or Economics.  
**Topic:** What do we do with our household garbage? The case of the city of Kawagoe Saitama in Japan.  
**Grade:** 9th grade  
**Time:** three classes

II. **Goal:**  
Students will learn about the Japanese garbage treatment in the city of Kawagoe Saitama in Japan.  
Students will analyze the procedures applied in the city of Kawagoe Saitama and will compare the regulations and procedures applied in their city.

III. **Instructional Objectives:**  
Students will analyze two images, one representing the weekly consumption of food within a Japanese family and the other representing an American family.  
Students will analyze a comparative chart on ecological footprint per capita including Japan, the United States and the world.  
Students will read a document about how to dispose household garbage according to the regulations for the city of Kawagoe Saitama in Japan.  
Students will research the current regulations implemented in their city of residence in reference to the disposal of household garbage.  
Students will analyze pictures of Japanese appliances such as a fridge and garbage disposal and they will write the advantage of using these devises.  
Students will research the current supply of appliances in the American market and they will write down their characteristics.  
Cooperative learning: students will break out into small groups and will create a video showing the procedures in dealing with garbage disposal in American household.  
Students will present their videos to their classmates.

IV. **Content Outline:**

In Japan, waste is mainly categorized as industrial and non-industrial waste. Industrial waste emitters are responsible to dispose of their waste, either on their own, or by contracting the work to waste management companies. On the other hand, when it comes to non-industrial waste, local governments are responsible for the disposal of waste generated in their municipalities.  
In Japan, roughly 19.40 million tons of food waste was generated in 1996. Of these, about nine percent, or 1.68 million tons, were recycled. Some 50,000 tons of food waste for households were recycled, which accounts for only 0.3 percent of the total. Most of this garbage was incinerated and landfilled, contributing to Japan's growing shortages of final disposal sites.
Aware of this situation, the Japanese government enacted the Food Recycling Law in 2001, aiming to reduce food waste and promote recycling. The law on food recycling requires all entities concerned in food waste at the stages of food production, distribution and consumption, including consumers, businesses, and the national and local governments, to endeavor to control waste generation, promote recycling, and reduce waste volume. Furthermore, the law requires all food-related businesses to increase their food waste recycling rates by 20 percent by fiscal 2006. As a result, the food waste recycling rate increased to 20 percent in 2005 from less than 10 percent in 2002. Moreover, food-related businesses that are obligated by the law to take action boosted their recycling rate to over 50 percent in 2004.

This lesson plan will focus on the particular case of the city of Kawagoe Saitama in Japan. This city regulates the way in which its citizens have to deal with households disposals. The city publishes on line, in both languages, Japanese and English, the rules that apply for that purpose. Its motto is “Mixed together is garbage, sorted out it is a resource.” During the past twenty years the City Hall has sent its employees to visit the community to demonstrate how to separate garbage. The process is complex since there are different days for each type of disposal and many restrictions, but after several years of practice, its citizens learnt how to be effective in handling the disposal. These are the basic rules:

- Please dispose the garbage at the designated collection site by 8:00 AM on the designated day. Garbage disposed later will not be collected. Don’t put garbage out the night before the collection day because it may cause a fire or may attract crows.

- Please sort your garbage properly. Unsorted garbage will not be collected.

- The pick-up times varies for “Papers” “Glass Bottles,” and “Cans and PET bottles” because they are each collected by different vehicles. Please sort your garbage as thoroughly as possible before placing it at the collection site.

- Please rinse and remove dirt from the following recyclable items before disposal: “Milk Cartons (paper)”, “Glass Bottle”, “Cans and PET Bottles”, “Plastic Containers and Wrappings”.

- Garbage is collective according to schedule even on rainy days, paper as well.

- For “Combustible”, “Non Combustible”, “Glass Water”, “Cans and PET Bottles”, “Plastic containers and wrappings”, and “Clothes”, please use clear or semitransparent bags for disposal. White supermarket bags are also acceptable.

- Garbage collection is usually not conducted on Saturdays, Sundays, National Holidays, Substitute holidays, and the year/end New Year holidays, so do not dispose garbage during that time. Please check the Table of Special Collection Dates” for collection on holidays.
• Garbage collection sites are managed by its users. Please work with your neighbors to keep the collection sites clean.

The schedule to collect disposal garbage is the following:

• Combustible material: collected Mondays and Thursdays
• Non Combustible material: collected one Tuesday per month
• Bottles and cans: collected every other Tuesday
• Plastic: collected every Friday
• Paper: collected one Wednesday per month
• Harmful: collected once per month

Also, there is a private company that collects newspapers, cardboard boxes, magazines in exchange for toilet paper or tissues. Most supermarkets have boxes for PET bottles, cans, plastic trays and mild cartons for people who don’t want to keep recyclable items at home. Society still values conformity, harmony and consideration for others. **If you break the regulations of separating the garbage or misplace the garbage in the wrong day, you will be reprimanded by the community leader.**

Environmental education is also conducted in schools where students are taught how to save energy by promoting the 3Rs (reduce, recycle and reuse). Many volunteer groups have been formed to implement measures to promote environmental awareness. A few years ago the ECOASIA conference took place in the city of Kawagoe Saitama and over 200 groups worked on environmental issues. The housewives group made tote bags with used clothes. People carry a self-made bag instead of plastic bags for shopping.
Items that are not collected by the city

- 4 electric appliance items
  (Televisions/Air Conditioners/Refrigerators (including freezers)/Washing machines)
- Computers
- Tires
- Batteries
- LPG Cylinders
- Fire extinguishers
- Chemicals
- Gates
- Fuel
  (gasoline, etc.)
- Pianos
- Solar water heaters
- Concrete blocks

Kawagoe City does not handle industrial waste.

Disposal of 4 electric appliances

(Televisions/Air Conditioners/Refrigerators (including freezers)/Washing machines)

According to the Electric Appliance Recycling Law, Kawagoe City does not conduct electric appliance collection. You are not permitted to bring electric appliances directly to the Garbage Incineration Center.

Disposal of household computers

According to the Law for the Promotion of Effective Utilization of Resources, Kawagoe City does not handle their collection. Please refer to the website of the manufacturer or PC 3R Promotion Center (http://www.pc3r.jp).

Equipment subject to the Recycle Law

- Desktop computers
- Laptop computers
- CRT Displays (cathode-ray tube, including integration types)
- LCD Displays (includes integration types)

* Drop off locations *

Hours 8:40~11:50 / 13:00~15:00 (Monday to Friday except holidays)

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Address</th>
<th>Items accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Garbage Incineration</td>
<td>3299-1 Kashihara, Kawagoe-shi</td>
<td>Combustible items, Plastic containers and wrapping, Noncombustible items, Hazardous items, Glass Bottles, and Overseas items</td>
</tr>
<tr>
<td>Eastern Garbage Incineration</td>
<td>2-8-18 Yoshinoda, Kawagoe-shi</td>
<td>Combustible items and Oversized items (Cloth and wooden products)</td>
</tr>
<tr>
<td>Recycling Center</td>
<td>2-8-18 Yoshinoda, Kawagoe-shi</td>
<td>Noncombustible items, Hazardous items, Cans, PET Bottles, and Overseas items (Metal items)</td>
</tr>
</tbody>
</table>

Contact number

- Kawagoe City Hall (Resource Recycling Promotion Division) 049-224-5908 (Japanese Only)
V. Instructional Strategies:
Set:
Large group discussion. Students will have to analyze two images, one representing the weekly consumption of food within a Japanese family and the other representing a typical American family. This activity serves as a springboard to introduce the concept of recycling household garbage.

Activities:
Day 1: Large-group discussion about the type of food consumed in both societies: Japan and the United States. Both countries consume important amounts of semi or processed food, which produces a considerable quantity of garbage. Also, students can compare the type of diet in each society and their nutritional value. Afterwards, students will analyze a comparative chart on ecological footprint per capita including Japan, the United States, and the world. The Ecological Footprint is a measure of human demand on the Earth’s ecosystems. It compares human demand with planet Earth’s ecological capacity to regenerate. It represents the amount of biologically productive land and sea area needed to regenerate the resources a human population consumes and to absorb and render harmless the corresponding waste. The purpose of this analysis is to show them the impact of each society in terms of ecological awareness.

Later, students will break into groups to read a document about how to dispose household garbage according to the regulations for the city of Kawagoe Saitama in Japan. Each group will write a report summarizing the regulations.

Day 2: Students will resume their groups and will research the current regulations implemented in their city of residence in reference to the disposal of household garbage. Each group will produce a written report summarizing the regulations. The teacher will show the class two pictures with the appliances used in Japanese households (a fridge and a garbage recycler devise). Students will analyze the pictures and will write about the advantages of using these devises. Students will research in the internet the current supply of appliances in the American market and will compare them with the ones used in Japan. Each group will write down a report.

Day 3: Cooperative learning: students will break out into small groups and will plan and design a video showing the procedures in dealing with garbage disposal in the American household. The production of the video will take them the rest of the week.

Closure: Students will present their videos to their classmates.

VI. Assessment:
Students will be assessed on the quality of their video in terms of accuracy in the presentation of the information, creativity, and clarity in delivering the message.

VII. Materials:
For teachers:


VIII. Resources
http://www.japan-guide.com/e/e2222.html
http://www.daieiservice.co.jp/e_csr_actv.html

For students:
http://www.miamidade.gov/dswm

IX. Home Learning Extension:
Students will have to campaign in their communities about the need to reduce household garbage by optimizing the recycling process. Students will gather in groups to write letters to their community representatives about this issue.
# A Historical and Multicultural Look at the Atom

**Grade Level:** 8  
**Subject:** Science  
**Prepared By:**

<table>
<thead>
<tr>
<th>Overview &amp; Purpose</th>
<th>Education Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help students understand that everything in life is connected, by one major concept: All objects and substances in the world are made of matter, and the atom is the building block of matter. This lesson will explore the discovery, structure, and subsequent use of atoms.</td>
<td>Specifically addressed are SC.A.2.3.2, and SC.A.2.4.1, however these Strands can be integrated into many other areas.</td>
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| Teacher Guide | Student Guide |
## Objectives
(Specify skills/information that will be learned.)

- Students will learn that the atom is one of the basic building blocks of matter, elements, and other scientific concepts.
- Students will learn that many people and cultures contributed to the discovery of the atom. (Nagoaka, Thomson, Kelvin, Rutherford)
- Students will learn that the atom consists of subatomic particles, and that the arrangement, motion, and strength of attraction between these particles determines the basic states of matter.
- Identify various atomic theories, and be able to explain events leading up to the accepted atomic theory of today.
- Identify the arrangement of the subatomic particles.
- Explain how the number, structure, bonding, and movement of atoms determine the identity of numerous things.
- Build models of the modern atomic theory, elements and states of matter.
- Provide examples of how atoms impact our everyday lives.

## Materials Needed
- Pencil or Ink Pen
- Paper
- Textbook

## Information
(Give and/or demonstrate necessary information)

- Ask questions to check student’s prior knowledge of atoms.
- Present, discuss, and reinforce what atoms are, their subatomic particles, and the various scientists that played a role in their discovery.

Students will be given the opportunity to discuss atoms through research and writing assignments, laboratory experiences, home study, videos, interactive computer lessons, and possibly video conferencing with agencies such as NASA (provided the school has the technology).
| **Verification**  
(Steps to check for student understanding) | Informal and formal assessment of student’s ability to apply the information in both written form, and laboratory experiences. | • Read independently, and collectively as a group  
• Research scientists and their contributions to the discovery of the atom and its applications.  
• Construct 3-D models that represent the currently accepted atomic theory, different elements  
• Explain how structure, number, and strength of attraction between particles determine state of matter, and kind of element. | **Other Resources**  
(e.g. Web, books, etc.)  
Related Videos/CD’s  
Textbook  
Scientific Articles  
Computers  
LCD Projector  
Projector Screen |
<table>
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<tbody>
<tr>
<td><strong>Summary/Homework</strong></td>
<td>Research and type a one-page report on an Asian, or Asian-American scientist that has contributed to atomic discovery and application.</td>
<td><strong>Additional Notes</strong></td>
<td></td>
</tr>
</tbody>
</table>
Cell Phone Evolution

I. **Subject:** Technology  
   **Topic:** Cell phone Evolution  
   **Grade:** 6-8

II. **Objective:** Students will be introduced to the history of cell phones and their impact on society.

III. **Instructional Procedure:**
   - I will read and discuss with the class an article from the newspaper Japan Today titled “cell-phone dependence increasing in elementary schools”
   - I will then proceed to explain the history and evolution of cell phones and lead a discussion on their impact in society (compare impact between cell phones American Society and cell phones in Japanese Society)
   - I will then proceed to show them different models of the cell phones in Japan and the United States, with the objective of showing them the reasons why cell phones in Japan have features that we do not see often in our own cell phones
   - Students will be asked to write and present (through Power Point) a one page essay explaining how they think cell phones have impacted their lives and they will also give their opinion on how it impacts the lives of Japanese kids

IV. **Assessment**
   Student participation; Essay & Presentation

V. **Materials:**
   - Laptops
   - LCD Projector

VI. **Resources:**
   - Internet Browser
   - Microsoft Word
   - Microsoft Power Point

VII. **National Technological Standards:** NT.K-12.4 (Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences)

VIII. **ESOL Standards:** The teacher will use visuals and peer interaction in the lesson.

IX. **ESE Accommodations:** Students will receive special accommodations and given extra time to complete assignments.
Microcredit programs offered through kiva.org as an example of Globalization as Liberalization and Universalization and their effects/potential effects on business development in Vietnam.

I. **Lesson:** Microcredit programs offered through kiva.org as an example of Globalization as Liberalization and Universalization and their effects/potential effects on business development in Vietnam.

II. **Pre Test:**
How comfortable would you be describing the following to a friend?

Choose:
1 for very comfortable
2 for somewhat comfortable
3 for not comfortable

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Globalization</td>
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<tr>
<td>Globalization as liberalization</td>
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<tr>
<td>Globalization as universalization</td>
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<tr>
<td>Free Market Economy</td>
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<td>Capitalism</td>
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<td>Social Capitalism</td>
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<td>Credit</td>
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<td>Microcredit</td>
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<td>Location of Vietnam</td>
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<td>Vietnamese economic system</td>
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<tr>
<td>Vietnamese economic policies/changes in the last 30 or so years</td>
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</table>

III. **Essay assignment:**

At the conclusion of the lesson, students will write a 5 paragraph essay in which they will describe how kiva.org is an example of globalization as liberalization and as universalization, including goals of microcredit programs. They will then evaluate whether this implementation of globalization positively affects individuals and families in Vietnam as well as the overall Vietnamese economy.
Policies of Globalization in East Asia

I. **Subject:** EAP 0400 (English for Academic Purposes)
Speech Level 4 (upper-intermediate)
**Topic:** Policies of Globalization in East Asia
**Grade:** College Level
**Time:** Three 50-minute lessons

II. **Goal:**
In this unit, students will become familiar with the basic concepts of globalization, in particular the effects of globalization on China, the major trading partner of the United States. In addition, students will get acquainted with environmental consequences of economic development. Finally, they will examine an issue from multiple perspectives to enhance their communication skills and to practice conflict resolution.

III. **Instructional Objectives:**
Students will:
1. study English vocabulary related to globalization, trade, and environmental issues.
2. develop a basic understanding of the concept of globalization
3. become aware of a policy that has contributed to increased globalization in an Asian country (China’s entry into the World Trade Organization in 2001)
4. understand the connection between economic development and environmental degradation
5. recognize the impact of consumers as they shape “supply and demand” on the global market
6. practice oral communication skills to critically examine a controversial issue and to identify possible solutions to the problem at hand

IV. **Content Outline:**
1. What is globalization?
2. How has globalization affected China (trade between China and the US)?
3. What is the true cost of a product (environmental and social impact)?
4. How do we as consumers influence the global economy?
5. How can international companies improve their global environmental and social responsibility?

V. **Instructional Strategies**
**Warm-up:**
Instructor divides students into groups of 4-5 and asks them to talk about what globalization means to them. Students enter their ideas in the first column of a KWL-chart. Instructor then shows students several pictures that capture the idea of globalization, e.g. a wooden oxcart in front of an Indian McDonald’s store, Chinese workers on a “Barbie/Ken” assembly line, etc. Instructor elicits comments about the
pictures. The students then talk about what they want to know about globalization and complete the second column of the KWL-chart.

**Activities Lesson 1:**
1. The students take turns reading the article “What Is Globalization?” The instructor clarifies vocabulary and asks students to compare/contrast the ideas presented in the article with those developed by each student group during the warm-up activity.

**Homework:** Read the article again and write a summary.

**Activities Lesson 2:**
1. A few students share their summaries with the class. Instructor collects summaries for evaluation.
2. Instructor shows students a map of China and engages them in a short discussion on what they already know about China and globalization.
3. Instructor explains that the 1994 North American Free Trade Agreement (NAFTA) resulted in an increase in outsourcing of manufacturing jobs to Mexico. In 2001, however, China entered the World Trade Organization (WTO), and those jobs began to move there.
4. Instructor then hands out the article “Manufacturing Malady” and asks the questions at the beginning of the article.
   - What is the real cost of a product?
   - Who or what is responsible for environmental harm caused by manufacturing practices?
   - How should global environmental problems like air pollution be solved?
5. Students read the paragraph in groups and discuss the ideas with their group members. The instructor circles the room to facilitate.

**Homework:**
- Think of five ways in which you as a consumer influence supply and demand. Look around your house to find items that were manufactured in China? Make a list.

**Activities Lesson 3:**
1. Instructor asks several students to write the names of Chinese-made items on the board and has the class discuss the range/type of products.
2. Role-Play (20 minutes): Instructor divides students into groups and gives each group one item (a toy, calculator, etc.) that has been manufactured in China. In each group, two students represent Chinese factory owners, two students represent American business executives, two students act as the representative of an international environmental/human rights agency, and one student facilitates the discussion and takes notes.
Case: A US company is looking for a factory in China that will manufacture an item for a Dollar Store chain. The production may involve hazardous materials, such as lead, but it would also create new jobs... Consider economic, environmental and social factors. Use the statistics from the UN Cyberschoolbus site to support your viewpoints. The goal is to find a solution to the conflict. What kind of policy should be developed?

Closure: Representatives from each group share their ideas. Instructor facilitates discussion and makes suggestions/corrections.

Homework: Write a paragraph in which you reflect on this unit on globalization. Complete the final column in your KWL-chart.

VI. Assessment: 
Evaluation of student writing (see homework assignments) 
Quiz on Globalization vocabulary list (Glossary).

VII. Materials: 
1. KWL-chart handout 
3. “What is globalization?” (Article) 
http://www.globalization101.org/What_is_Globalization.html 
4. Map of China (Map) 
http://www.worldatlas.com/webimage/countrys/asia/cnlarge.htm 
5. “Manufacturing Malady” (Article) 
http://askasia.org/students/manufacturing.html#footnote1 
6. Country at a Glance - China (Statistics on Chinese economy and environment) 
7. Information on lead paint in Chinese-made toys (Articles) 
http://www.slate.com/id/2172289/

VIII. Home Learning Extension: 
Research the United States and your home country on the UN Cyberbus Website. Compare and contrast the two. Share your ideas with your classmates.

IX. Miami Dade College General Education Outcomes: 
Outcome #1: Communicate effectively using listening, speaking, reading, and writing skills 
Outcome #4: Formulate strategies to locate, evaluate, and apply information 
Outcome #5: Demonstrate knowledge of diverse cultures, including global and historical perspectives 
Outcome #10: Describe how natural systems function and recognize the impact of humans on the environment.
X. **EAP 0400 Course Competencies:**

**Competency 2:** The student will participate in classroom discussion, express opinions and be understood by attentive listeners. The student will continue to develop oral communication skills including fluency, idea sequencing, accuracy, vocabulary, and pronunciation.

**Competency 3:** The student will ask informational questions and ask for clarification.

**Competency 4:** The student will actively participate in role-playing, simulating social and academic situations (e.g., giving advice, expressing obligation, necessity, permission and drawing conclusions)

**Competency 7:** The student will understand factual information and respond appropriately to comprehension questions.

**Competency 8:** The student will take notes on contemporary topics (e.g., news items, reports, etc.)
Migration, Motivation, and Movement: Japan and 21st Century Baseball

I. **Subject:** English 8  
   **Topic:** Migration, Motivation, and Movement: Japan and 21st Century Baseball  
   **Level:** 8-12 Club/Middle School 7-8  
   **Time:** a minimum of 3 45 minute lessons with substantial extensions

II. **Goal:**
   To gain basic understanding and insight into the global scope of Japanese baseball

III. **Instructional Objectives**
   Students will be able to:
   - identify how historical rule changes have increased the numbers of foreigners allowed participate and have shaped professional leagues in Japan in comparison to Major League Baseball
   - identify reasons why baseball players have migrated
   - point out how Japanese culture shapes its players, American baseball shapes its players, and exceptions may be multiplying
   - understand why Japanese stars leave Japan
   - recognize how the history of baseball in Japan developed its own customs, manners, and practices
   - distinguish how baseball influences the global economy
   - see how stereotypes may apply to Japanese baseball

IV. **Content Outline**
   1. Images
   2. Background Information: History
      - Babe Ruth’s 1934 Barnstorming Trip to Japan and its Effects
      - Another History of Japanese Baseball: [http://mcel.pacificu.edu/as/students/baseballjapan/sum.html](http://mcel.pacificu.edu/as/students/baseballjapan/sum.html)
   3. Background Information: Theory
   4. Background Information: Economics
V. Instructional Strategies

Set:

Questions

- Ask these Essential Questions:
  1. In what countries is baseball played?
  2. What assumptions do you make about baseball in Japan?
  3. Why would someone want to play professionally in Japan?
  4. What kind of Japanese player would decide to play professionally in Major League Baseball?
  5. What do you make of the expression World Series?
  6. What is the World Baseball Classic?

- Show PowerPoint Images
  1. Why are the covers of the films different?
  2. Do you know Karl Rhodes and Leron Lee?
  3. Do you know Matsuzaka, Ichiro, and Fukudome?
  4. Did you know Babe Ruth traveled to Japan in 1934?
  5. Three Americans manage in Japan. Can you imagine a Japanese person managing the Marlins? Why or why not?
  6. Do you know what a samurai shortstop might be, or what *wa* is?

Activities:

- Go to [http://web.worldbaseballclassic.com/index.jsp](http://web.worldbaseballclassic.com/index.jsp): Analyze the recently completed World Baseball Classic website. Who participated, who prevailed, and what is being targeted? (Lesson 1)

- Watch and listen to Background Information about global baseball by reading an article, reading a series recap from an Asian perspective, and watching a video.
  - [http://search.japantimes.co.jp/cgi-bin/sb20090330o1.htm](http://search.japantimes.co.jp/cgi-bin/sb20090330o1.htm): What is being emphasized in this article by Kaz Nagatsu? (Lesson 2)
  - Video: On Another Playground: a lecture by Professor William Kelly; Upon what is Professor Kelly focusing? (Lesson 3)

- Read and discuss the rules from Japanese Baseball: [http://www.japanesebaseball.com/faq/gaijin.jsp](http://www.japanesebaseball.com/faq/gaijin.jsp)

Closure:

- [http://www.japanesebaseball.com/faq/gaijin.jsp](http://www.japanesebaseball.com/faq/gaijin.jsp)

VI. Assessment

Harkness Discussions for each reading.

Assign this project: Research four players: 1) An American in Japan 2) A Japanese in MLB 3) Another East Asian in Japan 4) Another foreigner in MLB

Extended Readings:
• You Gotta Have Wa by Robert Whiting
  http://www.japanesebaseball.com/faq/gaijin.jsp
• Samurai Shortstop by Alan M. Gratz
  http://www.amazon.com/s/ref=nb_ss_b_0_10?url=search-alias%3Dstripbooks&field-keywords=samurai+shortstop&sprefix=Samurai+Sh

VII. Materials
• PowerPoint Presentation
• Videos and Articles: See sources listed above
• Further Reading

VIII. Home Learning Extension
  http://www.baywell.ne.jp/users/drlatham/baseball/yakyu/hasbeen/marines.htm

IX. ESL Strategies: Embedded into our mainstream practices

X. Sunshine State Standards
1. The student uses the reading process effectively. (LA.A.1.4)
2. The student constructs meaning from a wide range of texts. (LA.A.2.4)
3. The student uses listening strategies effectively. (LA.C.1.4)
4. The student uses viewing strategies effectively. (LA.C.2.4)
5. The student understands the power of language. (LA.D.2.4)
6. The student understands the interactions of people and the physical environment. (SS.B.2.4)
7. The student demonstrates an understanding of the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices. (FL.B.1.4)
8. The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture. (FL.D.1.4)
9. The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.4)
Sadako and the Thousand Paper Cranes

I. Subject: English as a Second Language
   Topic: Sadako and the Thousand Paper Cranes
   Grade: Intermediate English Language Learners (Adults)
   Time: 150 minutes of class time plus additional home learning extension time

II. Goal:
    Students will gain knowledge of Japan, the Pacific War and the effects of the atomic bombings on Hiroshima and Nagasaki. They will apply this knowledge while reading Sadako and the Thousand Paper Cranes.

III. Instructional Objectives:
    a. Learn about Japan
    b. Make a chronological chart of events related to the Pacific War and Sadako Sasaki’s life
    c. Learn about the events that lead up to the atomic bombings of Hiroshima and Nagasaki
    d. Learn about the effects of the atomic bombings of Hiroshima and Nagasaki
    e. Learn vocabulary words relevant to the topic
    f. Learn how to make an origami crane

IV. Content Outline:
    a. Define the following Japanese words and their meanings in English: obasan = grandmother; o-bon = important holiday in Japan to honor one’s ancestors; kokeshi = traditional Japanese doll; kimono = traditional Japanese clothes. These definitions will help students understand the reading.
    b. Have students research about Japan. Divide the class into small groups and have them find the following information:
       i. Where is Japan?
       ii. How many main islands make up Japan? What are the names of these islands?
       iii. What is the nature and climate like in Japan?
       iv. Where is Hiroshima? In which region is it in?
       v. What does the typical Japanese house look like?
       vi. Describe some typical Japanese food.
       vii. What do Japanese students wear to school?
       viii. What does traditional Japanese clothing look like?
       ix. What does a typical Japanese person wear every day?
       x. What is origami?
       xi. What is the symbolic meaning of cranes in Japan?
       xii. What are some acute radiation symptoms?
    c. Have students find the dates of the following events:
       i. The Japanese invasion of Manchuria
       ii. The Rape of Nanjing
       iii. The Tripartite Pact
iv. The U.S. trade embargo on Japan
v. The Japanese bombing of Pearl Harbor
vi. The U.S. declaration of war on Japan
vii. The Tokyo fire bombings
viii. The U.S. invasion of Okinawa
ix. The U.S. victory in Okinawa
x. The Potsdam Declaration
xi. The U.S. atomic bombing of Hiroshima
xii. Russian declaration of war on Japan
xiii. The U.S. atomic bombing on Nagasaki
xiv. The Japanese surrender
xv. The birth of Sadako Sasaki
xvi. The death of Sadako Sasaki
xvii. The unveiling of the Sadako Sasaki statue in Hiroshima Peace Park
d. Have students read Sadako and the Thousand Paper Cranes.
e. Instruct students how to make an origami crane.
f. Have students choose one of the questions or events above and write a short-essay about it.

V. Instructional Strategies:
Set:
Small-group discussion of the following questions:
a. What do you know about Japan?
b. What do you know about World War II?
c. What do you know about the Pacific War?
d. What do you know about the atomic bombings on Japan?
e. What is origami?
Followed by reporting back to the whole class what the small groups discussed.

Activities:
1. individual research
2. group research
3. read Sadako and the Thousand Paper Cranes
a. write down new vocabulary words and definitions (see below).
b. answer comprehension questions over each chapter (see below).
4. making origami

Closure: Whole class discussion:
1. Discuss the oral and written presentations that students make.
2. What new information did you learn?
3. How have your ideas changed from this lesson?

Assessment:
1. Students will write a short research essay from a list of topics.
2. Students will orally present their written research.
3. Students will make an origami crane by following instructions.
VI. Materials:
   a. copies of the book Sadako and the Thousand Paper Cranes
   b. hand-outs with vocabulary words and comprehension questions.
   c. origami paper

VII. Home Learning Extension:
   a. reading Sadako and the Thousand Paper Cranes
   b. writing definitions to new vocabulary and answering comprehension questions
   c. preparing written and oral presentations

VIII. Miami Dade College (MDC) Learning Outcomes:
   a. Communicate effectively using listening, speaking, reading, and writing skills.
   b. Use quantitative analytical skills to evaluate and process numerical data.
   c. Solve problems using critical and creative thinking and scientific reasoning.
   d. Formulate strategies to locate, evaluate, and apply information.
   e. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
   f. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
   g. Demonstrate knowledge of ethical thinking and its application to issues in society.
   h. Use computer and emerging technologies effectively.
   i. Demonstrate an appreciation for aesthetics and creative activities.
   j. Describe how natural systems function and recognize the impact of humans on the environment.

This lesson specifically addresses the following MDC Learning Outcomes: 1, 4, 5, 7, & 9

IX. Sample vocabulary words that students should write in their notebooks while reading Sadako and the Thousand Paper Cranes:
   a. atom bomb
   b. radiation
   c. sternly
   d. altar
   e. ancestors
   f. memorial
   g. Buddhist
   h. relay
   i. honor
   j. scarcely
   k. kimono
   l. throngs
   m. amidst
   n. x-rayed
   o. leukemia
p. omen
d. parasols
r. musty
e. listless
t. transfusions

X. Sample Comprehension Questions:
a. Chapters 1 & 2:
   i. Who is this story based on? Why?
   ii. Why was Sadako excited?
   iii. What is the purpose of “Peace Day”?
   iv. What is the atom bomb disease?
   v. Explain the feeling of the Thunderbolt that Sadako described. Do you think she really remembers it?
   vi. How did Sadako feel about seeing people who were burned by the bomb?
b. Chapters 3 & 4:
   i. What wonderful thing happened to Sadako at school?
   ii. What was Sadako’s secret? Why do you think she kept this a secret?
   iii. How did Sadako’s secret come out?
   iv. What happened at the hospital?
c. Chapters 5 & 6:
   i. What is the old story about the crane?
   ii. How did making and looking at the cranes make Sadako feel?
   iii. Who is Kenji? Describe his life and how he made Sadako feel.
d. Chapters 7 & 8:
   i. Why was it hard for Sadako to eat her favorite foods that her mother brought?
   ii. What is happening to Sadako?
   iii. What is O-bon?
   iv. Why are the lanterns placed outside?
   v. What did Sadako’s mother make for her? Why was this such a surprise to Sadako?
   vi. How many cranes did Sadako complete?
e. Chapter 9 and Epilogue:
   i. What did Sadako imagine the paper cranes to be doing before she went to sleep the last time?
   ii. What did Sadako’s classmates do?
   iii. What did Sadako’s friends do to preserve her story and memory?

XI. List of Supporting Websites:
a. http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/World_History/WRH0017.html
d. http://www.bcps.org/offices/lis/models/sadako/
g. http://www.sdcoe.k12.ca.us/score/crane/cranetg.html