

Geography

Teaching with the Stars



Facilitator's Guide



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Notes to the Facilitator

INTRODUCTION

Geographic literacy is crucial to the future of America. Learning geography creates citizens who are able to understand and make decisions about major issues facing their communities, the United States, and the world, including climate change, water resources, energy dependence, migration, war and regional conflicts, natural and technical hazards, and globalization

Unfortunately, where geography is taught, many teachers lack sufficient content knowledge and training in geography. For example, a 2002 Roper survey done for National Geographic revealed that 72% of eighth-grade students are taught geography by teachers who do not have a major, minor, or emphasis in geography education in their undergraduate or graduate studies.

In 1985, the National Geographic Society (NGS) began to support a grassroots network of state alliances devoted to improving the quality of geography taught in the schools. The Geography Alliance Network works to improve geography education primarily through summer institutes and other face-to-face professional development initiatives. Because the need is great, and the opportunities for professional development are limited, only a small proportion of those teachers who teach geography are able to participate in Alliance workshops and courses.

Geography: Teaching with the Stars is intended to provide systematic professional development in geography to teachers. It is designed to broaden and complement the impact of the existing National Geographic Society's State Geography Alliance Network. This professional development project emphasizes pedagogical knowledge and skills as well as content knowledge, skills, and applications in geography. Project materials are designed to be accessible via a variety of delivery systems, thus making them available to the widest possible audience of those teaching geography.

PROJECT PURPOSE

The purpose of this project is to contribute substantially to geographic education in middle/junior high and high school. These materials can be used by individual schools and districts, by NGS Alliances, and in pre-service education and training in colleges and universities. Materials can also be adapted for use in alternative certification programs and in educational service centers. The overarching goal is to help prepare geography teachers to achieve the "highly qualified" status as required by No Child Left Behind or other future national education initiatives.

Specifically, this project will:

- Assist teachers in providing effective geographic instruction to their students.
- Help students acquire the knowledge, attitudes, skills, and behaviors related to geography needed to understand and deal with the geographical aspects of important global issues.
- Provide visual reinforcement to learning.

The project is designed to support relevant national geography standards. These standards are presently under revision and will be available in an updated version in 2010.

PROJECT MATERIALS

Each *Geography: Teaching with the Stars* instructional unit includes the following video programming, print, and web-based elements that demonstrate how geographic perspectives, concepts, and skills together with relevant instructional and assessment strategies can be used to improve students' ability to understand and deal with the geographical aspect of important issues that affect their daily lives.

In-Class Demonstrations

At the core of every *Geography: Teaching with the Stars* unit is an in-class video demonstration, featuring an actual geography teacher in a real classroom, focusing on content, instructional strategies, and assessment. Materials contained on the project web site extend the in-class demonstrations. For example, a comprehensive, interactive teacher guide for each unit is available on the web site. Teachers are encouraged to use these guides in their own classrooms and to share their experiences with other teachers on the web site.

Pedagogy Enhancements

Each unit includes a video enhancement that examines, in detail, the instructional or assessment strategies used in the in-class demonstration video. These enhancements are hosted by an expert in social studies education and include reflections from the featured teacher. The pedagogical enhancements are supported and extended by materials on the project web site. For example, in a unit dealing with graphic organizers, teachers can go to the web site to learn more about the organizers used in the in-class demonstration video.

Content Enhancements

Each unit includes a video enhancement that explores the geographic content dealt with in the in-class demonstration, in a real world situation. Each video is hosted by a geographer who helps frame the content issue under consideration. Teachers can learn more about the content in each unit by going to the project web site.

Each of the in-class demonstration, pedagogy enhancement, and content enhancement videos is self-contained and may be used independently. The programs easily can be scheduled for flexible use in a variety of settings. They can be delivered effectively as digital video on storage devices installed in local area networks at schools or via the Internet as streaming video, as part of on-line professional development. The videos are close-captioned for the hearing impaired.

Video programming is particularly well suited for professional development:

- Video creates a common context in which teachers with varying backgrounds and experiences can examine issues in a positive setting.
- Video provides a vehicle for modeling skills and a base of knowledge upon which teachers can build. For example, viewers can first watch teachers in classrooms similar to theirs in realistic situations brainstorming possibilities, making instructional decisions, and using strategies that have proven effective in classrooms. Then viewers can practice using these strategies themselves.
- Video offers a springboard for discussion and interaction that promotes learning, change, and growth. As a familiar and comfortable medium, video provides a non-threatening vehicle for discussion among people.

Web Site

The web site contains ideas for implementing and extending content and pedagogical strategies highlighted in each unit. It also includes links to student-oriented resources.

In addition, the web site links to three forums. One forum enables teachers to share ideas, findings, and promising resources. Another forum encourages teachers to ask experts questions about content and pedagogy. And a third forum supports facilitators in forming online learning communities.

Facilitator Guide

Finally, the project includes this comprehensive facilitator guide developed to assist teacher educators in using these professional development materials in a variety of learning environments. Since materials can be used in very different settings—by individual schools and districts, by NGS Alliances, and in pre-service education and training in colleges and universities—suggestions for both on-line and face-to-face professional development activities are included for each unit.

Conducting Face-to-Face Workshops

Each face-to-face workshop, covering one thematic unit, is designed to last about three hours. There are also on-line follow-up activities associated with each of these workshops. Sessions can be scheduled at intervals over several days, weeks, or months to meet the needs of the facilitator and participants.

The professional development materials you need to conduct this workshop—facilitator’s guide with detailed teaching suggestions, transparency masters, and participant handout masters, as well as the video resources and project web site addresses—are provided with this package. To conduct a successful learning event, please consider the important issues listed below.

Preparation—Please view all of the video programs, explore the web site, create an on-line community (see below), read all materials, and complete all activities yourself *before* leading the workshop.

Videos—Each session includes three videos, varying in length from six to twelve minutes. You can show each video program without stopping and then conduct the associated activities. It is recommended, however, that you follow the activities as outlined in the workshop teaching suggestions and stop the video when prompted to by the facilitator guide. After showing each segment of the video program, allow participants time to comment on, express opinions, ask questions about the material seen and complete the activities suggested in the guide. If appropriate, you can replay portions of the videos as participants consider the questions and activities.

Internet Access—You will need to have access to the project web site at www.geoteach.org during the workshop.

On-line Learning Community—You will need to establish an on-line learning community for use with follow-up activities associated with each workshop. Complete directions for creating on-line communities (GeoLearning Communities) appear in the next section of this guide.

Location—The workshop should take place in an area that is large enough for individual, small team, and whole group work.

Equipment—You will need a DVD player(s) and monitor(s). Ideally, you will have one video monitor for every 10-12 participants. You will also need an overhead projector that can be connected to a computer.

Handouts—Masters for all participant handouts are included with this guide. The handouts should be duplicated before the workshop begins and be distributed to participants according to the workshop instructions. Masters for overheads transparencies are also included with this guide. They should be duplicated before the workshop begins.

Additional Equipment—You will also need flip charts, chalkboards, or whiteboards with appropriate writing materials to conduct the workshop.

Refreshments—The agenda for the sessions should include one or more breaks at which beverages are offered. Snacks are optional, but water should be available throughout the workshop.

CREATING ON-LINE COMMUNITIES

When you receive your invitation from the project manager to join the *Geography: Teaching with the Stars* online learning communities (GeoLearning Communities) at <http://geoteachersgroup.ning.com>, accept the invitation. You will be taken to the “Main” page of the group web site.

CREATE YOUR GROUP

Follow these steps to create a Group (Community) for your teachers:

1. Click on “Groups”—the tab is located in the top bar on the community site.
2. You will see a list of the groups that have been created so far. To add your group, click on “+Add a Group” (upper right corner, next to your account box.)
3. Fill in the name of your group. Select a name that represents your school, school district, geographic area, or some other distinctive identifier.
4. Add a short description.
5. Make sure you are OK with the Group Address. This address is automatically generated when you enter a group name. If you prefer a different Group Address (URL) you can change it at this point.
6. You can leave the Website box blank at this time.
7. Identify your Location.

CONFIRM YOUR FEATURES, PRIVACY, AND MESSAGES SETTINGS

Features: Make sure the boxes are checked for Comments, Discussion Forum, and Text Box. You may wish to select the RSS Reader as well if you want your group members to be able to get an RSS feed of activity on your Group site.

Privacy: Click on the radio button “Moderated Membership.” (This selection will enable the teachers you invite to join the group, but will not let others join uninvited. Clicking on “Anyone” will let anyone from the public who happens to find your group join without your permission.)

When you select “Moderated Membership” you will have another choice to make. We suggest that you check both the “Members can invite other people to join” and the “Allow people to request membership.”

Messages: Make sure the box is checked, allowing members to send messages to the entire group.

Click on “Add Group”

INVITE MEMBERS TO YOUR GROUP

Next, you will want to invite the teachers in your group to join.

1. Ignore the “Import from Web Address Book” option at the top of the next screen.

2. Click on the “Enter Email Addresses Manually” arrow, which will expand to present you with “Send To” and “Your Message” boxes.
3. Enter the email addresses of the teachers you wish to invite. (Separate the addresses with commas.)
4. Add a brief message inviting them to join.
5. Click “Send Invitations.”
6. Each teacher you invite will get an email message with your invitation and a link to the group page. When the teacher accesses the page s/he will be asked to create a password and complete a profile with name and birth date. When the teacher submits his/her profile s/he will be taken to a page with a message at the top to “...click here to request access from the Group Creator.” Teachers must click as directed.
7. You will get an email message that the teacher has joined the GeoTeachers online community. You will get another message that the teacher is requesting to join your group. You will need to approve the membership before the teacher shows up in your group list.
8. To do this, go to the “Manage Group Members” page in your Admin Options, click on the “Pending” tab, and approve the member.

If you decide you want to invite more teachers to your group, click on the “Invite More People” link at the top right of your group page.

GETTING STARTED WITH YOUR GROUP

While you wait for teachers to accept their invitations, add some content to your group page.

Text Box: Use this space to add an overview of your group’s purpose, summarize what you will be doing as a group, or other content appropriate to your group.

Discussion Forum: Start your first discussion. Since this is your first communication with the teachers in your group, you may wish to make your first discussion a welcome and introductions discussion. (See “Using Discussions” below for more information about discussion topics and instructions for teachers to use the Discussion Forum feature.) This is your main communication tool for your online community!

Comment Wall: The Comment Wall is a handy place to add an announcement about an upcoming training session, provide a permanent link back to the www.geoteach.org web site, or insert a comment encouraging teachers in your group to add comments themselves.

MANAGING YOUR ONLINE COMMUNITY/GROUP SITE

Because you set up your group, you are the Administrator of your group’s page. You will see a box titled “Admin Options” at the top of the 2nd column on your group page.

Edit Group: Clicking on “Edit Group” opens the page you first completed when you created your group. You can make changes to your group here. Make sure to “Save” any changes – or “Cancel” if you don’t want to make changes at this time.

Manage Group Members: Clicking on this link brings up a list of all your group members. On this page you can see who's in your group, check their email addresses, and see their group roles. You can add another administrator to your group by changing a member's role to Administrator, if you wish. You can also remove someone from the group by clicking in the box next to the person's name and then on the "Suspend from Group" tab.

Send Message to Group: Clicking on this link brings up an email/message box. Enter your message Subject and the Body of your message. Click on Send and your message will go to every member of your group.

USING DISCUSSIONS

The Discussion Forum feature of your group page will be your main means of communicating with your group members. You will use Discussions to:

- Give assignments
- Request feedback
- Notify members of upcoming events
- Keep communication flowing

Give Assignments: To give an assignment to your group members, start a discussion topic by clicking on "Start Discussion" in the Discussion Forum box. Give your topic a title that indicates it is an assignment. Write a brief summary of the assignment in the Post box. Include instructions to respond to questions in the lesson by replying to your discussion topic post. Teachers could enter their responses directly into their response, or you may instead want to have them save their responses in a Word document and upload that document with their reply.

Then upload a copy of the lesson document to your discussion post, using the "Attach File(s)" feature. Also upload any readings that are part of the lesson.

Adding links in discussion posts: You can add hyperlinks to a web site by typing the name of the web site, highlighting the name, and then clicking on the ∞ icon, and entering the web address into the box in the popup window.

Request feedback/Notify of upcoming events: Begin a new discussion topic for each new communication with your group. Be sure to include requests for them to reply to your post (rather than starting a new discussion topic.)

Keep communication flowing: The Discussion Forum is a good way to maintain regular communication with your group members. Between assignments, post new discussions on topics of interest to the group—perhaps suggesting relevant readings, providing links to resources you've discovered, or just asking them how things are going. Encourage teachers in your group to initiate their own discussions as well.

NOTE: Make sure teachers know that they should initiate new discussions by starting a new discussion topic, rather than starting on a new topic in a reply to a different discussion topic thread. This will keep the discussion forum better organized and it will be easier to follow new discussions.

Conducting On-Line Workshops

Each on-line workshop covers one thematic unit and consists of four lessons for participants to complete. These lessons can be scheduled at intervals over several days, weeks, or months to meet the needs of the facilitator and participants.

The professional development materials needed by participants for this workshop—worksheets and videos—are provided on the project web site. To conduct a successful learning event, please consider the important issues listed below.

Preparation—Please view all of the video programs, explore the web site, create an on-line group (see below), read all materials, and complete all activities yourself before leading the workshop.

Videos—Each session includes three videos, varying in length from six to twelve minutes can be accessed from the project web site at www.geoteach.org

On-line Learning Community—You will need to establish an on-line learning community (a group) for use with each workshop. Complete directions for creating on-line communities (GeoLearning Communities) appear in the next section of this guide. You will need to invite all participants in your workshop to join the group, via e-mail. *So having their contact information, before the workshop begins, is essential.*

CREATING ON-LINE GROUPS

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Then upload a copy of the lesson document to your discussion post, using the “Attach File(s)” feature. Also upload any readings that are part of the lesson.

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NOTE: Make sure teachers know that they should initiate new discussions by starting a new discussion topic, rather than starting on a new topic in a reply to a different discussion topic thread. This will keep the discussion forum better organized and it will be easier to follow new discussions.

Face-to-Face Workshop: Globalization

STATEMENT OF PURPOSE

The purpose of this session is to introduce educators to content, instructional strategies, and resources that can be used in teaching about the issue of globalization. Special attention is given to strategies for actively engaging students in geographic learning.

LEARNING OBJECTIVES

After viewing the videos and participating in the activities for the workshop, participants will be able to:

- Define globalization.
- Identify instructional strategies and resources for teaching about globalization.
- Use strategies and materials for teaching about globalization.

VIDEO OVERVIEW

Three video programs are used in the workshop. One is an in-class video demonstration, featuring an actual geography teacher in a real classroom. It focuses on content and instructional strategies related to globalization. Another video examines in detail the instructional strategies used in the in-class demonstration, while the third explores the geographic content dealt with in the in-class demonstration, globalization, in a real world situation—in this case, Bridgestone/Firestone tire manufacturing facilities in Tennessee.

MATERIALS

- Three globalization videos
 1. What is Globalization?
 2. Teaching about Globalization in East Asia
 3. Strategies for Teaching Globalization
- Transparency Masters
 - Concept web
- Handout Masters
 - KWL chart
 - Article: “What Is Globalization?” (You can link to this article at <http://www.globalization101.org>. You can also link to the article from the project web site. The link appears under Teacher Resources, Content Enhancements, Readings on Globalization.
 - Shagufta Ellam Profile
 - PMI Chart
- Flip charts, chalkboards, or whiteboards with appropriate writing materials

ACTIVITIES

Welcome and Opening

1. Welcome participants to the workshop and introduce yourself and anyone else serving as a workshop host, co-leader, or organizer.
2. Gather names, e-mail addresses, and other contact information from participants. Indicate that this information will be used for networking following the face-to-face workshop.
3. Indicate that this session will focus on the issue of globalization and on interactive teaching strategies that can be used to enhance student learning about globalization.
4. If participants do not know one another well, conduct a “get to know you” activity. Ask participants to form pairs and interview each other for about five minutes. Then ask the pairs to introduce each other to the group, stating the person’s name, something interesting or different about the person, and what the person hopes to gain from the workshop. (If there are more than 20 people in the group, have each pair join another pair and only make introductions within each group of four.)

What is Globalization?

1. Distribute a copy of the KWL Chart to each participant. Indicate that a KWL chart helps the user identify prior knowledge and experience as a bridge to a new concept, lesson, or unit. Ask participants to work in pairs to list what they already know about globalization in the K (Know) column. Then ask the pairs to list what they would like to learn about globalization in the W (Want to learn) column.
2. Next distribute a copy of the “**What is Globalization?**” article to each participant. Ask the pairs to read the article and record what they learned in the L (learned) column.
3. Ask for volunteers to share the information contained in their completed KWL charts with the group.
4. Encourage participants to keep notes on information generated during the workshop that they might find useful when they teach lessons on globalization.

Globalization: A Case Study

1. Indicate to participants that they are about to see a case study of globalization. Begin by showing the first segment of **What is Globalization?** in which Dr. Joe Stoltman, Professor of Geography, Western Michigan University, introduces the concept of globalization and identifies six questions to consider while watching the case study of globalization featured in the video. Encourage participants to jot down the questions and use them as a guide while viewing the video.
2. Next, play the main segment of the video. It begins after the sixth question is posed and ends when the final credits appear.
3. After showing the case study, give participants an opportunity to comment on what they have just seen. “Tell me what you heard and saw” is a good starting point for the discussion. Then continue, using the questions posed at the beginning of the video. Participants may ask you to repeat portions of the segment.

1. What evidence is there that Bridgestone-Firestone is a multinational corporation?
2. Where do the materials used in the manufacturing of tires come from?
3. What role does communication technology play in the operation of the company?
4. How does the company deal with cultural differences among customers?
5. Is there any evidence that the manufacturing philosophy and procedures are affected by globalization?
6. What environmental issues are addressed in the program?

Optional: Answers to these questions, using footage from the video, appear after the credits at the end of the video. You may choose to show the video answers to reinforce or expand on the participants' answers.

Globalization: Putting the Pieces Together

1. Project the **Concept Web** on the overhead. Indicate to participants that they are going to use the web to summarize some of the characteristics of globalization. In the center of the web, write the word globalization. Instruct participants to think of all the terms and phrases from the KWL activity, the reading, the Stoltman and case study segments of the video, and their own experience which they could use to describe globalization. Record the words and phrases the participants supply on the "legs" of the web. Display the final product in the workshop room either on an overhead or on the board.
2. Indicate to participants that the project maintains a web site. Quickly go through the various links related to the subject of globalization that appear on the web site. These links appear under Teacher Resources, Content Enhancements.

Teaching about Globalization

Indicate to participants that in this section of the workshop they will get a chance to view a high school teacher in Austin, Texas, Shagufta Ellam, as she teaches three lessons on globalization, within the context of East Asia. State that the strategies she uses can be used in any context. Distribute a copy of the Shagufta Ellam Profile to each participant. Ask them to examine the profile to learn some background information about Shagufta.

Overview

Begin by showing the video **Teaching about Globalization in East Asia** all the way through. After showing the video, give participants an opportunity to comment on what they have just seen. Then work through the video, section by section.

Day One-Lesson One

1. Indicate to participants that they are going to view footage from Shagufta's first lesson, in which she introduces the region of East Asia to the students. Ask participants to watch for the strategies she uses to introduce the region, as they view the segment.
2. Show the first segment of **Teaching about Globalization in East Asia**. It begins with the title sequence and ends when the word "Globalization" appears on the screen.
3. After they have viewed the segment, ask participants: Did you see any strategies that you currently use in your own classrooms? Which ones? Were there any strategies used that you

would like to use in your classrooms? Which ones? What other strategies could be used to introduce students to a new region? Record their responses on the board or flip chart.

NOTE: Indicate that they will be exploring specific strategies that Shagufta used in the next section of the workshop.

Day Two-Lesson Two

1. Show the second segment of **Teaching about Globalization in East Asia**, focusing on Shagufta's second lesson. It begins when the word "Globalization" appears on the screen and ends when the words "Applying What Was Learned" appear on the screen. Ask participants to watch for the strategies that Shagufta uses, as they view the segment.
2. After they have watched the segment, remind participants that Shagufta states the lesson objective to be, "Develop an understanding of globalization." Ask volunteers to suggest ways to rewrite this objective to make it behaviorally specific and measurable.
3. After they have watched the segment, ask participants: What is the educational advantage of introducing a lesson on a new concept by using an example that was close to home—as Shagufta did with *Lizzy's Morning*? Ask participants to brainstorm other ideas that could be used to bring globalization close to home. Record their responses on the board or flip chart.

Day Three-Lesson Three

1. Show the third segment of **Teaching about Globalization in East Asia**, covering the third lesson on globalization. It begins when the words "Applying What Was Learned" appear on the screen and ends when the credits appear.
2. After they have watched the segment, ask participants what they found to be interesting about how Shagufta had the students apply what they had learned. Ask for volunteers to suggest other ways that Shagufta could have had students apply what they had learned in the previous two lessons. Record their responses on the board or flip chart.
3. Indicate to participants that there are resources on the project web site related specifically to this in-class demonstration. Quickly show the links to the demonstration teacher profile and also to the complete teacher guide used for the three lessons shown in the in-class demonstration. They appear under Teacher Resources, In-Class Demonstration.

Strategies for Teaching Globalization

Indicate to participants that the next section of the workshop will focus in more detail on three of the instructional strategies used in the in-class demonstration: graphic organizers, cooperative learning, and using guiding questions. Distribute a copy of PMI chart to each participant. Indicate that a PMI Chart can be used to help them evaluate each of the strategies explored in this section of the workshop.

Graphic Organizers

1. Remind participants that they have already been exposed to two graphic organizers in this workshop: the KWL chart and the Concept Web. Begin by asking volunteers to identify graphic organizers that they use in their classrooms, to describe the instructional situations in which they use each of the graphic organizers that they mentioned, and to describe the function that graphic organizers play in instruction. Record their responses on the board or flip chart.

2. Play the graphic organizer segment of the **Strategies for Teaching Globalization** video.
3. After they have viewed the segment, ask participants how their descriptions of the instructional function served by graphic organizers compare to those offered in the video.
4. Then focus on what Shagufta said about needing to teach students how to use graphic organizers. (You may want to play that segment of the video again.) Ask participants to share techniques they use for teaching students how to use specific graphic organizers.
5. Show the links to graphic organizers on the project web site and especially to the ESPN Chart used in the lesson. They can be found under Teaching Resources, Pedagogy Enhancement on the web site. Mention that all the organizers used in the in-class demonstration are included in the on-line teacher guide.

Cooperative Learning

1. Ask participants to share how they use cooperative learning in their own classrooms. What are the instructional advantages of using cooperative learning? What role does the teacher play in cooperative learning?
2. Play the cooperative learning segment of the **Strategies for Teaching Globalization** video. Ask participants to look for additional answers to the questions just posed, as they watch the video.
3. After they have viewed the segment, ask participants what they learned from the segment that adds to their understanding of the use of cooperative learning in the classroom and the teacher's role in making it work.
4. Show the links to cooperative learning on the project web site. They can be found under Teaching Resources, Pedagogy Enhancement on the web site.

Guiding Questions

1. Play the guiding questions segment of the **Strategies for Teaching Globalization** video. After participants have viewed the segment, remind them that Shagufta asked a guiding question of her own at the beginning of the three lesson sequence, specifically, "What comes to mind when you think of East Asia?" But, she also had her students generate guiding questions of their own. Ask, why did she think it was important to have students develop their own questions? How did she teach her students to create guiding questions? You may want to replay the segment.
2. Show the links to guiding questions on the project web site and especially to the template that Shagufta used to teach her students how to develop guiding questions over time. They can be found under Teaching Resources, Pedagogy Enhancement on the web site.

Follow-Up

1. Tell participants that they are expected to teach at least one lesson on globalization in their own classrooms, as part of the requirements for this unit.
 - They can work with another workshop member or on their own.
 - They must use or adapt all or part of the lesson plan for the in-class demonstration they saw in this unit. It can be downloaded from the project web site.

- They can use the student version of the Globalization-Bridgestone-Firestone video, if desired. It appears under Student Resources on the project web site.
2. Alert participants that you are going to invite them to join an on-line learning community for members of this workshop. (Give them a specific date on which invitations will be sent.) They will need to accept the invitation to complete the unit requirements.
 3. Ask participants to use the on-line community (group) to share their experiences and get feedback from you and other workshop participants, as they prepare, teach, and reflect on teaching their lessons on globalization.
 4. Tell them that they should also use the on-line group to share all materials generated as part of this exercise, for example: customized lesson plans, readings on globalization, interesting teaching strategies, assessment strategies, and so on.
 5. Finally, encourage participants to use the two general forums (no invitation required) on the project web site: *GeoForum* allows teachers to share ideas, questions, and concerns about teaching geography and to identify and exchange ideas, findings, and promising resources with others and the *Ask Primo Meridian* Forum to ask questions of project personnel and content/pedagogical area experts.

Note: You should repeat the above directions in your first communication with the participants when they join your group. Use the Discussion Forum and begin a new discussion topic for this post. Here is a sample post:

Instructions:

Your facilitator has initiated a group discussion post on our group page about the lesson you are going to teach. In this discussion you will respond in writing to questions or comments from me or other participants. Write your responses in Word documents and submit them by attaching the documents with a reply to this post.

You are expected to teach at least one lesson on globalization in your own classroom as part of the requirements for this unit.

- *You can work with another workshop member or on your own.*
- *You must use or adapt all or part of the lesson plan for the in-class demonstration you saw in this unit. It can be downloaded from the project web site.*
- *You can use the student version of the Globalization-Bridgestone-Firestone video, if desired. It appears under Student Resources on the project web site.*

Share your experiences and get feedback from your facilitator and other workshop participants, as you prepare, teach, and reflect on teaching your lessons on globalization.

Also share all materials generated as part of this exercise, for example: customized lesson plans, readings on globalization, interesting teaching strategies, assessment strategies, and so on.

*Finally, you are encouraged to use the two general forums (no invitation required) on the project web site: *GeoForum* allows teachers to share ideas, questions, and concerns about teaching geography and to identify and exchange ideas, findings, and promising resources with others and the *Ask Primo Meridian* Forum to ask questions of project personnel and content/pedagogical area experts. Both forums can be found at <http://geoteach.org/forums/index.php>.*

Closing

1. Ask participants to develop a series of short statements about globalization and teaching globalization, based on their own experiences, on all that they have seen in the videos, and on information they have learned in their discussions. Ask for volunteers to share their statements with the group.
2. Thank participants for engaging in the session. Remind them of the time, date, location, and focus of the next workshop.

On-Line Workshop: Globalization

STATEMENT OF PURPOSE

The purpose of this workshop is to introduce educators to content, instructional strategies, and resources that can be used in teaching about the issue of globalization. Special attention is given to strategies for actively engaging students in geographic learning.

LEARNING OBJECTIVES

After viewing the videos and participating in the activities for the workshop, participants will be able to:

- Define globalization.
- Identify instructional strategies and resources for teaching about globalization.
- Use strategies and materials for teaching about globalization.

VIDEO OVERVIEW

Three video programs are used in the workshop. One, **Teaching about Globalization in East Asia** is an in-class video demonstration, featuring an actual geography teacher in a real classroom. It focuses on content and instructional strategies related to globalization. Another video, **Strategies for Teaching Globalization** examines, in detail, the instructional strategies used in the in-class demonstration, while the third, **Bridgestone-Firestone: A Case Study in Globalization** explores the geographic content dealt with in the in-class demonstration, globalization, in a real world situation, in this case, Bridgestone/Firestone tire manufacturing facilities in Tennessee.

ACTIVITIES

Each of the following lessons is available as a PDF file, with all links included, on the Facilitator's Guide opening page on this web site. Upload a copy of each of the lessons to your discussion post, using the "Attach File(s)" feature, following the schedule you developed for the workshop.

Lesson One:

What is Globalization?

Instructions:

Your facilitator has initiated this lesson through a discussion topic (post) on the group page. In this lesson you will respond in writing to several prompts (questions.) Write your responses in a Word document and submit this document by attaching it with a reply to the facilitator's post.

INTRODUCTION

- Begin by clicking on [KWL](#). A KWL chart helps the user identify prior knowledge and experience as a bridge to a new concept, lesson, or unit. List what you already know about globalization in the K (Knowledge) column. Then list what you would like to learn about globalization in the W (Want to know) column.
- Next, read “What is Globalization?”—a good introduction to the topic. Record what you learned about globalization from the article in the L (learned) column of the chart.
- Share the information contained in your completed KWL chart with the group by replying to your facilitator discussion topic about this lesson. Also, provide each group member with some feedback on his or her KWL charts.

GLOBALIZATION: A CASE STUDY

You are about to see a video case study of globalization focusing on the Bridgestone/Firestone tire manufacturing facility in Tennessee.

- Click on [What is Globalization?](#) to start the video. Watch the first segment of the video during which Dr. Joe Stoltman, Professor of Geography, Western Michigan University, introduces the concept of globalization and identifies six questions to consider while watching the case study of globalization featured in the video. Jot down the questions and use them as a guide when viewing the video. Pause or Stop the video after the six questions have been asked.
- Next play the main body of the video. Pause/Stop when the final credits appear on the screen. You may want to watch the case study more than once.
- When you have seen the video, submit your responses to the prompts below to the group.
 1. What evidence is there that Bridgestone-Firestone is a multinational corporation?
 2. Where do the materials used in the manufacturing of tires come from?
 3. What role does communication technology play in the operation of the company?
 4. How does the company deal with cultural differences among customers?
 5. Is there any evidence that the manufacturing philosophy and procedures are affected by globalization?

6. What environmental issues are addressed in the program?

Optional for Facilitators: Answers to these questions, using footage from the video, appear after the credits at the end of the video. You may choose to have participants view this answer segment after they submit their answers to you. You can make this recommendation via a discussion post on the group page.

GLOBALIZATION: PUTTING THE PIECES TOGETHER

- Click on the [Concept Web](#). You can use the web to summarize some of the characteristics of globalization. In the center of web, write the word “globalization”. Then think of all the terms and phrases from the KWL activity, the reading, the Stoltman and case study segments of the video, and your own experience that can be used to describe and define globalization. Record these words and phrases on the “legs” of the web.
- Share the information contained in your completed concept web with the group. Also, provide each of your group members with some feedback on their KWL charts.

Additional Resources on Globalization

You can learn more about resources and writings on globalization by visiting the project web site at www.geoteach.org. Go through the various links related to subject of globalization that appear on the web site. These links appear under Teacher Resources, Content Enhancements.

Lesson Two:

Teaching about Globalization

Instructions:

Your facilitator has initiated this lesson through a discussion topic (post) on the group page. In this lesson you will respond in writing to several prompts (questions). Write your responses in a Word document and submit the document by attaching it with a reply to the facilitator's post.

In this activity, you will get a chance to view a high school teacher in Austin, Texas, Shagufta Ellam, as she teaches three lessons on globalization, within the context of East Asia. The strategies she uses can be used in any context. Click on the [Shagufta Ellam Profile](#). Examine the profile to learn about Shagufta.

OVERVIEW

- Click on the video [Teaching about Globalization in East Asia](#). Begin by viewing the video all the way through. After you have viewed the video, submit your responses to the following prompt to your facilitator.

* What did you hear and see as you watched the video?

DAY ONE-LESSON ONE

- Next, work your way through the Teaching about Globalization in East Asia video, section by section. First watch the segment from Shagufta's first lesson, in which she introduces the region of East Asia to her students. It begins with the title sequence and ends when the word "Globalization" appears on the screen. As you view the segment, watch for the strategies that she uses to introduce the region.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 1. Did you see any strategies that you currently use in your own classroom? Which ones?
 2. Were there any strategies used that you would like to use in your classroom? Which ones?
 3. What other strategies could be used to introduce students to a new region?

DAY TWO-LESSON TWO

- Now, watch the second segment of Teaching about Globalization in East Asia, which focuses on Shagufta's second lesson. It begins when the word "Globalization" appears on the screen and ends when the words "Applying What Was Learned" appear on the screen. Again, as you view the segment, watch for the strategies that Shagufta uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.

1. Shagufta states the lesson objective to be, “Develop an understanding of globalization”. How would you rewrite this objective to make it behaviorally specific and measurable?
2. What is the educational advantage of introducing a lesson on a new concept by using an example that was close to home—as Shagufta did with Lizzy’s Morning?
3. What are some other ideas that could be used to bring the concept of globalization close to home?

DAY THREE-LESSON THREE

- Finally, watch the third segment of the Teaching about Globalization in East Asia, covering Shagufta’s third lesson on globalization, beginning when the words “Applying What Was Learned” appear on the screen and ends when the credits appear. Again, watch for the strategies that Shagufta uses, as you view the segment.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 1. What did you find to be interesting about how Shagufta had the students apply what they had learned?
 2. What are some other ways that Shagufta could have had students apply what they had learned in the previous two lessons?

You can learn more about teaching globalization by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

The complete teacher guide for Shagufta’s lessons appears on the project web site at http://geoteach.org/teacher_resources/index.php.

Lesson Three:

Strategies for Teaching Globalization

Instructions:

Your facilitator has initiated this lesson through a discussion topic (post) on the group page. In this lesson you will respond in writing to several prompts (questions.) Write your responses in a Word document and submit this document by attaching it with a reply to the facilitator's post.

This activity focuses in more detail on three of the instructional strategies used in Shagufta Ellam's classroom: graphic organizers, cooperative learning, and using guiding questions. Click on the [PMI Chart](#). Use the chart to help you evaluate each of the strategies explored in this section.

GRAPHIC ORGANIZERS

You have already been exposed to two graphic organizers in these globalization activities: the KWL chart and the Concept Web.

- Submit your responses to the following prompts to your facilitator.
 1. What are some graphic organizers that you use in your classroom?
 2. In what instructional situation do you use each of graphic organizers that you mentioned?
 3. What function do graphic organizers play in instruction?
- Click on the [Strategies for Teaching Globalization](#) video. Play the graphic organizer segment of this video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 1. How did your descriptions of the instructional function served by graphic organizers compare to those offered in the video?
 2. What did Shagufta say about needing to teach students how to use graphic organizers? (You may want to play that segment of the video again.)
 3. What techniques do you use for teaching students how to use specific graphic organizers?

You can learn more about graphic organizers in general and the ESPN Chart used in the lesson by visiting the project web site at http://geoteach.org/teacher_resources/index.php

All of the graphic organizers used in the in-class demonstration are included in the on-line teacher guide at http://geoteach.org/teacher_resources/index.php.

COOPERATIVE LEARNING

- Begin this section by submitting your responses to the following prompts to your facilitator.

1. How do you use cooperative learning in your own classroom?
 2. What are the instructional advantages of using cooperative learning?
 3. What role does the teacher play in cooperative learning?
- Play the cooperative learning segment of the Strategies for Teaching Globalization video. Look for additional answers to the questions just posed, as you watch the video.
 - After you have viewed the segment, submit your responses to the following prompt to your facilitator.

** What did you learn from the segment that adds to your understanding of the use of cooperative learning in the classroom and the teacher's role in making it work?

You can learn more about cooperative learning by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

GUIDING QUESTIONS

- Play the guiding questions segment of the Strategies for Teaching Globalization video.
- Shagufta asked a guiding question of her own at the beginning of the three lesson sequence, specifically, "What comes to mind when you think of East Asia?" But, she also had her students generate guiding questions of their own.
- Submit your responses to the following prompts to your facilitator.
 1. Why did she think it was important to have students develop their own questions?
 2. How did she teach her students to create guiding questions? You may want to replay the segment.

You can learn more about guiding questions and especially the template that Shagufta used to teach her students how to develop guiding questions over time, by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

Lesson Four: Follow-Up

Instructions:

Your facilitator has initiated this lesson through a discussion topic (post) on the group page. In this lesson you will respond in writing to several prompts (questions.) Write your responses in Word documents and submit them by attaching the documents with a reply to the facilitator's post.

You are expected to teach at least one lesson on globalization in your own classroom, as part of the requirements for this unit.

- You can work with another workshop member or on your own.
- You must use adapt all or part of the lesson plan for the in-class demonstration you saw in this unit. It can be downloaded from the project web site.
- You can use the student version of the Globalization-Bridgestone-Firestone video, if desired. It appears under Student Resources on the project web site.

Share your experiences and get feedback from your facilitator and other workshop participants, as you prepare to teach, teach, and reflect on teaching your lessons on globalization.

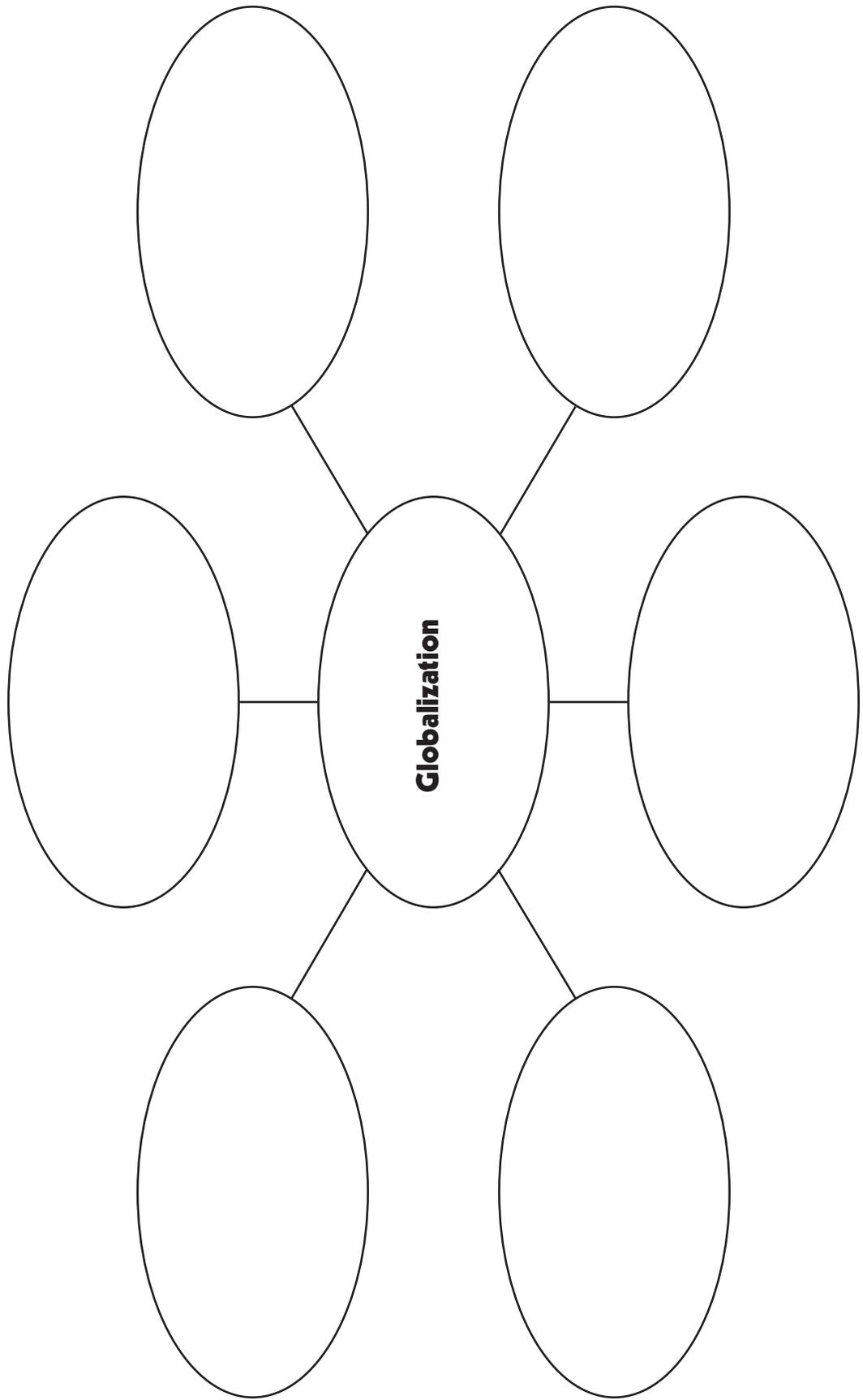
Also share all materials generated as part of this exercise, for example: customized lesson plans, readings on globalization, interesting teaching strategies, assessment strategies, and so on.

Finally, you are encouraged to use the two general forums (no invitation required) on the project web site: *GeoForum* allows teachers to share ideas, questions, and concerns about teaching geography and to identify and exchange ideas, findings, and promising resources with others and the *Ask Primo Meridian* Forum to ask questions of project personnel and content/pedagogical area experts. Both forums can be found at <http://geoteach.org/forums/index.php>

KWL Chart

K What I Know	W What I Want to Know	L What I Learned

Concept Web: Globalization and East Asia



Globalization in East Asia—Shagufta Ellam

MCNEIL HIGH SCHOOL

McNeil High School is located in a suburban area between Austin and Round Rock, Texas. The community is largely composed of business, technical and professional people who commute to jobs in and around Austin. McNeil High School, in its 15th year of operation, has 2,827 students in grades 9-12 and a staff of over 284 professionals.

Ethnic Population	
White	62.15%
Hispanic	16.4%
African-American	9.92%
Other	11.5%

SHAGUFTA ELLAM

Shagufta teaches world geography and world history. Her background is as a social studies teacher—geography, world history, U.S. history, economics, and government. Much of her preparation in geography came by way of continuous staff development in content and pedagogy, mainly from the Texas Geographic Alliance, attending annual conferences as well as workshops, and gathering resources. Those opportunities led her to become a trainer.

She admits that she eats, drinks, and lives geography. She enjoys traveling and sharing her experiences with her students. Shagusta considers herself a continuous learner and loves to see students continuously learning and having those light bulb moments, when they see connections or make new connections. She enjoys learning from students because they have a different perspective on any topic.

Her advice to new teachers is to not try to do too much, keep it simple. If you find that you need to constantly reiterate skills, such as the ESPN charts used in the video lesson, take the time to do that. Students develop skills incrementally. Also, as a new teacher, you don't need to know everything. There are resources available, such as professional development opportunities and National Geographic. Use the resources of your state alliance for content sources and also for guidance on how to teach lessons.

She further advises, "Sometimes I think with new teachers when you get in there you...feel overwhelmed of not knowing where to start. Look at the standards. That's where you start first. Then collect the resources or ask for the resources and then develop your lessons."

Shagufta loves to support students' active participation in their learning. She says, "I want to be doing this active participation, monitoring rather than grading. Grading is the last, if I could have a personal secretary to just grade then I could be just part of this facilitating in the classroom, that would be awesome."

On preparing a new lesson, she says: I look at the standard. What standard am I going to be utilizing? Where in the scope of sequence are we? What is required from the district at that time as well? So I look at the standards relative to that region or that theme and then from there go and develop the lesson. What is it asking? What kind of performance is it asking for? Then I collect the content and then use of some sort of processing method for students to grasp the understanding.

I'll use anything from databases such as ABC-CLIO Social Studies Data Base or Population Reference Bureau or Population Connections. Also creating my own materials, looking at the verbiage that the standards have and creating a task out of that

I usually start off with a connection that is relevant to them. For example, look at the surroundings, especially with this globalization lesson. How are we connected within this room or something? How are you connected? What do you have on? Things like that usually make a personal connection of some sort at the beginning of the lesson. The story with Lizzy's Morning was really ideal because how many of these students actually paid attention? They are very much connected.

PMI Chart

	P luses (Benefits)	M inuses (Drawbacks)	I nteresting Questions/Implications
Graphic Organizers			
Cooperative Learning			
Guiding Questions			