**Globalization: Using Geography to Change Your Future**

**How can you use your knowledge of global issues to impact the future?**

We find ourselves in an increasingly global world in which the issues of each civilization are connected, and what happens in one part of the world directly impacts the lives of people around the globe.

In this project, you will investigate the historical background of a global issue that faces the world today. In groups of three, you will then make an oral presentation with the support of a tri-fold presentation board in order to explain the past, present, and future of the issue in question. Your focus is to try to convince your audience that, THIS is an issue that will impact their future, and the world should actively do something to change it.

**Instructions:**

1. Choose a group of three.
2. Choose one of the topics below to investigate:

* Economic interdependence
* Outsourcing of jobs
* Fair trade
* Spread of Western culture
* Human trafficking
* Child soldiers
* International Loans (IMF & World Bank)
* Localized and worldwide disease epidemics
* Natural disasters in developing nations
* Global migration of people
* Global war on terror
* Dependence on cash crops in developing nations
* Ethnic conflict
* Sustainable development
* Global climate change
* Internet security
* Genetic engineering

1. Research the issue in order to answer the following questions:
   1. What is the issue?
   2. What got us here?
   3. Why should your generation care about it?
   4. What should your generation do about it?
2. Create an oral presentation that should follow these guidelines:
   1. Make a compelling case for your issue as a major issue created by globalization that lasts at least 6 minutes. Each member of the group must speak for at least 2 minutes.
   2. In the oral presentation, you will present information about the issue itself, its history, and your analysis of why your generation should care about it and what should be done about it.
   3. You will need to create a possible solution or path to improvement for the issue. Your solution should be reasonable, realistic and rely on the research you conducted on the historical background and the current problem itself. The solution should be detailed and complete.
   4. You may each have ONE notecard for reference.
   5. During your presentation, you should reference your research by discussing the specific information that you got from different sources.

More on back

1. Create a tri-fold board display to support your oral presentation. Your board must abide by the following guidelines:
   1. It must be neat and well-done. All text must be typed and the students’ own original work; No plagiarism!!! There must be good-quality color images. Edges on cut-outs must be even. Cut-outs must be well-adhered to the board and not falling off in any way.
   2. Your board will be organized in the following way:
      1. **Left panel: History of the Issue**
      2. **Center panel: Current Status of the Issue**
      3. **Right panel: Solutions to the Issue. These must be concrete steps! No vague “we should care about this issue”.**
   3. For each section, you must provide detailed written information that must be typed. This information must be your original work. No plagiarism! If you do use quotes or paraphrase information, be sure to cite it. All written information must be grammatically correct and free from typos.
   4. All text boxes and images must have a colored background behind them. This means your text or image is glued to a piece of colored construction paper that acts as a border around the text/image.
   5. You must have at least 3 images for each panel. That is a total of 9 images. Images can be photographs, charts, maps, or graphs.
   6. Each section must have a title.
   7. Provide a works cited page on the back of your presentation board. You must use at least 3 reputable sources. Works cited must be in MLA format. Wikipedia can be a starting point to learn more about your issue, but does not count as a one of your sources.
2. **Refer to the rubric for a more detailed description of expectations.**
3. At the end of each day of presentations, you and your classmates will vote for the most compelling issue based on the presentations. The winning presentation group will receive extra credit on a unit test of their choosing from the Spring Semester.

**Presentations will take place on**

**Monday, May 14 and Tuesday, May 15**

**Global Issue Project Evaluation Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Distinguished- 5** | **Proficient- 4** | **Needs Improvement- 3-0** |
| **History of the Issue** | Provides a detailed, well- researched background summary of the issue that includes multiple specific examples from history. | Provides a background summary of the issue with at least one example from history. | Provides a background summary of the issue that is incomplete or lacking in comprehension of the issue and/or historical examples. |
| **Definition of the Issue** | Completely defines the issue as a current problem using relevant examples and specific details. | Defines the issues as a problem using examples and some detail. | Attempts to define the issue as a problem and may or may not have examples and detail to support. |
| **Analysis of Solution** | Provides a full and thorough analysis of the issue with a possible solution or path to improvement for the issue. Solution will be reasonable, realistic and rely on research conducted on history and current problem. The solution is detailed with concrete steps. | Provides a possible solution or path to improvement for the issue. Solution relies on research conducted on history and current problem. The solution is complete. | Provides a possible solution or path to improvement for the issue. Solution may or may not fully address the issue and may or may not be complete. |
| **Visual Elements** | Follows all requirements and has at least 9 visuals. Visuals support the presentation and are relevant and meaningful to the information being presented. | Follows most of the requirements for visual elements. Visuals act as a visual aid to support the presentation. | Follows some of the requirements for visual elements. Some of the visuals support the presentation. |
| **Presentation** | Delivery techniques (posture, eye contact, and vocal expressiveness) make the presentation compelling and the speaker appears polished and confident. Students had no more than one notecard each. | Delivery techniques (posture, eye contact, and vocal expressiveness) make the presentation interesting and the speaker appears comfortable and confident. | Delivery techniques (posture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. Students had more than one notecard each. |
| **Research** | Extensive research is evident through citation of information during presentation and complete Works Cited page is posted on the back of the tri-fold board. Students used at least three sources (beyond the textbook) for information. | Research is evident through a complete Works Cited slide. Students used at least three sources (beyond the textbook) for information. | Research is not evident as the students did not cite information during their presentation, did not include a complete Works Cited, and/or did not include three sources beyond their textbook. |

**Total: \_\_\_\_\_\_\_/ 30**