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Globalization

Sixth or Seventh Grade

Unit Focus:

How Do Businesses Choose Where To Locate?

Big Concepts:

- Location
- Decision-making
- Global economy

Essential Understanding:

Business location decisions are based on research and the weighing of many factors.

Essential Questions:

- What factors are important in making business decisions?
- What makes a business choose one location over another?

Related Michigan Standards:

Michigan Strand II, Standard 3

(Standards are the same for both grades. Sixth graders study the Western Hemisphere; for 7th grade, change “Western” to “Eastern” in each item below.)

#1: Locate and describe major economic activity and occupations of Western Hemisphere regions and explain the reasons for their locations.

#3: Describe how and why people, goods and services, and information move within the Western Hemisphere.

Individual Summative Assessment:

Research project: Paired investigation and individual persuasive essay.

Short Scenario for the Individual Summative Assessment:

Congratulations! You and your partner have been hired as Economic Consultants to submit a portfolio to promote the location for an expanding business. You will be competing with 13 other pairs of consultants to convince this business that YOU have the ideal site for them! Your research and smart presentation should persuade them to choose your location.

Directions/Criteria:

Information from Thuringen will be used as a case study for the whole class; then students will do a similar presentation using a different location.

Component 1: Advertising Portfolio

- Physical map
- Map of infrastructure
- Climograph
- At least 3 features to consider
- Citations

Component 2: Collaboration

Demonstrate the ability to work with an assigned partner to achieve a common goal.

Component 3: Speaking

Demonstrate the ability to inform other students orally by presenting information to a group of two peers and then to the entire class.

Component 4: Writing

Compose a persuasive essay to present and “sell” research.

Directions for the “Go Beyond”

Students may add a paragraph to the final written essay that predicts future economic development for their location.

Resources:

- Guide for Consultants and Teachers – Our World, Junior Achievement, Colorado Springs, CO, 1999.
- www.cia.gov/cia/publications/factbook/index.html
- www.invest-in-thuringen.org

Lesson 1

Materials Needed:

- Activity Sheet #1 – Business Features
- Access to Internet and technology to project its contents so class may view it.
- Website: www.invest-in-thuringen.org

Basic Facts and Knowledge:

Students have basic knowledge about globalization after completing Jr. Achievement's sixth grade program, "Our World." They have become aware of global trade and know the difference between exports and imports. The program helped them begin to discover the benefits and complexities of global trade.

Instructional Strategies:

Project website on screen so class can view. Explain that "LEG" is an acronym for "Landesentwicklungsgesellschaft," an organization that is working to bring businesses to Thuringen, a state in the middle of Germany. Click on "LEG Service." Read aloud the 3 short paragraphs describing the range of free services provided by LEG. Discuss how these services would assist a business which was considering locating in Thuringen.

Distribute Activity Sheet #1 and read directions. Continuing to share the website, clicking on each of the 6 features listed above "LEG Service," reading each aloud and giving students time to make a note on their paper of which fact they found most appealing in that feature. After the sixth item, students evaluate which was most appealing to them overall, and which they think would be most appealing to a business.

Assessment:

(Pass/fail, or ungraded) Students will complete Activity Sheet #1, which demonstrates their engagement with the presentation. This sheet may be used by the students as a reference in a subsequent lesson.

Activity Sheet #1

As you view the presentation from LEG which tries to convince a business to locate in Thuringen, Germany, note which of the facts in each category is the most appealing to *you*.

Prime Location:	
Business Environment:	
Competitive Workforce:	
Education:	
Financial Incentives:	
Soft Factors (Culture):	

- ✓ Of the 6 notes you have written above, which would be most appealing to you personally? Put a * next to that feature.
- ✓ Which of your reasons do you think would be most appealing to a company deciding whether to locate in Thuringen? Put a + next to that feature.

Lesson 2

Materials Needed:

- “Office of Global Investing” letter, one for each pair of students, with the name of a country or province filled in the blank.
- Access to Internet, trade books, encyclopedias
- 3 class periods to research
- Portfolio Rubric (1 copy for each pair of students)

Basic Facts and Knowledge:

- Students will need to gather information from multiple, credible sources including visual and electronic.
- Activity Sheet 1 from Lesson 1 can be returned to students to help them recall what types of information are included in the 6 features.
- The LEG website can be available for reference.

Instructional Strategies:

Prior to class, teacher fills in the blanks on “Office of Global Investing” letters with the names of places studied at that grade level. Suggestions for 6th grade: British Columbia, The Prairie Provinces, Nova Scotia, Newfoundland, Mexico, Costa Rica, Panama, Jamaica, Cuba, Puerto Rico, Bolivia, Chile, Argentina, Brazil. 7th grade teachers select places from the Eastern Hemisphere. Students may research the province or country they were assigned, or narrow their focus to a particular place there, such as “Havana, Cuba.”

Teacher-assigned pairs of “Economic Consultants” draw a letter from a folder. When all pairs have drawn their letter and seen their assigned country or province, the teacher will read the letter aloud. Students may use 2 or 3 class periods to research their maps, climates, and features.

Assessment:

Portfolio rubric, used by teacher to check portfolios before proceeding to Lesson 3.



Office of Global Investing

October 1, 2006

Dear Economic Consultants,

You and your business partner have been invited to submit a portfolio to promote _____
_____ as a potential site for economic investment.

Throughout this mission, you will be given specific instructions and criteria for your presentation. Here are the items to include:

1. Physical map
2. Map with airports, roads, ports
3. Climograph or written description of climate
4. At least three of these features:
 - Prime Location
 - Business Environment
 - Competitive Workforce
 - Education
 - Financial Incentives
 - Soft Factors (Culture)

You may include more than three of the above features. Perhaps you'd like to include a slogan or bumper sticker or another attractive item to add to your presentation.

Your portfolio will be evaluated by the Office of Global Investing and used by a client who is choosing between your site and 13 others as to where to expand their business.

Good luck in your mission!

Sincerely,
Mrs. Derfny
Director
Office of Global Investing

Portfolio Rubric

(Check appropriate box)

Partners: _____

	Excellent	Good	Fair	Poor or Missing
Physical Map				
Infrastructure map with airports, roads, ports				
Climograph or written description of climate				
<i>At least 3:</i> Prime Location Business Environment Competitive Workforce Education Financial Incentives Soft Factors (Culture)				
Any extras? (Slogan, bumper sticker, etc.)				

Lesson 3

Materials Needed:

- Completed research packets
- Activity Sheet #2 – (one for each student) - Presentation Criteria
- (Optional) Activity Sheet #3 – (one for each group of four) - Venn diagram

Basic Facts and Knowledge:

Collaborative Group Work

Instructional Strategies:

Each pair of Economic Consultants will present their entire package to another pair of students, and then reverse roles. The listening students will each fill out one criteria sheet to give feedback to the pair of presenting students.

(Optional) When both pairs have presented to each other, the four Economic Consultants will fill out one group Venn diagram comparing their two sites.

Assessment:

Each individual will complete one Presentation Criteria sheet, giving feedback to another pair of students. Optional: Each group of four will complete a Venn diagram together.

Activity Sheet #2

Your name: _____

Names of 2 people you are evaluating:

Presentation Criteria

Check off which of these things they have:

Physical Map

Map with airports, roads, ports

Climograph or written description of climate

At least 3:

- ✓ Prime Location:
- ✓ Business Environment
- ✓ Competitive Workforce
- ✓ Education
- ✓ Financial Incentives
- ✓ Soft Factors (Culture)

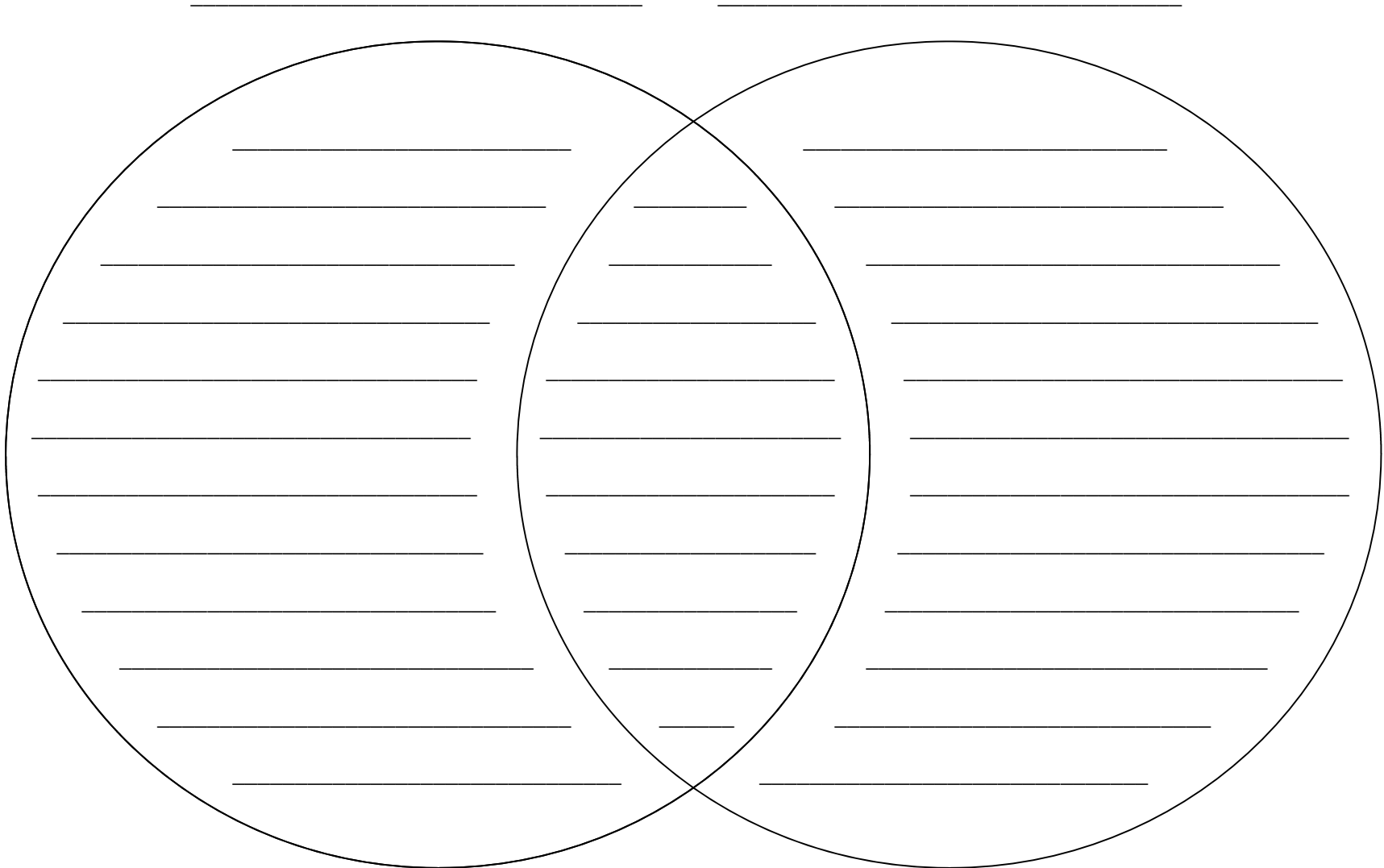
Any extras? Slogan, bumper sticker, etc.?

What did this team do well?

Do you have any suggestions for this team?

Activity Sheet #3

Names: _____



Lesson 4

Materials Needed:

- Completed research packets
- Activity Sheet #4 – Group Presentations to Class

Basic Facts and Knowledge:

- Active Listening Skills
- Presentation Skills

Instructional Strategies:

Each pair of Economic Consultants will present the 3 top reasons for investing in their location.

Assessment:

Students in the audience will listen to the other pairs' presentations. They will note which fact they feel is the strongest reason for choosing that location for a business.

Group Presentations

1. Group's Location: _____
Strongest Reason: _____
2. Group's Location: _____
Strongest Reason: _____
3. Group's Location: _____
Strongest Reason: _____
4. Group's Location: _____
Strongest Reason: _____
5. Group's Location: _____
Strongest Reason: _____
6. Group's Location: _____
Strongest Reason: _____
7. Group's Location: _____
Strongest Reason: _____
8. Group's Location: _____
Strongest Reason: _____
9. Group's Location: _____
Strongest Reason: _____
10. Group's Location: _____
Strongest Reason: _____
11. Group's Location: _____
Strongest Reason: _____
12. Group's Location: _____
Strongest Reason: _____

Lesson 5 (Optional)

Materials Needed:

- Completed research packets
- Presentation Criteria from Lesson 3 (Written comments from two other students who observed first presentation in pairs.)

Basic Facts and Knowledge:

How to write a persuasive essay

Instructional Strategies:

Students will sit near their partner with their completed packet and classmates' criteria sheets between them, which they may use as references. Each will write a persuasive essay to convince a business to choose their location.

Directions for exceeding the standard: Write an additional paragraph that would predict future economic development in that location.

Assessment:

Standards-based rubric.

Persuasive Writing Rubric

	Excellent	Good	Fair	Poor or Missing
Content	<ul style="list-style-type: none"> ▪ Presents at least 4 reasons to select their site ▪ Includes specific, relevant details 	<ul style="list-style-type: none"> ▪ Presents at least 3 reasons to select their site ▪ Includes some details 	<ul style="list-style-type: none"> ▪ Presents at least 2 reasons to select their site OR presents more than 2 reasons but details are sparse or confusing 	<ul style="list-style-type: none"> ▪ Presents 0 or 1 reason to select their site ▪ Details are absent or confusing
Voice	<ul style="list-style-type: none"> ▪ Uses precise and/or vivid vocabulary Phrasing is effective, not predictable or obvious Varied sentence structure ▪ Strongly aware of audience & task 	<ul style="list-style-type: none"> ▪ Uses both general & precise vocabulary ▪ Phrasing may not be effective, and may be predictable/obvious ▪ Some sentence variety ▪ Aware of audience and task 	<ul style="list-style-type: none"> ▪ Uses general vocabulary ▪ Phrasing is weak or repetitive ▪ Little sentence variety ▪ Some awareness of audience & task 	<ul style="list-style-type: none"> ▪ Uses simple vocabulary ▪ Phrasing is confusing ▪ Little or no sentence variety ▪ Little awareness of audience & task
Organization	<ul style="list-style-type: none"> ▪ Has a clear introduction, body, & conclusion ▪ Provides a smooth progression of ideas 	<ul style="list-style-type: none"> ▪ Has an introduction, body, & conclusion ▪ Provides a logical progression of ideas 	<ul style="list-style-type: none"> ▪ Attempts an introduction, body, & conclusion; however, 1 or more of these could be weak or ineffective Provides a simplistic, repetitious, or somewhat random progression of ideas 	<ul style="list-style-type: none"> ▪ Attempts an introduction, body, & conclusion; however, 1 or more of these could be absent or confusing ▪ Presents information in a random or illogical order throughout the writing
Conventions	<ul style="list-style-type: none"> ▪ Minor errors in standard written English may be present 	<ul style="list-style-type: none"> ▪ Errors in standard written English may be present; however, these errors do not interfere with the writer's meaning 	<ul style="list-style-type: none"> ▪ A pattern of errors in more than 1 category (capitalization, spelling, punctuation, sentence formation) of standard written English is present; these errors interfere somewhat with the writer's meaning 	<ul style="list-style-type: none"> ▪ Frequent & serious errors in more than one category of standard written English severely interfere with the writer's meaning