

Author's Message with Multiple Texts

TEACHER: So we've been working on that globalization objective. We're going to keep working through that today. And remember, for all of today's work, you have your resource folder. You have the text response chart that you've been working on with the pictures and the website, looking at observations and inferences. You also have the globalization article that you read and annotated for homework. You have the data table and the explanations that I provided for exactly what each of the categories for the data table means.

And then you have other-- the PowerPoint for Bhutan, which was the model that I was going to do with you today, but because we have a shortened period, I'm not going to do that with you as a whole class. But rather I'll come around to your individual groups. If you need help stepping through how to analyze these pictures, I'll be sure to come around and help you. And I also want to point out that in that PowerPoint, I did provide some guided notes and questions that I would ask myself if I was going to be analyzing the Bhutan photographs that Menzel provided in his projects.

And then you also have-- the last thing in your folder should be something called the text dependent and globalization chart. And I condensed what we were going to do again, due to the time constraints today. I condensed our last activity into one page here, or one packet, I should say. So you're going to be answering some questions, and completing this chart on globalization towards the end of today's class.

All right. So just a reminder, that's what you have there in your resource folders. The homework that you completed, it's on the back of that text response chart, was to answer two very simple questions about Peter Menzle. One was his message. And the second was what is the evidence that you find in his pictures to support what his message is.

So what I'm going to ask you to do now, because you haven't had a chance to really talk about this in your groups yet, I'm going to give you about three or four minutes to talk in your groups about what you thought his message was when you did this independently for homework. Then have at least one person in your group, but more than one person if you would like because you all have the access go on to our today's meet/menzel. Excuse me. Classroom and type in-- remember you're limited in characters. Type in for me a summary so we can all see it of what your group felt his message was. And more importantly, what evidence is there in the pictures to support them?

STUDENT: I say that Menzel intends to show how different people of different countries live and how that differs I guess in terms of the amount of money that they had, the expenditures that they are allowed to use, and the evidence was that the American family was shown with \$300 worth processed food while the refugee family in Chad had about a dollars worth of food. I really don't have to finish my sentence, but I say that this shows the massive difference in the two separate countries. And I guess Menzel's using that to indicate a message which we have to find today.

TEACHER: OK. How does that compare with what anybody else wrote down?

STUDENT: I said that there are many factors that go to families like groceries, like their culture, their health, income, and their family life. So basically he's saying that they're where you live impacts what you eat on a daily basis.

TEACHER: And that there are some cultural factors and values that might impact that as well.

STUDENT: Yeah.

TEACHER: Why don't you two share with the gentlemen now?

STUDENT: I said, Peter Menzel was trying to portray different types of people in different countries through their possessions and foods they eat.

TEACHER: Menzel's message from that first experience with the web site. Alex what did you say?

STUDENT: I just said that they illustrate the culinary cultures world wide.

TEACHER: What'd you guys think about Menzel's message originally?

STUDENT: We talked about the interactions between countries and how it can both positively and negatively impact. A positive impact is how it can raise the standards of living for poor countries.

TEACHER: What was one way you guys thought that it can help raise the standard of living for poor countries?

STUDENT: Through their economics. With their economics, it brings more money into the country, which allows them to buy more things, and it raises their standard of living.

TEACHER: Were you in agreement with that Michael?

STUDENT: Yeah, I agreed with the extent of which, I'm just jumping off of that, with his contribution to the [INAUDIBLE] and things. You can let other people know what's going on so people can be more motivated to help those countries if needed.

TEACHER: Excellent. So you feel like he has a drive there to really share with other people, because he has the ability to go out and take those pictures.

STUDENT: Like in the Bhutan photos, how we see there's so many different families and so many people that are depending on such a little amount of food. People [INAUDIBLE] more to these countries.

TEACHER: Right. They actually can see it in the pictures. All right, so try to get something now up on the today's meet like a summary for you group. If you haven't done so already, please try to start typing something into the today's meet site now so that I can hopefully refresh this and

see some of your thoughts as a group, your conclusions. We have two groups that have uploaded a message about our summary of Menzel's message, excuse me. So one group, this group right here, thinks that Menzel's really utilizing his pictures to highlight the diversity of cultures and help the reader to infer the socioeconomic standing of each family.

Now do you remember the work we did last week with the website? We were doing observations and inferences. Does that ring a bell? So when we make an observation about a photograph for example, I saw in a lot of the pictures that I look at fast food, regardless of what country, fast food in a lot of the families' photographs. Yes? So that's an observation I made. What's an inference that you might make from that observation about fast food? Amanda?

STUDENT: You can infer that it's widely available across the globe if people in that many different countries have access to it.

TEACHER: Right, so it's widely available. Go ahead.

STUDENT: It's starting to diffuse into even lesser developed countries.

TEACHER: Excellent, starting to diffuse into lesser developed countries. The accessibility, the transportation that's involved with fast food and getting it to these remote the locations, or all these other countries, is something that we can infer from the photographs. Remember how we take an observation and draw an inference from it. And then the other group up here, which is [INAUDIBLE] group, Menzel was trying to portray culture in human-environment interaction through photos of families, groceries, and homes. So that human-environment interaction, that's such a good critical theme of our course. And this group here-- did yours upload? Do I need to refresh again? OK. So can you just tell us real quick what you guys were talking about, [INAUDIBLE]. You guys guys had some really great thoughts about putting his message.

STUDENT: So what we were talking about was how Peter Menzel's photos illustrate the effects of globalization on the world's economy, and how each individual family is both positively and negatively impacted. And we also talked about what Tom, as globalization is taking more into effect, each family's standard of living is rising. So what we were talking about was looking at the family in Bhutan where their standard of living is so poor, but since people are becoming more aware of the situation they may be more willing to help out and try to get them more food and resources that are necessary.

TEACHER: Now I've given you very specific questions that ask you to go back to the text, back to the pictures, back to the data table that you have, OK? Back to the data table you have, back to the globalization article you have, and answer the questions and try to get to the point of what is Menzel's message about globalization. Is it positive? Is it negative? What evidence does he provide in his pictures, right here is the column for that, or what evidence do you find in the data table to support what you're saying his message is about globalization.

STUDENT: They have a lot of cultural aspects hanging on the walls.

TEACHER: So you put that under family life?

STUDENT: Yeah.

TEACHER: Is there any message there about globalization that can be found?

STUDENT: You could see that it's globalized because you could see the corn flakes and stuff, which are more-- and coke-- which you find in more [INAUDIBLE].

TEACHER: What about the toys, you said you saw toys in there. Do any of those toys look like they could be toys found in another country? America or any other country.

STUDENT: Most likely. I doubt they're all from Mexico. I mean, none of stuff is from the United States.

TEACHER: True, true. So it could be.

STUDENT: Yeah, I feel like some of them are building [INAUDIBLE] and stuff, so I'm guessing.

TEACHER: So think about that versus when you were talking about with what you see hanging on the wall. Is there a conflict there, globalization-- not conflict, but a conflict between the two types of culture that we've been talking about, folk culture and pop culture.

STUDENT: They have pop culture stuff, but in their home you see more of the folk culture, but in what they purchase, because that's more recent stuff, you see more of the pop culture.

TEACHER: And you have these artifacts kind of hanging on the wall that you might not see in an American home, right? They're different, but the toys you might see in an American home. OK, so there's a little conflict of the families trying to kind of find that balance, all right. So it's neat to take two observations, sometimes, and put them together to see what else it might be trying to say.

STUDENT: So the family is trying to-- I'm just writing it, like, I don't know, but like, family is trying to--

TEACHER: It's awful quiet over here. Did you already do all the talking? I missed it. What are you writing down? Family life?

STUDENT: Yup, we've come up with the fact that Japan it seems like, at least in this family, that the children take care of the parents. So that might be a societal factor in Japan, in their family life. It seems like they don't have large families, so that might also have to do with Japanese society and their fertility rates.

TEACHER: Yup, And I urge you now that you're thinking of that to find a data table in your resource folder here, and look at things like life expectancy for Japan, look at things like income in the country. There's a mortality rate here, and there are some things about health care and sanitation, and see if that helps to kind of paint that picture more vividly for you, kind of what

you're inferring about family life. Because that's a really great point. Does everybody I remember how to read the data table from last time? You have the explanations there too.

The group over here, which is at Japan, they had some observations and inferences about family life in terms of the older population in the country-- and we know some of that from what we learned in unit two-- but they had some inferences about children taking care of their aging parents. So if you look at the table they'll find confirmation of that in things like life expectancy and health care, OK. So that was a good question Thomas, sorry, I answered it for the whole class. Because you do have three texts that you can be using for your evidence, OK. I'll be quiet again. Go back to work. Was that your only question?

STUDENT: We never made it to Bhutan.

STUDENT: What?

STUDENT: Did you do the Bhutan one in the chart?

STUDENT: I wasn't able to finish it.

TEACHER: No, we didn't get a chance to finish it last class.

STUDENT: Do you still have the picture on your phone?

STUDENT: Yeah, actually.

STUDENT: I took two. [INAUDIBLE].

STUDENT: Was I sick that day we did it?

STUDENT: Yeah, you were sick.

STUDENT: [INAUDIBLE] in the sense that we didn't really believe that it represents the majority of India's population.

TEACHER: OK, why is that?

STUDENT: It looks pretty stable of a family.

TEACHER: Looks pretty what, I'm sorry.

STUDENT: Pretty stable, pretty industrialized.

TEACHER: What's some evidence in the picture that you think lead you guys to believe that? Kevin, what's something that leads you to believe that?

STUDENT: Well, looking at the picture, they have a good amount of food for their family. It looks like he has a watch. He has pretty nice clothes on. They're in a nice house it looks like, while a lot of people in India can't afford all that.

STUDENT: Kind of formal.

TEACHER: Yeah, and if you have your data table-- if you're thinking maybe that's not typical-- let's look at things like the GDP, the GNI per person, the motor vehicles per 1000 population, which might seem kind of silly, but what does it tell us if people have motor vehicles? Jared, what does that tell us about people?

STUDENT: [INAUDIBLE]

STUDENT: They can afford to [INAUDIBLE].

TEACHER: Yeah, they can afford it. They have money, and they have kind of what we call disposable income that they can afford to spend on things like that. So I urge you to kind of look-- and even if the number doesn't mean anything to you-- look at it, compare it. Do you have the United States on here? You have the world on here. So see if that helps to settle the debate.

STUDENT: There's 18 cars.

TEACHER: For every 1,000 people. And what is it in the United States? To Do we have that?

STUDENT: 787.

TEACHER: 787. So 18 and 787. So do we think this family has a car? They could be one Of the 18, right?

STUDENT: Yeah, they could be one of them.

STUDENT: They have the standing to be.

TEACHER: OK, so I think that's a really great point to bring up about whether this is a typical family in India or not. And I urge you to look and see if there's some more information in here that can confirm that.

STUDENT: That's fine. Thank you.

STUDENT: Looking at the GDP and such

TEACHER: What do you think?

STUDENT: That Mexico is one of the more developed countries, you can tell, based on their cost of their week of grocery and GDP.

TEACHER: OK, so you're using these categories compared-- you have the United States on there, you have the world to compare to. You know there's a backside to that too, right?

STUDENT: Yeah.

TEACHER: Talk to me about the health care-- I know you're not in that category yet, but thinking ahead-- talk to me about the health of these people.

STUDENT: Didn't Mexico recently pass a [INAUDIBLE]?

STUDENT: Yeah, you can see that's on the side, right.

STUDENT: They have a lot of soda, which is a big factor. And at the same time, they do have a lot of fruits, which could contribute to be healthier. But you would assume that it's just because it's available in abundance.

TEACHER: Right, so what do you think Menzel is trying to say when he puts the picture like this and arranges the items like this so that certain things, [INAUDIBLE] than others?

STUDENT: They're wealthy because you can see some things stacked and it looks like they're more crowded, like the fruit. The fruit is still over here, when [INAUDIBLE] all the rest of the fruit here. And you could see that they had no room to fit all the fruit and vegetables onto one table. He categorizes.

TEACHER: He categorizes them together.

STUDENT: He puts all the packaged stuff and the soda in the back and all the fruit in the front, which is what you would think is stereotypical of a South American country because it's really available. And then you see in the back that they also have these things that you would probably buy in a grocery store rather than a market.

TEACHER: Right.

STUDENT: It gets more globalized, in that respect, too.

TEACHER: OK, so we see the impact of globalization. Now I want you to think about that in terms of what you just told me about the health, too, in Mexico, and does Menzel have a message in there about the impact of globalization and some of the types of foods that we see here and the health of this country. And you also saw his Ted talk last week, so I think he's pretty obvious about his massive regarding health and that. So remember to think about that when you get to the next category. I think that you guys have covered the best example of all four of what he's trying to say about health. Good work.

STUDENT: So he's probably saying globalization has a negative impact on health because a country that was so healthy--

TEACHER: But two things before I let you go, number one, what we're working towards is for us to move from you guys evaluating what Menzel is saying about globalization to a place where I'm going to ask you to actually develop your own claim about globalization, and whether you think it's a positive or negative force in society.

So our closure for today, and what I want you to try to do your very, very, very, very, very best to get done in the next two to three minutes-- I know that's asking a lot-- is todaysmeet backslash APHG, because I couldn't put any other prompt. I had to make a new one. According to Menzel, and everything you know from your discussions you just had and your work with this material, is globalization a positive or negative force in society, according to Menzel. What evidence from the texts, remember you have three, supports the validity of that claim-- tells us why that's true or not. So between packing up your things and answering this you have like two minutes left. Do your very best to get only 140 characters so don't go crazy. We'll pick up and share these tomorrow and move towards that writing assignment.