

History in Our Backyard Mills in Connecticut

The Rise of Globalization and the Decline of Mills in Connecticut

Grade Level: 9-12

Learning Objectives:

Students will be able to:

1. Define globalization and explain its impacts on mills in Connecticut. (Connecticut Social Studies Frameworks ECO 9-12.1-2, 9-12.5-6; GEO 9-12.2; Common Core State Standards CCSS.ELA-LITERACY.RH.9-12.1-4, 9-12.7, 9-12.9-10)
2. Recognize the differing perspectives of employers and employees in a global economy. (Connecticut Social Studies Frameworks ECO 9-12.1-2; HIST 9-12.1, 9-12.4; Common Core State Standards CCSS.ELA-LITERACY.RH.9-12.1-3, 9-12.7, 9-12.9-10)
3. Synthesize information from multiple sources to form and support an argument. (Connecticut Social Studies Frameworks CIV.9-12.1, 9-12.9-10, 9-12.13; HIST 9-12.1; INQ 9-12.2-3, 9-12.8-10, 9-12.15; Common Core State Standards CCSS.ELA-LITERACY.RH.9-12.1-3, 9-12.7, 9-12.9-10)

Program Framework:

1. Introductory Activity: Where is your stuff from?
2. Activity: The History of Mills in Connecticut
3. Video: Introduction to Globalization
4. Activity: Impacts of Globalization Around the World
5. Wrap-Up

Materials: “The Rise of Globalization” and “The Decline of Mills in Connecticut” worksheets, pen/pencil, Chromebooks/laptops/desktops with access to internet, *History in Our Backyard* resource on Google Earth

In this lesson, students will consider the interconnected threads of the things they own and use in their daily lives by exploring the history of mills in Connecticut and larger global economic forces. Please visit chs.org/historyinourbackyard to access the pins for mills in Windham, Willington, Stafford, Sterling, and Plainville.

1. Introductory Activity: Where is your stuff from?

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1. Find 5 items in your home that have a “Made in” tag or sticker. (Possible items include clothing, shoes, backpack, bowl, plate, electronic devices, etc.)
 1. Fill out the **Where Is My Stuff From?** chart on the *Rise of Globalization and the Decline of Mills in Connecticut* worksheets.
 2. Complete the “Thinking and Making Connections” questions on this worksheet.
 3. Discuss your answers with a friend or family member.
2. The History of Mills in Connecticut Activity
1. Go to **History of Mills in Connecticut** on *The Rise of Globalization and the Decline of Mills in Connecticut* worksheets.
 2. Go to *History in Our Backyard* on the CHS website and explore all five pins/locations on mills in Connecticut. Please visit chs.org/historyinourbackyard to access the pins for mills in Windham, Willington, Stafford, Sterling, and Plainville.
 3. Answer the questions on **History of Mills in Connecticut**. Discuss your thoughts with a friend or family member.
3. Introduction to Globalization Video
1. Go to the section, **Introduction to Globalization** on *The Rise of Globalization and the Decline of Mills in Connecticut* worksheets.
 2. Explore the concept of globalization. First, read through the questions in the section, **Introduction to Globalization**. Keep these questions in mind while you watch the Crash Course World History video, “[Globalization I - The Upside](#)” (11:51).
 3. After finishing the video, answer the questions.
 4. Watch the second Crash Course video, keeping these same questions in mind as you watch.
 5. Begin Crash Course World History video, “[Globalization II – Good or Bad?](#)” (13:55).
 6. Review your answers. Would you change any of your answers now that you’ve watched the second video? Add to or revise your answers.
 7. Discuss your answers with a friend or family member. Update your t-chart with new ideas from your partner(s).

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4. Impacts of Globalization Around the World Activity

1. Go to section **Impacts of Globalization Around the World** on the *Rise of Globalization and the Decline of Mills in Connecticut* worksheets.
2. Explore the impact of globalization on factory workers by looking at working conditions in Bangladesh. Look at a map and find Bangladesh. (Hint: it's to the east of India.) Were any of the 5 items in your home made in Bangladesh?
3. Read the questions on the worksheet before watching the CBS News video, ["Undercover in a Bangladesh Clothing Factory"](#) (4:39).
4. After completing the questions, discuss your responses with a friend or family member. As you discuss, add to your t-chart any new ideas from your partner(s) on the positives and negative impacts of globalization on factory workers.

5. Final Assessment

1. Go to section **Writing to Your US Senator**.
2. Read through the writing prompt and review template.
3. Write your letter.

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Where is your stuff from?

Instructions: Walk around your home and find 5 items that have a tag or sticker that says where the item was made. (It usually says "Made in ____.") In the table below, write down what the item is and what country it was made in.

#	Name of item:	Country where item was made:
Example	T-shirt	India
1		
2		
3		
4		
5		

Thinking and Making Connections:

1. How many of your items were made in the United States?

2. Did any of the countries your items were made in surprise you? If so, which ones? Why did it surprise you?

3. Why do you think items that you can buy in the United States are made in other countries and not made in the U.S.?

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Introduction to Globalization

Instructions: Watch [Crash Course World History: Globalization I](#). Then answer the questions below. Next, watch [Crash Course World History: Globalization II](#) and add to and/or revise your answers.

1. How would you define or explain what globalization is?
2. Using the information from the videos and the stories of mills in Connecticut from *History in Our Backyard*, fill in the chart with examples of the positive and negative impacts that globalization has had on Connecticut and Connecticut mills.

Positive impacts of globalization on CT/CT mills	Negative impacts of globalization on CT/CT mills

3. How does globalization connect to the reason Connecticut mills shut down?
4. Overall, was globalization good or bad for Connecticut and its mills? Why?

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Impacts of Globalization Around the World

Instructions: Watch the CBS news [video on working conditions of factory workers in Bangladesh](#). Then answer the questions below.

1. What did you notice about the working conditions in the Bangladesh factory?

2. Using information from the video, fill in the chart with examples of the positive and negative impacts that globalization had on factory workers around the world.

Positive impacts of globalization on factory workers	Negative impacts of globalization on factory workers

3. Why would companies in countries like the United States use factories like this one in Bangladesh to make items?

4. Is globalization good or bad for factory workers? Why?

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Writing To Your US Senator

Background: Throughout this lesson, you have come across some of the positive impacts of globalization as well as some of the negative impacts of globalization, both in Connecticut and around the world. Globalization has become a highly politicized issue, and there is a lot of disagreement about how the United States should respond to globalization. As an engaged American, you have decided to write a persuasive letter to your Senator, urging them to either:

a.) Embrace globalization and support policies that continue and expand international free trade.

OR

b.) Reject globalization and support policies that put more limitations on international free trade.

Directions: Using what we have learned in this lesson, write a persuasive letter to one of your U.S. Senators (find your U.S. Senator [here](#)) in which you either support the expansion of globalization or criticize globalization's impacts. The letter must be at least 250 words and should follow the following format:

Date

Your Name

Your Address

Your City, State, Zip

Your E-mail

Your Phone Number

Dear Senator _____,

- Paragraph 1: Explain who you are, including your name, hometown, and school.
- Paragraph 2: Explain why you are writing and what action you are asking your Senator to take. Make sure to include specific details from the sources you have examined.
- Paragraph 3: Thank your Senator for taking the time to read your letter and ask them to reply

Sincerely,

Your Name