

Industrialization & Power: Colonialism & Multinational Corporations

Summary This lesson introduces students to the history of colonialism and how it relates to the production of primary/secondary resources and power networks. It then extends these concepts and links them into modern multinational corporations and sweatshop labour in order to draw connections between historical colonialism and what might be described as neo-colonialism. The lesson looks at how production/consumption influences power networks on an international scale.

Objectives Students should gain an understanding of the history of colonialization and how it has impacted the formation of the world and the distribution of wealth (this will be further developed in the lesson that follows). Students should understand primary/secondary resources and how these create or redistribute wealth. Additionally, students should develop a sense of the continuity between colonialism and multinational corporations, and the way in which globalization has shaped the world.

Outcomes *Unit 6: Global Factory: For Whose Benefit?*

Unit Objective: To explain the evolving patterns of industrialization, global inequalities of production, consumption, and wealth, and their combined impact on the environment.

6.1: Identify and explain the characteristics of developed and developing countries

6.2: Analyze the effects of uneven development

6.3: Investigate the relationship between developed and developing countries and its impact on humans and the natural environment

Materials

Copies of all articles

Paper for concept mapping

Reflection sheets

Copies of jigsaw guidelines

Books/textbooks for additional research

Pre-Work

- Print off multiple copies of resource articles
- Divide into groups for Literature Circle
- Guns, Germs, and Steel* copies for each group
- Develop/photocopy hand-outs for Expository Text Lit. Circle
- Photocopy reflection sheets for *Africa: States of Independence* and *The Corporation* OR prepare questions for log entries
- Determine which articles will be used for jigsaw groups
- Break students into groups & assign articles

Plan

Warm-Up (2 classes) Before the warm-up class, assign students into groups of approximately 3-4 members. Each group will receive a section from *Guns, Germs, and Steel* for an expository text literature circle. Chapters to be discussed will be:

Prologue: Yali's Question (p. 13-32)

Chapter 12: Blueprints and Borrowed Letters (p. 215-238)

Chapter 13: Necessity's Mother (p. 239-264)

Chapter 19: How Africa Became Black (p. 376-401).

Students will have class time to read the chapter and to work through their literature circles. They will connect the content from the chapter to the unit content, but will be able to form their own connections as well. After Literature Circles are complete, each group will write out key points and terms on chart paper and put it up around the classroom. Students will then circulate and, as a class, we will draw parallels and connections as a foundation for the rest of the unit.

Main Act (3 classes) 1. Review key terms and concepts. Terms include: *colonialism, corporations, globalization, industrialization, primary resource, secondary resource, developing nation, developed nation, development, trade.*

2. View *Africa: States of Independence (Scramble for Africa)* (from 0:00 – approximately 20:00) and *The Corporation* (from 19:00-24:00). Distribute critical reflection sheets OR give learning log prompts.

3. Break students into assigned groups and distribute supplementary articles. Students should read articles. It is important that students have a night to think about the article; *do not go directly into group discussion.* If class wraps up early, encourage students to delve into the other supplementary articles or review concepts they may find unclear through research (textbooks may be useful here).

4. Students will reconvene in their small groups and discuss the articles. They should be sure they can summarize their article, articulate whether they agree or disagree, and connect the content of the article to the material we have viewed and the concepts we've discussed thus far.
5. Students will each develop a summary sheet of their article and of the unit content – this can be written, visually depicted, idea clouds, etc. *Be sure to check on these as they're developed.* This will aid students who may have difficulty in memory recall or in articulating their thoughts.
5. *Jigsaw*: Split up group members so that one member of each group is present in a jigsaw group. Students should then discuss their articles and how they relate. If discussion is slow, give students thematic prompts. All articles in your file have notes on them for key themes and many will 'riff' off each other.

Conclusion
(1 classes)

1. Class-wide discussion in which the concepts students have encountered in the lesson are formalized. *How has industrialization impacted the distribution of wealth in the world? How are colonialism and globalization connected? What are some repercussions to 'development'? What does 'development' mean?*
2. Learning log prompts: What do students think they've learned? How do they expect their knowledge to change/deepen as we progress through the unit? What questions would they expect their classmates to be able to answer on this part of the unit?

Assessment

Informal assessment: Check student engagement while circulating and observing student discussion. Check in on each student's summary sheet to see if they're grasping the concepts and the connection between real world injustice and the conceptual framework. Students should be able to generate multiple connections; a lack of connection may indicate that students have not grasped what has been covered so far. If this is the case, keep an eye on students during jigsaw groups to determine if *teaching* the content has helped them.

Adaptations

No specific adaptations required, but ensure that weaker readers have articles with an easier vocabulary. Visual learners may benefit from articles with charts or other visual representations.

Extensions

Students who complete learning logs early should be encouraged to review the articles they didn't have a chance to read. Direct them to the **extension folder** for this unit.

Students could also be encouraged to look at *King Leopold's Ghost* or to write on a proposal for positive/non-exploitative development. They could weigh in on the foreign investment vs. foreign aid debate.

**Research/
Resources**

King Leopold's Ghost (Adam Hochschild) -- Non-Fiction Book

The End of Poverty (Jeffrey D. Sachs) -- Non-Fiction Book

"Resource Wars: The Facts." (Sven Torfinn) *The New Internationalist* 367, Article.

Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: Norton, 1999.

The Corporation. Dirs. Mark Achbar and Jennifer Abbott. Zeitgeist, 2003. (Netflix)

Africa: States of Independence. "Episode 1: The Scramble for Africa." Al Jazeera English. (YouTube)

"The Scramble for Africa." *The Economist*. Millennial Issue. 23 December 1999. (<http://www.economist.com/node/347120>)

Khalek, Rania. "21st Century Slaves: How Corporations Exploit Prison Labor." *AlterNet*. (http://www.alternet.org/story/151732/21st-century_slaves%3A_how_corporations_exploit_prison_labor)

Ainger, Katharine. "The Scramble for Africa: Wars for Africa's Wealth." *New Internationalist* 367 (2004): 9-12.

Braeckman, Colette. "The Looting of the Congo: Wars for Africa's Wealth." *New Internationalist* 367 (2004): 13-16.

"Redesigning the Global Economy." *New Internationalist* 320 (2000): 4 pag.

"Should Foreign Investment Replace Aid for Africa?" *New Internationalist* 445 (Sept. 2011): 34-36.

Nandy, Ashis. "Paternal Deceits." *New Internationalist* 405 (Oct. 2007): 10-11.

Lummis, C. Douglas. "Development as Forced Labour." *New Internationalist* 324 (2000): 26-28.