

**Yale 2012 PIER Summer Institute Global Movement**  
*Sponsored by the Yale Programs in International Educational Resources (PIER)*

**TITLE OF UNIT: Globalization and Transportation Networks**

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**Subject Area:** World Geography

**Grade Level(s):** 8<sup>th</sup> Grade

**Time Frame to Allow for Unit:** 2 class periods

**Introduction:**

As denizens of a consumer driven economy, we receive a vast number of our goods from other parts of the globe; for example the iPhone is designed in the United States and assembled in China with parts from nine different countries. Food, cars, clothing, oil products and all the necessities in our lives originate from all over the world.

This lesson focuses on economic interconnection and how transportation networks allow the rapid movement of goods from one place to another. Students will start learning how a sophisticated transportation network facilitates the trafficking of human beings.

**Geographic Connections:** Globalization and Interdependency

**Vocabulary: Terms, Concepts and Actors**

Globalization  
Containerization  
Transportation Networks  
Companies  
Governments

Stage 1 – Desired Results
<p><b>Content Standard(s):</b> Virginia Standards of Learning:</p> <p><b>WG.12: The student will apply geography to interpret the past, understand the present, and plan for the future by</b></p> <p style="padding-left: 40px;">b) relating current events to the physical and human characteristics of places and regions</p> <p style="padding-left: 80px;">SoL Essential Knowledge: Human characteristics that influence current events: -- Geographic patterns of trade and interdependence</p>

**WG.9b:** The student will analyze the global patterns and networks of economic interdependence by  
 b) describing ways that economic and social interactions have change over them  
 SoL Essential Knowledge: Modern transportation networks that allow rapid and efficient exchange of goods and materials

**Understanding (s)/Goals:**  
 Students will understand that transportation networks not only supply goods and commodities useful to localities and connect distant locations economically but also pose problem related to human rights, security, and criminal activity.

**Essential Question(s) Related to Theme(s):**  
 How have improvements in transportation and communication facilitated globalization?

**Student Objectives (Outcomes):**  
 Students will be able to:

- describe how transportation networks promote economic interconnectedness and
- evaluate the implications of globalized transportation on localities and human beings

**Stage 2 – Assessment Evidence**

**Performance Task(s):**

- Identifying origins of commodities and comestibles by collecting data in table format.

**Other Evidence:**  
*Geo-journals*  
*Exit slip*  
*Discussion*

**Stage 3 – Learning Plan**

**Learning Activities:**  
 Students will write a story in their Geo-journals  
 Previous Homework Assignment:

Assigned Homework:  
 Students will have previously completed the Geography of Food and Geography of the Closet activities for homework.

Bellwork:

Review the image on the board and write a brief description of what you think this is; what kind of place is this and what clues support your idea? Who created this and for what purpose. What has happened here?

Return to this at the end of class

**INTERACTION:**

- 1) View the Ted Ed video “How Containerization Shaped the Modern World”.
  - a) Use response journals to identify three to five interesting facts and respond to them.
  - b) Use responses to facilitate the
- 2) Display map of global hub container hub ports.
  - a) Have students identify the symbols and terminology used.  
*Definition for teachers: TEU=Twenty Foot Equivalency Unit; one half a trailer unit (if anyone asks)*

**INTERCONNECTION:**

- 3) Students will use an 11x17 political map and working in pairs will locate the countries of origin of products and foods from their handouts. Make a legend that explains your symbols and plot the origin of your closet items and foods.
- 4) When are complete compare your map to the map with the displayed map of ports. Answer the following prompts:
  - What ports do you think your goods went through? Can you link them on your map? How do we move goods inland?
  - How are we linked to other economies? What kind of systems do we use to get products from other areas of the nation and world to Mathews?

**IMPLICATIONS:**

- 5) Redisplay initial picture from bellwork:
  - a) Final answer for photo
  - a) What other “commodities” can be moved.
  - b) What risks are posed? What possible implications are there for communities and people?
- 6) Exit Slip/Writing Prompt  
What kind of problems do sophisticated transportation networks offer? What new problems might emerge in the future?

***Resource List/Bibliography:***

How Containerization Shaped the World

Sir Harold Evans

<http://ed.ted.com/lessons/how-containerization-shaped-the-modern-world>

Accessed 29JUL12

World's Largest Container Ports

Dr. Jean-Paul Rodrigue

[http://people.hofstra.edu/geotrans/eng/ch4en/conc4en/img/Map\\_container\\_ports.png](http://people.hofstra.edu/geotrans/eng/ch4en/conc4en/img/Map_container_ports.png)

***How Are You Going to Use This Unit?***

8<sup>th</sup> Grade World Geography

1<sup>st</sup> Quarter of School Year.