

## Getting to Know *Exploring Globalization*

Name \_\_\_\_\_ Date \_\_\_\_\_

1. What is the key course question?

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2. Complete the following chart.

<b>Question</b>	<b>Answer</b>
How many chapters are included in <i>Exploring Globalization</i> ?	
Which chapter looks the most interesting? Explain.	
How many related issues are included in <i>Exploring Globalization</i> ?	
Which related issue seems to have the most to do with you? Why?	
How many challenges are included in <i>Exploring Globalization</i> ?	
Which challenge do you think you will enjoy the most? Explain.	

3. Where can you look to locate specific information about a topic such as the banana trade?

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**REPRODUCIBLE TOT 1 CONTINUED**

4. Where can you check to find out how each challenge will be evaluated?

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5. Where can you look to identify the chapter issues?

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6. Which two special features do you think will be most interesting? Why?

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7. Which two special features do you think will be most helpful as you study globalization? Why?

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8. Which two special features do you think your teacher might find most helpful? Why?

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## **Practise Identifying and Asking Issue Questions**

Name \_\_\_\_\_ Date \_\_\_\_\_

**I** Identify the issue element(s) involved in each of the following questions and record them in the space provided.

1. To what extent is globalization creating a single, homogenized world culture?

\_\_\_\_\_

2. Is imperialism an acceptable outcome of historical globalization?

\_\_\_\_\_

3. Should Canada develop free-trade agreements with other countries?

\_\_\_\_\_

4. Is it a good idea for all cultures to be assimilated into a single global culture?

\_\_\_\_\_

5. Is globalization simply "Americanization" by another name?

\_\_\_\_\_

**II** Create your own question for each category.

Policy \_\_\_\_\_

Values \_\_\_\_\_

Definition \_\_\_\_\_

Fact \_\_\_\_\_

History \_\_\_\_\_

# What Criteria Would You Use?

Name \_\_\_\_\_ Date \_\_\_\_\_

The two following cases are imaginary, but they will help you practise choosing criteria to make reasoned judgments. In the first case, two criteria are already filled in. You should choose at least one more criterion. In the second case, only one criterion is filled in. You should choose at least two more criteria. In each case, turn your criteria into questions.

## Case 1

Your school is searching for a new name for its sports teams. The name should

- reflect your school's values and character (Does the name reflect our values and character?)

- not offend any person or group (Does the name offend anyone?)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Case 2

The school cafeteria is changing its menu. You are one of the students who have been asked to help staff decide what to keep on the menu, what to drop, and what to add. The food on the menu should

- include fresh local products (Is the produce fresh and local?)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Practise Identifying and Asking Powerful Questions

Names \_\_\_\_\_ Date \_\_\_\_\_

**I** With a partner, discuss the following questions about free trade. Rate their power by placing a check mark in the appropriate box. Be prepared to explain your rating.

Question	Less Powerful	Somewhat Powerful	More Powerful
1. When did the Canadian government sign the first free-trade agreement?			
2. In what ways will free trade stimulate economic growth?			
3. Why do you think some groups supported — or opposed — free trade?			
4. What is the most important benefit or drawback of free trade for Canadians?			
5. Should Canada enter into more free-trade agreements?			

**II** Choose a topic (e.g., recycling in your community, a school rule). Imagine that a speaker will visit your school to discuss this topic. Create three powerful questions to ask your guest.

Topic \_\_\_\_\_

Speaker \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_