

LESSON 15

CHAPTER 8 OPENER

HOW EFFECTIVELY HAVE PEOPLE RESPONDED TO THE LEGACIES OF HISTORICAL GLOBALIZATION?

Students will begin to explore how people have responded to the legacies of historical globalization by examining the situation of Rwanda, the 1994 genocide, and how individuals and groups have tried to rebuild Rwandan society.

ESTIMATED TIME: 75 minutes

CHAPTER ISSUE QUESTION

To what extent have attempts to respond to the legacies of historical globalization been successful?

INQUIRY QUESTION

How effectively have people responded to the legacies of historical globalization?

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.1, Analyzing and Interpreting Cause-and-Effect Relationships: Genocide in Rwanda
- Reproducible 2.8.2, Assessing Responses to the Genocide in Rwanda

Create an overhead transparency or projection slide of Figure 8-3 (p. 189, *Exploring Globalization*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Globalization, pages 186–193

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

www.pbs.org/wgbh/pages/frontline/shows/evil

“The Triumph of Evil” aired on the PBS series *Frontline*. The site has useful material on the Rwandan genocide, including a detailed chronology, interviews, primary documents, and links to readings on Rwanda and Somalia.

www.yale.edu/gsp/rwanda

Yale University’s “Rwandan Genocide Project” has links to articles, satellite maps, and databases on the victims and perpetrators of the genocide.

www.ubuntuedmonton.org/en/main.php

The home page of Ubuntu Edmonton (see p. 193, *Exploring Globalization*), an organization that supports women and children who were victims of the genocide in Rwanda.

www.womenforwomen.org

Women for Women International (see p. 193, *Exploring Globalization*) is a non-governmental organization that provides financial and emotional support to women in areas of conflict, such as Afghanistan, Bosnia and Herzegovina, Colombia, the Democratic Republic of Congo, Iraq, Kosovo, Nigeria, Rwanda, and Sudan.

Dallaire, Roméo. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Knopf Canada, 2003.
Shake Hands with the Devil: The Journey of Roméo Dallaire. DVD. White Pine Pictures, 2004.
Roméo Dallaire's harrowing account of the Rwanda genocide and a film based on the book, the after-effects of the genocide, and a return trip Dallaire took 10 years later.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in small-group and class discussions and activities
- completing the reproducibles

PRIOR LEARNING

Students will draw on their learning about slavery, European contact with Indigenous peoples, and the colonization of Africa.

TEACHING AND LEARNING STRATEGIES

Notes: Activities in this lesson may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class the basics of respectful language, behaviour, and attitudes.

Some content in this lesson deals with violent events that may cause discomfort to some students. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Draw students' attention to the chapter-issue question — To what extent have attempts to respond to the legacies of historical globalization been effective? (p. 187, *Exploring Globalization*). Encourage students to share their ideas on what effective — and ineffective — responses might look like. Students may suggest ensuring peace and prosperity for a group of people as an effective response, and actions that result in conflict and poverty as ineffective responses. Tell students that this lesson will deal with the 1994 genocide in Rwanda and the lessons the world can learn from it.
With students, examine Figure 8-1 and its caption (p. 186, *Exploring Globalization*). Ask students for their immediate responses. Then read aloud the introduction on page 186 of *Exploring Globalization*. Before students respond to the questions on this page, review their understanding of Eurocentrism and ethnocentrism (pp. 138–139, *Exploring Globalization*).
2. Tell students to write brief responses to the third and fourth questions in the bulleted list on page 187. Suggest that they use the notebook or log they are keeping in preparation for the four-corners debate so they can use these responses to prepare for the challenge for Related Issue 2.
3. Ask students to read page 188 of *Exploring Globalization*. Then divide students into small groups and instruct the groups to suggest responses to the activity icon on page 188. Ask a volunteer from each group to summarize the group's responses. Students may identify world issues or crises such as terrorist attacks, peacemaking missions, civil wars, potential nuclear threats, and famines. They may suggest in broad terms how the issue or crisis is a legacy, even if it is only to connect the situation to colonialism, dependence on global resources, or Eurocentrism. They may suggest that the groups helping the survivors in Rwanda are displaying examples of global citizenship.

4. Display an overhead transparency or projection slide of Figure 8-3 (p. 189, *Exploring Globalization*). Ask students to look at the photograph in silence for a moment or two. Then instruct them to discuss the following questions in their small groups:

- Who are the people in the photograph and what are they doing?
- Where are they going and where are they coming from?
- How are they travelling and why are they travelling this way?

Then ask students to imagine being on that bridge with the refugees.

Vocabulary Tip

Raphael Lemkin, a Polish-Jewish legal scholar who escaped Nazi Germany and came to the United States, coined the word “genocide” in 1944. The word originally referred to the killing of people on an ethnic or racial basis, but some people have extended its meaning to include the systematic destruction of a group’s language, institutions, religion, economies, and ways of life — though this meaning is somewhat controversial.

5. Keep students in their small groups and distribute Reproducible 2.8.1, Analyzing and Interpreting Cause-and-Effect Relationships: Genocide in Rwanda. You may want to briefly review with students “Focus on Skills: Analyzing and Interpreting Cause-and-Effect Relationships” (pp. 142–143, *Exploring Globalization*).

Instruct students to read the section titled “Rwanda — A Response to Historical Globalization” (p. 189, *Exploring Globalization*). Tell students to use the activity icon on the page to help them guide their thinking about the causes of the genocide. Then work with the groups to fill in some of the causes for the genocide in Rwanda on the reproducible.

In response to the questions in the activity icon, students may suggest that the European powers viewed Rwanda as a European possession and did not care about the people who lived in the region. This attitude would have created a sense of futility among the people of Rwanda, as well as hostility toward Belgium and the other powers who had disregarded their independence and rights.

On their reproducibles, students may suggest as causes the disruptions caused by the European powers’ scramble for Africa, the Eurocentric attitude of the imperial powers, and the deliberate pitting of one group against another.

6. Instruct students to read pages 190, 192, and 193 of *Exploring Globalization* and to use Reproducible 2.8.1, Analyzing and Interpreting Cause-and-Effect Relationships: Genocide in Rwanda, as they read, to write brief notes about the effects of the genocide. Suggest that students pause and discuss responses to the activity icon on page 190. Students may suggest that driving a further wedge between Hutus and Tutsis — and upsetting the traditional balance of power between these two groups — set the stage for hatred and ethnocentrism. Students may also suggest that giving privileged positions to the Tutsis angered the Hutus and made the ground fertile for conflict and hatred.

Instruct students to wait until everyone in their group has finished reading — or to help one another with this — then to work together to complete their cause-and-effect organizers. Ask each group to select a representative to report the group’s conclusions to the rest of the class.

7. With the class, read “Points of View” (p. 191, *Exploring Globalization*). Ask students to respond to “Explorations” (p. 191). In response to the first activity, students may suggest that the common theme uniting the statements is a failure on the part of the world community to respond

effectively to the genocide in Rwanda. Students' rewrites will vary, but they should provide a sharp focus and demonstrate clear understanding. In response to the second activity, students may suggest a play, a song, a memorial, or a personal memoir as a way to pass on the story. Remind students to explain their choice.

8. Distribute Reproducible 2.8.2, *Assessing Responses to the Genocide in Rwanda*. Instruct students to complete the reproducible, using what they have learned about the effectiveness of the International Criminal Tribunal for Rwanda, the coffee co-operatives, Ubuntu Edmonton, and Women for Women. Tell students to use the column labelled "Actions" to summarize what each of the groups did to rebuild Rwandan society. Under "Level of Success," students should rate the actions on a scale of 1 to 5 and explain their rating.

When students have completed the reproducible, ask for a show of hands for a rating of 1, 2, 3, 4, or 5 for each group or organization. For each rating, ask a volunteer to explain his or her ranking.

9. Ask students to complete the activity in "Reflect and Respond" (p. 193, *Exploring Globalization*). Students may include some or all of the following events on their timelines:

Late 1800s — Area occupied by two Indigenous groups, the Hutus and the Tutsis
Scramble for Africa — Rwanda claimed by Germany
1918 — Germany defeated in World War I; ownership passes to Belgium
1962 — Rwanda gains independence from Belgium; civil conflict over control
1980s — Hutu government struggles to stay in power
1990 — Tutsi forces invade; civil war breaks out
1993 — Peace agreement with power-sharing conditions
1994 — Hutu president killed; genocide starts on April 6 and ends on July 19
1994 — Criminal Tribunal for Rwanda established
2002 — Gacaca courts set up to try those accused of crimes during the genocide

Students will select different events for the second part of this activity. Ensure that the causes and effects are clearly identified.

10. Remind students of the four-corners debate they will be participating in as the challenge for this related issue (pp. 112–113, *Exploring Globalization*). Ask volunteers to offer ideas discussed during today's lesson and to suggest how they might be useful in their debates. Give students time to update the notes they are making in preparation for the challenge.

DIFFERENTIATING INSTRUCTION

1. To support struggling students, supply a list of words and phrases to use as they complete Reproducible 2.8.1, *Analyzing and Interpreting Cause-and-Effect Relationships: Genocide in Rwanda*.
2. Assign interested students the task of compiling a biography of Roméo Dallaire. They might explore topics such as his mission in Rwanda, what happened while he was there, his reactions at the time, his later responses, and his efforts to make peace with himself since the genocide.
3. Encourage students to find out about organizations in Canada that support Rwandan refugees now living in Alberta or Canada. You may wish to ask students to identify programs that the organizations operate to help these refugees deal with the past.

LESSON 16

FOCUS ON SKILLS: EXPRESSING AND DEFENDING AN INFORMED POSITION

HOW EFFECTIVELY HAVE GOVERNMENTS RESPONDED TO THE LEGACIES OF HISTORICAL GLOBALIZATION?

In the skill focus, students will learn how to express and defend an informed position as they review their starting position, identify stakeholders, and predict arguments for and against their position. Students will also compare the goals of governments and Indigenous peoples in Canada and think about how to revise the Indian Act.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How effectively have governments responded to the legacies of historical globalization?

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.3, Expressing and Defending an Informed Position
- Reproducible 2.8.4, Comparing the Goals of Indigenous Peoples and Governments in Canada
- Reproducible 2.8.5, Changing the Indian Act
- Reproducible 2.5.2, Assessing a Four-Corners Debate (optional)

Create an overhead transparency or presentation slide of Figure 8-11 (p. 197, *Exploring Globalization*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Globalization, pages 194–201

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

www.un.org/esa/socdev/unpfii

The UN Permanent Forum on Indigenous Issues provides up-to-date information on issues of concern to Indigenous peoples around the world.

www.un.org/av/photo/subjects/apartheid.htm

The United Nations photo archives contains photographs relating to apartheid in South Africa.

www.anc.org.za/people/mandela.html

The African National Congress web page on Nelson Mandela.

www.ainc-inac.gc.ca/ch/rcap/rpt/index_e.html

At this site, you can access Highlights from the Report of the Royal Commission on Aboriginal Peoples, which includes summaries of the 1996 report, *People to People, Nation to Nation*.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in small-group and class discussions and activities
- completing the reproducibles
- preparing visuals to represent data

PRIOR LEARNING

Students will build on their skills in developing, expressing, and defending an informed position and their understanding of the effects of historical globalization on Indigenous peoples.

TEACHING AND LEARNING STRATEGIES

Notes: Activities in this lesson may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class the basics of respectful language, behaviour, and attitudes.

Some content in this lesson deals with violent events that may cause discomfort to some students. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Briefly review the genocide in Rwanda and the various individuals and organizations that are trying to rebuild Rwandan society (pp. 188–193, *Exploring Globalization*). Ask students how people can try to prevent genocides from happening again. Encourage students to express their views on this question and ask them to explain their reasons. What background information do they have? What should — or should not — be done in situations like these?

Explain to students that taking an informed position on an issue is a skill that can be learned and practised.

2. Read aloud the introduction to “Focus on Skills: Expressing and Defending an Informed Position” (p. 194, *Exploring Globalization*). Ask students how they can tell that the quotation from Dallaire's book is his opinion (e.g., the opening words of the quotation, “The only conclusion I can reach”). What is his position (e.g., that people must take action — spend money, solve problems, send soldiers to help)? What evidence do they have that Dallaire's position is informed (e.g., it is based on personal experience)?

Briefly outline the steps in this skill focus. Then divide the class into pairs and distribute Reproducible 2.8.3, Expressing and Defending an Informed Position. Draw students' attention to the example on page 195 of *Exploring Globalization* and tell students that they will be using the reproducible to complete the first three steps of the skill focus.

With students, work through Step 1 using the quotation in the introduction. Is there information in Dallaire's statement that students want to check? Do they disagree with anything? Though students are charged with “expressing and defending Dallaire's position,” they may wish to present aspects of the issue or his recommended action in a different light. Do students believe that anything should be added to Dallaire's position to make it more persuasive? Does his statement clearly inform his audience about the actions he believes should be taken?

3. Instruct students to work with their partner to complete Steps 2, 3, and 4 of the skill focus. For Step 5, you may wish to have pairs of students join another pair. The small groups of four can discuss their plans for the presentation and solicit feedback for changes they may wish to make.
4. Draw students' attention to the IQ — How effectively have governments responded to the legacies of historical globalization? — at the top of page 196 of *Exploring Globalization*. Briefly discuss the differences between this question and the previous lesson's IQ — How effectively have people responded to the legacies of historical globalization?

With the class, read the opening paragraph. Then draw students' attention to Figure 8-10 and the question in its caption (p. 196, *Exploring Globalization*). Ask volunteers for their response and discuss these responses as a class.

5. Instruct students to read the section titled "The United Nations and Indigenous Peoples." (p. 196, *Exploring Globalization*). Ask them to respond to the activity icon on this page. Students may recognize that there can be conflicting goals between Indigenous peoples and Canadian governments and that First Peoples' goals could be better expressed if Canada's First Peoples were represented at the UN — but this representation may give rise to conflicts about where and how rights should be claimed and the limits of expression.

Distribute Reproducible 2.8.4, Comparing the Goals of Indigenous Peoples and Governments of Canada. Instruct students to complete the Venn diagram by identifying some of the goals of Indigenous peoples, some of the governments' goals, and some goals that governments and Indigenous peoples share.

6. Display an overhead transparency or presentation slide of Figure 8-11 (p. 197, *Exploring Globalization*). Ask students to respond to this image. How would they feel if they saw a similar sign posted in Canada?

Instruct students to read pages 197 and 198 of *Exploring Globalization*, including "Profile: Nelson Mandela — Prisoner and President." In response to the activity icon on page 197, suggest that students first draw a bar graph using one or several of the variables shown in Figure 8-12. Seeing a visual representation of the differences in income, literacy rates, and state spending on education might help students draw their conclusions. Students will probably identify the privileged position of whites in South Africa and the deep inequalities that existed under apartheid.

More to the Story

Racial segregation was not new when the policy of apartheid was introduced in South Africa in 1948. Segregation had long been practised and was the means of organizing a society in which whites held positions of power and blacks provided cheap labour. Even before apartheid, whites controlled more than 70 per cent of the land and most of the financial resources in South Africa. But apartheid legalized racial discrimination and segregation and made the integration of blacks into the broader society impossible.

7. Tell students to read the section titled "Legacies of Historical Globalization in Canada" (p. 199, *Exploring Globalization*). Divide the class into pairs or small groups and ask students to discuss what they read. To focus their discussions, ask questions like these:
 - Why did the government of Canada intern these people?
 - Is it fair to lock up a whole group of people because you suspect some members of the group may sympathize with the enemy?

- Have recent governments done enough to reconcile the wrongs that were done?
- Has the Canadian government supported discrimination in other situations?
- What should Canadians do when they see government-supported discrimination?

To initiate a full-class discussion on these questions, ask students to select a representative from their group to respond to the questions.

8. Remind students of the central goal of the Indian Act — to assimilate Indigenous peoples into mainstream society (see p. 177, *Exploring Globalization*). With the class, read pages 200 to 201 of *Exploring Globalization*.

Ask students how they would feel if their family was somehow negatively singled out by the government. How might this affect the way they feel about themselves?

Ask students how they think the Indian Act should be changed. What is wrong with the current act? What should a new act's goal be? What should be done to reach the goals? What measures should a new act include?

Distribute Reproducible 2.8.5, *Changing the Indian Act*, and instruct students to answer the questions. When students have completed their reproducibles, ask them to compare their responses with at least two other students and to discuss the differences in each other's ideas. With the class, you may wish to compare students' responses on the reproducible with their responses to the questions you asked before they completed the reproducible and ask why — there were — or were not — differences.

9. Draw student's attention to "Reflect and Respond" (p. 201, *Exploring Globalization*) and encourage them to use their new skills in expressing and defending an informed position. They will also need to apply ideas from previous lessons. Students' positions should be clearly expressed and defended and include well-thought-out references.
10. Draw students' attention to "Think about Your Challenge" (p. 209, *Exploring Globalization*), which reminds students of the four-corners debate (pp. 112–113, *Exploring Globalization*). Ask volunteers to suggest how ideas discussed in today's lesson might be useful in their debates. Give students time to add new ideas and information to the notes they are making in preparation for the challenge.

DIFFERENTIATING INSTRUCTION

1. This lesson covers a wide range of topics, and some students may have difficulty identifying the connecting links and commonalities. You may wish to stop at several points to remind students of the sequence of topics. Developing a mind map as you work through the lesson may also be helpful.
2. Invite students to express and defend an informed position on the topic of Indigenous peoples' role in the United Nations. Tell them to review the material on page 196 of *Exploring Globalization* before they begin. To present their position, they might produce an editorial for a newspaper or blog or make a brief speech in class.
3. You could extend "Focus on Skills: Expressing and Defending an Informed Position" (pp. 194–195, *Exploring Globalization*) with a four-corners debate. This would give students a chance to practise the strategy they will be using in the challenge activity at the end of this chapter. Do students strongly agree, agree, strongly disagree, or disagree with Roméo Dallaire's statement about the actions needed to prevent another genocide? Students could assess their performance using Reproducible 2.5.2, *Assessing a Four-Corners Debate*.

LESSON 17

HOW EFFECTIVELY HAVE ORGANIZATIONS RESPONDED TO THE LEGACIES OF HISTORICAL GLOBALIZATION? IMPACT: MUHAMMAD YUNUS AND THE GRAMEEN BANK

Students will examine how non-governmental organizations have responded to the legacies of historical globalizations and explore the effectiveness of those responses by putting themselves in the shoes of an NGO officer. They will also examine the Grameen Bank and the impact of microloans in developing countries.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How effectively have organizations responded to the legacies of historical globalization?

GETTING READY

Photocopy reproducibles.

- Reproducible 2.8.6, Non-Governmental Organizations
- Reproducible 2.8.7, How a Grameen Bank Loan Works

Create an overhead transparency or presentation slide of Figure 8-18 (p. 202, *Exploring Globalization*) and Figure 8-19 (p. 204, *Exploring Globalization*).

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Globalization, pages 202–205

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

www.britannica.com/eb/article-9395824/nongovernmental-organization

This article from the Encyclopaedia Britannica provides a useful overview of NGOs.

www.greenpeace.org/international

Greenpeace International, founded in 1971, is a successful NGO with well-managed communication and fundraising initiatives.

www.minesactioncanada.org/home/index.cfm?fuse=Home.Start

Mines Action Canada is a coalition of Canadian NGOs — development, social justice, peace, faith, health, and relief organizations — working to ban landmines globally.

http://nobelprize.org/nobel_prizes/peace/laureates/2006/

The web site of the Nobel Peace Prize includes Muhammad Yunus's acceptance speech, a video of some of the Grameen Bank's achievements, and links to the Grameen Bank's web site.

http://library.duke.edu/research/subject/guides/ngo_guide/

The NGO Research Guide from Duke University contains information on the activities of a large number of specific NGOs and offers links to their web sites.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in small-group and class discussions and activities
- developing a concept map
- putting themselves in an NGO officer's shoes and developing a rebuttal to critics
- completing the reproducibles

PRIOR LEARNING

Students will build on their previous learning about how governments have responded to the legacies of historical globalization.

TEACHING AND LEARNING STRATEGIES

Notes: Activities in this lesson may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class the basics of respectful language, behaviour, and attitudes.

Some content in this lesson may cause discomfort to some students. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Display an overhead transparency or presentation slide of Figure 8-18 (p. 202, *Exploring Globalization*). Ask students what they know about Greenpeace International. What is the purpose of Greenpeace? How does the organization carry out its work? Who are its members? Point out that Greenpeace is a well-known non-governmental organization, but there are thousands of NGOs around the world.

Ask students to name some NGOs in your area or with which they have personally been involved. Encourage students to make some general statements about NGOs and the work that they do. Then instruct students to create a concept map to illustrate some important characteristics of NGOs.

2. With students, read the IQ — How effectively have organizations responded to the legacies of historical globalization? Pause to discuss what the word “effectively” means in this context. Ask students why various people might come to very different conclusions about an organization's effectiveness. How would a person's experience and his or her point of view influence that person's judgment?

Distribute Reproducible 2.8.6, Non-Governmental Organizations. Instruct students to read pages 202 to 203 of *Exploring Globalization* as far as “Reflect and Respond” and to use the reproducible, as they read, to record the names of the NGOs they will find on these pages, along with some details of their campaigns and programs. Students will complete the reproducible by providing an overall observation or comments about the roles of NGOs. Ask volunteers to share their comments with the class or with small groups.

3. Remind students what was said in the opening discussion about effectiveness, then read Alejandro Bendana's comment on NGOs in “Voices” (p. 203, *Exploring Globalization*). Ask for a show of hands on this question: Do you strongly agree, agree, strongly disagree, or disagree with his statement? Ask volunteers representing each position to explain their judgement.

4. Divide students into small groups and present this situation: Suppose you are an officer for a multinational non-governmental organization and you are attending a large international conference. You have just finished giving a speech and are now fielding questions and comments from the audience. A participant stands up and says that no one in the room should listen to you because international NGOs are just a new form of imperialism — people like you are only trying to impose Western values on developing countries. How will you respond to these comments?
Ask students to work in their groups to prepare a three-minute rebuttal. You may wish to remind students that they can use the steps in “Focus on Skills: Expressing and Defending an Informed Position” (pp. 194–195, *Exploring Globalization*). Invite the groups to present their statements to the class.
 5. Draw students’ attention to “Reflect and Respond” (p. 203, *Exploring Globalization*) and ask them to complete this activity. Students should clearly identify a negative legacy of historical globalization for the country they choose. The NGO they create should have clear goals and well-thought-out recruitment and decide on an appropriate action in the face of the problem identified. The last question — How would you ensure that the NGO respects the needs and wishes of the people it serves? — is similar to the situation described in Step 4 of this lesson, so students may make the same points.
 6. Read aloud the introduction to “Impact: Muhammad Yunus and the Grameen Bank” (p. 204, *Exploring Globalization*). Invite students to brainstorm to create a list of some possible solutions the people of Bangladesh might have found to the problems they faced as a result of the wars, droughts, and famine of the 1970s. Record students’ responses on the chalkboard.
Display an overhead transparency or presentation slide of Figure 8-19 (p. 204, *Exploring Globalization*). Explain that this photograph shows an aspect of one of the Grameen Bank’s most successful microcredit programs, the village phone project (see “More to the Story”). Ask students whether the village phone project might help resolve some of the problems that they have identified.
- More to the Story**

The Grameen Bank lends women from small villages enough money to buy a cellphone. These women then operate a business where they charge people from their villages a small amount to make phone calls. Where electricity is not available, the phones can be recharged using solar power. The number of “telephone ladies” has grown to more than 100 000, and they provide service to 80 per cent of the villages of Bangladesh.
7. Tell students to read the rest of “Impact: Muhammad Yunus and the Grameen Bank” (pp. 204–205, *Exploring Globalization*). Then ask them to look closely at each of the performance indicators in Figure 8-20 (p. 204). Ask students to again review the list of solutions on the chalkboard. Ask students how the changes in the performance indicators indicate finding solutions to the disasters of the past. Students may suggest, for example, that the large increase in houses means more stable and healthy lives for the people of Bangladesh. Other students may point to the high percentage of women members as a sign of more gender equality.
 8. Ask students to respond to the questions in “Explorations” (p. 205, *Exploring Globalization*). Students’ responses to Question 1 should show an understanding that the microloans are good business and help build a stronger economy with less poverty — and perhaps with less cause

for civil strife and unrest. To help students respond to Question 2, distribute Reproducible 2.8.7, How a Grameen Bank Loan Works, which students can use to continue the flow chart.

In their responses, students may suggest that when a stall owner buys new stock, the local producer earns more and also needs to buy more materials and hire more workers. Or when a stall owner spends money in his or her village, other businesses in the village earn more and more workers are hired by those businesses.

9. Draw students' attention to "Think about Your Challenge" (p. 209, *Exploring Globalization*), and ask volunteers to suggest ideas from today's lesson that they might use in their debates. Allow students a few minutes to update the notes they are making to prepare for the challenge.

DIFFERENTIATING INSTRUCTION

1. Don't assume prior learning, especially if a student is struggling or is a recent arrival. For these students, you may want to assemble information about non-governmental organizations that uses simple language. You may also relate your own experiences of working with NGOs or encourage other students to talk about relevant activities.
2. Suggest that students choose one of the NGOs mentioned on pages 202 to 203 of *Exploring Globalization* and conduct further research. Instruct students to investigate at least one piece of crucial information about the NGO they have chosen, such as how much of the money it raises is spent on programs and how much on administration. Students may present their results to the class as a bulletin-board display.

LESSON 18**HOW DOES HISTORICAL GLOBALIZATION CONTINUE TO AFFECT THE WORLD?****THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .**

Students will investigate inequalities in income around the world and foreign aid and other responses to the legacies of historical globalization by working with maps and other visual materials and taking part in a four-corners exercise. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How does historical globalization continue to affect the world?

GETTING READY

Create an overhead transparency or presentation slide of Figure 8-22 (p. 207, *Exploring Globalization*).

Make available a wall map of the world.

Prepare four signs with the labels “Tom (Government),” “Ling (Organizations),” “Katerina (Individuals),” and “Another Point of View.”

Book an overhead projector, or a computer, and screen.

RESOURCES

Exploring Globalization, pages 206–209

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

www.voanews.com/english/archive/2007-01/GlobalRichandPoor2006-12-22-voa6.cfm

A Voice of America News article titled “The Global Rich and Poor Gap Widens.” The site also has audio and video files on the topic.

www.globalissues.org/TradeRelated/Debt/USAid.asp

The Global Issues organization offers a web page on foreign aid, with links to information on foreign aid statistics and articles on the issues involved.

www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/NIC-5313423-N2A?OpenDocument

A description of the Canadian International Development Agency. The site provides links to information about CIDA’s mandate, accountability, expenditures, and performance.

www.cbc.ca/news/background/sudan/genocide-convention.html

A CBC News in-depth report on the genocide in Sudan.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participation in small-group and class discussion and activities

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

PRIOR LEARNING

Students will draw on their learning about the effects of colonialism and historical globalization in Africa and India.

TEACHING AND LEARNING STRATEGIES

Notes: Activities in this lesson may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class the basics of respectful language, behaviour, and attitudes.

Some content in this lesson deals with violent events that may cause discomfort to some students. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Read aloud the words of Muhammad Yunus in "Voices" (p. 206, *Exploring Globalization*). Ask students to discuss the message in the data Yunus presents. Encourage students to focus on the ramifications of glaring income inequalities such as those Yunus describes. Ask volunteers to explain what they think Yunus means when he says, "This is no formula for peace." Then ask students how Yunus's comment relates to the IQ — How does historical globalization continue to affect the world?
2. With the class, read the section titled "Global Income Inequality" (p. 206, *Exploring Globalization*). Draw students' attention to the map of the world in Figure 8-21 (p. 206). Ask students to examine the basic information on the map by asking question like these:
 - What is the map's title?
 - What do the colours mean?
 - What geographic areas are shown?

Refer students to the wall map of the world to help them respond to the activity icon on page 206 of *Exploring Globalization*. Then move to an analysis of the information on the map on page 206 by asking questions like the following:

- What areas of the world have high incomes?
- Where in the world do people have low incomes?
- Which countries in Africa and the Indian subcontinent have low incomes?
- What patterns are apparent in the map?

Students should recognize that Africa and Asia contain many low-income countries, while North America, Europe, Japan, Australia, and New Zealand have high incomes. Students should be able to use what they have learned in Related Issue 2 to explain that this poverty is linked to historical globalization and the colonization of many African and Asian countries.

3. Explain that foreign aid can be viewed as a response to the income inequalities identified in the map. Rich countries like Canada set targets for foreign aid, but very few countries have reached those targets. Then ask students to read the section titled “Foreign Aid” (p. 207, *Exploring Globalization*).

Display an overhead transparency or a presentation slide of Figure 8-22 (p. 207, *Exploring Globalization*.) Note that when the cartoonist used the figure 0.07 per cent, he was referring to the UN target, not Canada’s actual contribution.

Ask volunteers to go to the screen and point out the main parts of the cartoon (e.g., the loonie, the segment that has been cut out, the words in the caption under the loonie). Then ask students question such as

- What is the cartoonist’s message?
- What is the story behind the cartoon?
- What issues does the cartoon deal with?
- What is Aislin’s main message?
- What clues does the cartoonist give about his point of view?

Students should explain that the Aislin was criticizing Canada for the paltry amount the country allocates to foreign aid.

4. With students, read the question in “Ideas” — How can I respond effectively to the legacies of historical globalization (p. 207, *Exploring Globalization*)? Ask a volunteer to read Tom’s response to the question. Then ask students what Tom believes would be the most effective response? And who should provide it?

Ask volunteers to read Ling’s and Katerina’s responses, then repeat the same questions.

5. Post four signs in the four corners of the classroom, labelled “Tom (Government),” “Ling (Organizations),” “Katerina (Individuals),” and “Another Point of View.” Tell students they can take another point of view if they wish, and in that case, they should be prepared to make a brief statement similar to Tom’s, Ling’s, and Katerina’s.

Instruct students to move to the corner marked by the sign that best represents their point of view. Ask students to discuss with the group in their corner the effectiveness of their chosen response to the legacies of historical globalization. The group that chose the sign labelled “Another Point of View” should try to reach a consensus among its members, but if this is not possible, ask them to explain why consensus was not reached.

6. Ask the groups to select a representative to report the group’s views to the class. Then allow students to move to a different corner if their views have changed. Ask selected students why they moved — or maintained — their positions.
7. Draw students’ attention to “Think about Your Challenge” (p. 209, *Exploring Globalization*). Ask volunteers to offer ideas discussed during today’s lesson and to suggest how these might be useful in their debates. Give students time to finalize their notes and remind them that the challenge debate will take place in the next lesson.

DIFFERENTIATING INSTRUCTION

1. Students with behavioural challenges may need special attention and help when participating in the group activities in this lesson. Circulate to make sure their responses are respectful, on target, and fruitful. Work with them yourself if they seem to be frustrated or are having difficulty interacting with others.

2. Encourage students to take a global view of foreign aid. Some may want to conduct further research on questions like the following:

- Which countries give foreign aid to other countries?
- How many of these donor countries reach the 0.07 per cent of GNI target?
- In what form is aid given?
- Which countries receive foreign aid?
- How effectively is the foreign aid distributed to those in need in these countries?

Answers to these questions may be presented to the class as a series of visuals, such as maps, graphs, diagrams, and flow charts.

POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . . ”

(pp. 208–209, *Exploring Globalization*)

Notes

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

Answers

1. a) Students' questions will vary, but they should show the connections between historical globalization and the genocide in Sudan.
b) Students may use the Internet to download photos, maps, and graphs, as well as textual information. Their choices should show that they know how to evaluate the authority and validity of information they find on the Internet.
c) Students' answers should respond effectively to the prompts in this activity.
d) Students' presentations should be effective and informative. If questioned and challenged by classmates, they should be able respond.
2. a) Students' responses will vary, but they should be supported by valid evidence and concepts acquired in the lessons to date.
b) Students may point out that a great deal of ill will has been generated by the legacies of historical globalization, especially in the areas of economic development, extracting resources, power relationships, and the loss and destruction of cultures. Students should make connections with the “war on terror” that are carefully thought out and respectful of others.
3. a) Students are likely to note distinct patterns in the distribution of the Summer Olympic Games, such as
 - all but two have taken place in the northern hemisphere
 - all but two have taken place in developed countries (Mexico and China are the exceptions but this will change in 2008)
 - Europe and the United States have hosted most of the games

The games have never taken place in Central or South America, Africa, the Middle East, or South Asia — areas where a large proportion of the world's population lives.

b) Students may find similar — or divergent — patterns in other global events, such as the World Cup of Soccer, or where famines or ecological devastation most often occur. In each case, ensure that they connect the event to the legacies of historical globalization.

LESSON 19

YOUR CHALLENGE PRESENTATIONS

The challenge for Related Issue 2 requires students to participate in a four-corners debate that discusses, analyzes, and evaluates the question for this related issue: To what extent should contemporary society respond to the legacies of historical globalization? This lesson provides students with an opportunity to present their ideas, arguments, and points of view. If more time is needed, allocate a second or third period.

ESTIMATED TIME: 75 minutes

RELATED-ISSUE QUESTION

To what extent should contemporary society respond to the legacies of historical globalization?

GETTING READY

Review the procedure for a four-corners debate (see p. 66).

Post the question to be debated — To what extent should contemporary society respond to the legacies of historical globalization? — in a prominent place in the classroom.

Prepare four large signs with the labels “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” Post one sign in each of the four corners of the classroom.

Photocopy extra copies of the reproducibles.

- Reproducible 2.5.3, Your Challenge 2 — Checklist for Success
- Reproducible 2.5.4, Your Challenge 2 — Evaluation Rubric

RESOURCES

Exploring Globalization, pages 110–209

ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — www.ExploringGlobalization.ca — to find out whether new resources have been posted to the site.

ASSESSMENT AND EVALUATION ACTIVITIES

You will evaluate students' preparation, participation, and presentation using Reproducible 2.5.4, Your Challenge 2 — Evaluation Rubric. As students explain their positions and their reasons for changing positions, and as they ask and respond to questions, make notes about the knowledge and understanding they bring to the debate. In addition, assess their involvement in the debate. You may also wish to incorporate peer feedback into your assessment. Follow up by providing specific feedback to individual students on how they could improve their research, questioning, presentation, and participation skills.

You may also wish to provide students with an opportunity to assess and learn from the work of their peers by encouraging them to use Reproducible 2.5.3, Your Challenge 2 — Checklist for Success, as a guide for assessing the work of others.

TEACHING AND LEARNING STRATEGIES

1. Begin by reminding students of appropriate behaviour for participating in debates and review guidelines for showing respect and sensitivity. You may wish to emphasize that students will be

debating the issue, not participating in a popularity contest. The habits of mind set out on page 7 of *Exploring Globalization* can be used as the basis of a discussion of active, positive participation in debates.

2. Review and explain the debate process. Remind students that everyone's views are important and will be heard, but reasonable time limits must be placed on discussions. Establish what you consider reasonable time limits (e.g., two minutes for stating a position, 20 seconds for asking a question, one minute for responding). Establish acceptable voice levels and remind students to make notes as they listen to other speakers. They can use their notes to help them develop questions and justify their decision to stick with — or change — their positions.
3. Tell students to choose a partner — or assign partners. The partners need not take the same position in the debate. Instruct each partner to use Reproducible 2.5.3, *Your Challenge 2 — Checklist for Success*, to assess the other's justification of his or her position, as well as the level and quality of participation. Discuss various aspects of this initial assessment by asking questions such as
 - Did your partner's justification show a clear understanding of the issue?
 - What is one idea you can offer to make your partner's preparation for future debates more effective?
 - Did your assessment help you learn anything that will help you prepare for future debates?
4. Begin the debate by instructing students to stand under the sign that reflects their initial position on the issue. Note on the chalkboard the number of students who stand in each corner.
5. Select students in each position to present their reasons for taking that position. Remind those who are listening to make notes to use in asking questions and considering their own position. Give students time to ask and answer questions. If these presentations start to become repetitive, you may want to ask whether someone has new reasons to add.
6. When you are satisfied that as many ideas as possible have been elicited and all questions have been addressed, instruct students to reconsider their positions. When they are ready, students may move to the corner that reflects their new position.

When all who wish to change position have moved, note on the chalkboard the number of students in each corner. Ask several students in each position to explain why they changed — or maintained — their position. Allow time for questions and answers.

Repeat the process until no changes occur.
7. Instruct students to go back to Reproducible 2.5.3, *Your Challenge 2 — Checklist for Success*, to assess the level and quality of their partner's participation in the debate. You may wish to help them complete this phase of the assessment by asking questions such as
 - Did your partner display a clear understanding of many points of view and perspectives?
 - Was the evidence your partner presented relevant, free of bias, and reliable?
 - Did your partner clearly display an understanding of many points of view and perspectives?
 - Did your partner play an active and positive role in the debate?
 - What is one idea you can offer to make your partner's participation in future debates more effective?
 - Did your assessment help you learn anything that that will help you in future debates?

Note that these peer assessments will become part of your evaluation and will provide insights into how the debaters were viewed by classmates.

Review all peer assessments before sharing them with students.

4. With the class, discuss the final outcome by asking questions such as
 - What was the final consensus on the issue?
 - Did one major idea emerge? What drove it to the surface?
 - During which phase of the debate did the greatest change occur? Why?
 - Did any unexpected ideas emerge during the debate?
 - If we were to hold a similar debate, what changes would you suggest we make?

DIFFERENTIATING INSTRUCTION

1. Students who are not comfortable with the give and take of the question-and-answer debate format may prefer to work with a partner.
2. During the debate, note the comfort level displayed by the students (e.g., when presenting reasons, providing answers, answering questions, and accepting peer feedback) and use these notes to help decide which students need more practice and which would benefit from specific differentiated-instruction strategies.