
The Global Economy || The Source of Outsourcing

Goals & Objectives

- To understand the concept of outsourcing and be able to see how it affects domestic and foreign employment.
- Students will be able to show understanding of primary sources through artistic representation of concepts.
- Students will show written understanding of content vocabulary
- Students will write, and verbally discuss the benefits and costs of outsourcing.

California State Content Standards

12.4.2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.

Common Core Literacy Standards

[CCSS.ELA-Literacy.RI.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#)

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RI.11-12.6](#)

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

[CCSS.ELA-Literacy.RI.11-12.7](#)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.W.11-12.1.a](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Driving Historical Question

Does outsourcing hurt or help the world economy?

Lesson Introduction (Anticipatory)||

The students' attention will be directed to the front board in an area designated for the goals/objective and vocabulary of the day. The teacher will read these items to the students as they listen and read along.

After the daily goals/objectives and vocabulary has been read and explained, the teacher will announce that the students are going to get out of their seats and move around. Although they are going to do a simulation on outsourcing, students will be given minimal explanation on what is going to happen.

In this simulation, the teacher will split the room in half. From one of the groups, the teacher will select four students to represent presidents from big companies. These students will be given name tags and stand in the front of the class. The teacher will then explain each company so the students can familiarize themselves even though these will be well know companies.

The teacher will then have the students from the other group (the group that did not supply the four "presidents") stand up. Each row of students will represent a call center, each row working at a different hourly rate. Theses rates will be \$25, \$26, \$30, & \$32. The teach will explain that the different call centers have different wages because of their ability to provide good/bad service (\$26 being the poorest degree of customer care and \$32 being the highest). The teacher will also explain that the better the service & the higher the wage, the more customers remain. The lower price yields the opposite consumer response. It will be explained that the "presidents," will have to make an executive decision as to which call center they want. In short they will have to weigh costs/benefits and pick a call center.

After each has picked a call center, the teacher will ask the other side of the class to stand up. (The first half will remain standing.) The teacher will then explain that there is a new call center that provides better service. This call center has employees that work for \$2 an hour even though, unlike the other groups, provide superior service. The question of which call center will be propositioned again, and the "presidents" will once again choose.

As the "presidents" select the newest call center, the teacher will instruct the other students to sit down. As students sit down they will be told they are unemployed. Once the simulation is over, the teacher will ask why the "presidents" decided to switch call centers.

Vocabulary (Content Language Development) ||

Students will be introduced to vocabulary prior to actual content delivery. The teacher will define a second time prior to the reading. S/he will also define as the read is in progress. Students will be required to academically use these terms as they both read and write.

- Developing Country
- Developed Country
- Outsourcing

Content Delivery (Method of Instruction) ||

After explaining the vocabulary, goals/objectives, and conducting the simulation, the teacher will briefly explain outsourcing. S/he will also discuss statistics of foreign outsourcing and authentic wages compared to U.S. wages. The teacher will then have the students listen as s/he read a primary source (available on the PowerPoint), and conduct a Think-Pair-Share with accountability sticks to obtain student answers.

The teacher will then reference the PowerPoint to discuss why outsourcing is bad for the U.S. After this short lecture, the teacher will instruct students to move into groups (chosen by the teacher). The students will then be presented with two different images of life in India. The teacher will ask them to discuss, in their groups, what they think about each picture. Between each picture the class will discuss the images as a whole. The teacher will get a few answers and then they will be told that each group will present an I See...I Think...I Feel.

Once again, the teacher will resume the PowerPoint presentation. There will be another short lecture and then the teacher will present a short YouTube video that solidifies the content. After, the teacher will present the closing activity.

Student Engagement (Critical Thinking & Student Activities) ||

Students will participate in the above anticipatory activity. Once the activity is complete, students will be asked why the simulation resulted in that way. Students will Think.Pair.Share, and during the class discussion they will be called on using the “accountability sticks.”

Students will then listen to a short lecture on outsourcing and follow along with their guided notes. During this lecture they will hear about statistics, and international wages. They will also get the opportunity to hear why outsourcing can be bad for domestic, as well as foreign nations.

Next, students will read a primary source of a man whose job had recently been outsourced. Students will listen to the teacher read, while having the opportunity to read along. After students will write their reflection on their worksheet, and pair with a partner to discuss their thoughts. This will be followed by a class discussion.

Next, they will listen to a discussion on why outsourcing is good for domestic and foreign countries. Again they will view primary sources. Prior to viewing the sources, students will get into groups of 5, view the images and discuss what they see. They will write their reflections on their sheet. After a few moments, their attention will shift to the teacher and they will be instructed to conduct an, I See...I Think...I Feel. Each group will have the opportunity to contribute to each. This will be followed by a short video.

Finally, students will be shown various political cartoons portraying different opinions on outsourcing. They will discuss these images with the whole class. They will be able to create their own political cartoon as described below.

Lesson Closure ||

The teacher will present various political cartoons that make statements about outsourcing. There will be examples that represent all the opinions that were discussed in class (4 examples). The students and teacher will discuss what they see in the cartoons as a whole. After, the teacher will instruct the students to create their own cartoon. As outlined on the PowerPoint, the students will be told they have to complete certain tasks when creating their cartoon. They will have to include the word “outsource,” explain their cartoon in written form, and explain their stance. This will be collected at the end of the period.

Assessments (Formative & Summative)

Students will be assessed multiple times throughout the lesson. The first assessment occurs after the anticipatory activity. After the exercise, students will answer questions that check for preliminary understanding. Additional conversations (including discussion on the written primary source) will provide the teacher with additional information.

The visual primary sources are another means of checking for understanding. Since students will have to evaluate images, this will allow the teacher to check for deeper understanding during group and class discussion. This activity is conducted through scaffolding and will indicate the students' ability to apply and critically think about the material.

The summative assessment is preformed during the closing activity. This assessment allows students to apply all of the information while displaying their level of understanding. This assessment requires students to turn in their work, but also allows them to express their understanding in a written and visual way. Since it is collected, the teacher will be better able to evaluate content retention.

Accommodations for English Learners, Striving Readers and Students with Special Needs

There are several accommodations for English learners, striving readers, and students with other needs. As can be seen, the PowerPoint is image dense and includes a visual graph to further explain the topic. Additionally, the PowerPoint is paired with a worksheet that includes the same images for students who can become lost due to language barriers or poor reading abilities.

Since reading and writing while listening can be a challenge for many students, this lesson does not include a lot of note taking. Students, therefore, will be able to concentrate on the topic at hand.

Another tool that is utilized is that this lesson uses diverse methods to engage the students. This includes a mini-simulation, videos, discussions, and primary sources. I believe that using a variety of teaching technics can help students of all educational levels access the material more meaningfully.

Finally, this lesson uses Common Core technics to analyze documents. The difference is, the written source is read by the teacher, and the other two sources are images that can be explained by the students with language. This will allow students who struggle with understanding primary texts since the activity incorporates visuals.

Resources (Books, Websites, Handouts, Materials)

- Name Tags
- PowerPoint: The Source of Outsourcing
- Worksheet: The Source of Outsourcing
- Accountability Sticks
- Primary Source: "After I Trained My Replacement My Job Was Outsourced"
- Photo 1: Indian Call Center
- Photo 2: Indian Living Conditions
- YouTube Video: "Call Center"
- Pen/Pencil
- Paper