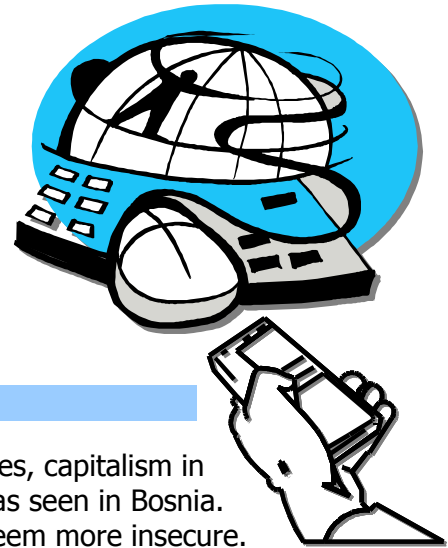


# #9023

## 1999: FAST FORWARD

PBS VIDEO  
1999  
Grade Levels: 10-13+  
56 minutes



### DESCRIPTION

Reviews the end of the 20th century, focusing on world economies, capitalism in former communist countries, and nationalism's rise and effects, as seen in Bosnia. Computers and technologies assist with globalization, but lives seem more insecure. The 21st century presents growing uncertainty as well as great opportunity.

### ACADEMIC STANDARDS

#### Subject Area: World History

- Standard: Understands the search for community, stability, and peace in an interdependent world
  - Benchmark: Understands how trends in science have influenced society (e.g., interconnections between space exploration and developments since the 1950s in scientific research, agricultural productivity, consumer culture, intelligence gathering, and other aspects of contemporary life; the changing structure and organization of scientific and technological research, including the role of governments, corporations, international agencies, universities and scientific communities)
  - Benchmark: Understands how global political change has altered the world economy (e.g., what participation in the world economy can mean for different countries; the relationship between demands for democratic reform and the trend toward privatization and economic liberalization in developing economies and former communist states, and how multilateral aid organizations and multinational corporations have supported or challenged these trends)

#### Subject Area: Geography: Human Systems

- Standard: Understands the patterns of human settlement and their causes
  - Benchmark: Understands the physical and human impact of emerging urban forms in the present-day world (e.g., the rise of megalopoli edge cities, and metropolitan corridors; increasing numbers of ethnic enclaves in urban areas and the development of legislation to protect the rights of ethnic and racial minorities; improved light-rail systems within cities providing ease of access to ex-urban areas)

### INSTRUCTIONAL GOALS

1. To define *community*.

2. To observe how economic and political changes affect the lives of people in different communities and how relations among people change.
3. To illustrate ways economic and technological changes have brought people together.
4. To examine consequences of market reforms and new political freedoms.

## BEFORE SHOWING

1. Define the term *community*. What kinds of bonds hold a community together?
2. As a class, brainstorm definitions of the term *social contract*. Discuss what a government's obligation is to its citizens. What role should government play in people's lives? As students watch the program segment, have them write down how the social contract in each country changed as a result of political or economic reform.

## DURING SHOWING

### Applications and Activities

1. View the video more than once, with one showing uninterrupted.
2. Have students write down how economic and political changes affect the lives of people in different communities and how relations among people change.

## AFTER SHOWING

### Discussion Items and Questions

1. In what ways have economic and technological changes brought people together? In what ways have they driven people apart?
2. What values and ideas associated with global economic competition does Wang Yong's quotation reflect? Does this philosophy sound fair to you? Why or why not?
3. Why did Dennis Byas and Art Buckner expect that a job at the Kaiser Steel Company would provide lifetime employment? How do you think each would describe the impact of global economic competition on their lives? What do the experiences and perspectives of Tina Grate, who lives in a Los Angeles ghetto, and Terry Ross, who lives in a closed community in Los Angeles, illustrate about the effects of political and economic changes in the United States?
4. How did Chinese factory worker Tan Xiangyao and Russian entrepreneur Oleg Rumiantsev react to the prospect of greater economic freedom? Based on the program segment, why do you think reform in China was more successful than reform in Russia in spurring economic growth? How was the general public affected by reform in each country? What values are rewarded under the new regimes in China and Russia, and why are those values associated with capitalism?
5. How did the end of communism in Yugoslavia affect Fikret Alic and his neighbors? How does the philosophy of nationalism conflict with the philosophy of globalization? Do you think nationalism and globalization can peacefully coexist? If not, what can hold a society together?

### Applications and Activities

1. To help students grasp the impact of global economic change, have them relate the trends described in the program to their own community. First, have students list the trends that shaped the lives of speakers in the program, such as the globalization of production, the

displacement of workers in traditional industries, tax revolts, urban migration, the creation of wealth, and the growing gap between rich and poor. Discuss how these different trends are related to the creation of a global economy. Then have students bring in evidence, such as products, newspaper clippings, census data, or personal interviews, to show how the global economy has affected their community. To follow up, have students write a new scene for the video, in which they use their community as a case study of the economic and social changes of the 1990s.

2. Discuss how changes in class structure, the role of government, and personal values influenced the life choices of people in the program. Ask students to write an essay from the point of view of one of these people about subsequent choices they imagine that person made following his or her initial life choice.
3. Have students write an essay reconsidering the idea of a social contract in the United States and address the following questions: Do we balance individual rights with common good? How or how not? What is your idea of an ideal balance? How do you think our government could achieve that balance?

## RELATED RESOURCES



### Captioned Media Program

- Terror in the Balkans: The Breakup of Yugoslavia #8362



### World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **LEARNING ADVENTURES IN CITIZENSHIP**

<http://www.pbs.org/wnet/newyork/laic/index.html>

Clicking on the "Explore the Learning Adventures" then choosing a breakdown of various time periods (1609 to present) takes you on a virtual journey of human and technological events that occurred in New York.

- **ECONOMIC POLICY INSTITUTE**

<http://www.epinet.org/epihome.html>

Provides many topics on different issues, with issues involving living standards and labor markets, government and technology, trade and globalization, sustainable economics, and education.

- **UNITED FOR A FAIR ECONOMY**

<http://www.ufenet.org/>

As a journalist explained, UFE is "the single most effective group in the country when it comes to publicizing issues of economic injustice, income disparity, the racial underpinnings of the gap between rich and poor, and . . . the yawning chasm between the salaries of corporate CEOs and those of working Americans."