
INTRODUCING RELATED ISSUE 4

TO WHAT EXTENT SHOULD I, AS A CITIZEN, RESPOND TO GLOBALIZATION?

RELATED ISSUE 4 AT A GLANCE

Related Issue 4 focuses on the roles and responsibilities of global citizenship. Students explore, analyze, and evaluate various perspectives and points of view on the extent to which they, as citizens, should respond to globalization. This exploration, analysis, and evaluation extends students' understanding of how contemporary globalization shapes identity, how it is a legacy of the past, and how it affects sustainable prosperity for all people.

Students' exploration, analysis, and evaluation of the roles and responsibilities of global citizenship will focus on a variety of issues, including the relationship between globalization and quality of life, human rights, and democracy; the interdependence of peoples of the world; and the influence of globalization on the way citizenship issues are viewed.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the related-issue question — To what extent should I, as a citizen, respond to globalization?— and complete the challenge for this related issue, they will also be working toward developing their own response to the key-issue question: To what extent should we embrace globalization?

QUICK LESSON PLANNER — RELATED ISSUE 3

NOTES

1. The time designated for each lesson is an estimate only. Course class time has been left for flexibility, spontaneity, and the exploration of current issues in the media. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The general and specific outcomes — values and attitudes, knowledge and understanding — emphasized in each chapter are listed in the curriculum congruence chart (pp. 15–22), but all general and specific outcomes for each related issue are reflected to varying degrees in every chapter of each related issue.
3. Skills and processes are listed in the curriculum congruence chart (pp. 27–42).
4. IQ stands for “Inquiry Question.”
5. Differentiated-instruction strategies are discussed on pages 56 to 60.

| Related Issue 4 To what extent should I, as a citizen, respond to globalization? | | |
|--|---|----------------|
| General Outcome Students will assess their roles and responsibilities in a globalizing world. | | |
| Chapter 13 — Human Rights, Democracy, and Globalization Chapter Issue — To what extent have democracy and human rights shaped — and been shaped by — globalization? | | |
| Lesson | Lesson Focus | Estimated Time |
| 1 Related Issue 4 Opener Chapter 13 Opener (pp. 300–305) | Related Issue Opener Introduce Related Issue 4 Your Challenge Discuss expectations for challenge for Related Issue 4 Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” | 75 minutes |
| 2 What are human rights? (pp. 306–308) | IQ 1: What are human rights? Examine the concept of human rights and its evolution Ideas Discuss whether all humans have the same rights and whether students ever expect to be treated differently from others | 75 minutes |
| 3 How are ideas about human rights and democracy related? Focus on Skills (pp. 309–315) | IQ 2: How are ideas about human rights and democracy related? Explore early ideas about human rights and events in the history of democracy and colonization Focus on Skills Demonstrating Leadership during Discussions | 150 minutes |
| 4 How are globalization, human rights, and democracy related? Think . . . Participate . . . Research . . . Communicate . . . (pp. 316–323) | IQ 3: How are globalization, human rights, and democracy related? Explore aspects of globalization that drive — and impede — human rights and democracy Profile Ngugi Wa Thiong’o — Responding to Imperialism Making Choices Tank Man — Standing Up for Human Rights Points of View Two views on the relationship between human rights and democracy Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue | 75 minutes |

| Chapter 14 — Global Awareness Chapter Issue — To what extent does global awareness affect quality of life? | | |
|---|--|-----------------------|
| Lesson | Lesson Focus | Estimated Time |
| 5 Chapter 14 Opener How has globalization affected awareness of issues? (pp. 324–328) | Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: How has globalization affected awareness of issues? Explore some ripple effects of globalization Ideas Discuss whether people can be too globally connected | 75 minutes |
| 6 How has global awareness affected gender issues? Focus on Skills (pp. 329–333) | IQ 2: How has globalization affected gender issues? Explore issues of gender inequality Profile Jin Ting Zhao — Connected to the World Focus on Skills Initiating Conflict Resolution Strategies | 75 minutes |
| 7 How has global awareness affected labour and employment issues? Impact (pp. 334–338) | IQ 3: How has global awareness affected labour and employment issues? Explore labour issues that arise from globalization Impact The Fair-Trade Movement | 75 minutes |
| 8 How are global awareness and quality of life related? Think . . . Participate . . . Research . . . Communicate . . . (pp. 339–343) | IQ 4: How are global awareness and quality of life related? Explore connections among quality of life, social clauses, effective governance, and foreign debt Points of View Three views on how globalization affects quality of life Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue | 75 minutes |

| Chapter 15 — Global Connections Chapter Issue — To what extent do global connections affect people? | | |
|---|--|-----------------------|
| Lesson | Lesson Focus | Estimated Time |
| 9 Chapter 15 Opener How does globalization change communities? (pp. 344–349) | Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: How does globalization change communities? Explore how communities are affected by some forces of globalization Ideas Discuss the boundaries of students’ communities | 75 minutes |
| 10 How does the global need for resources affect people? Impact (pp. 350–354) | IQ 2: How does the global need for resources affect people? Explore issues raised by the global impact of oil Impact Fort McMurray — Coping with Globalization | 75 minutes |
| 11 How does globalization affect peoples’ health? (pp. 355–358) | IQ 3: How does globalization affect people’s health? Examine past and present pandemics including SARS and AIDS Points of View Three speakers comment on the difficulties and dilemmas of responses to AIDS in Africa | 75 minutes |
| 12 How have people responded to global issues? Focus on Skills Think . . . Participate . . . Research . . . Communicate . . . (pp. 359–365) | IQ 4: How have people responded to global issues? Explore various ways people, corporations, and governments respond to global issues Focus on Skills Collaborating in Groups Profile Samantha Nutt — Caring for the Children of War Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue | 75 minutes |

| Chapter 16 — The Global Citizen Chapter Issue — To what extent should I embrace global citizenship? | | |
|---|--|-----------------------|
| Lesson | Lesson Focus | Estimated Time |
| 13 Chapter 16 Opener What does global citizenship mean? (pp. 366–370) | Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: What does global citizenship mean? Develop an understandings of global citizenship Ideas Discuss whether there is such a thing as global citizenship | 75 minutes |
| 14 What does a global citizen do? Focus on Skills (pp. 371–375) | IQ 2: What does a global citizen do? Examine acting like a global citizen and civil society Focus on Skills Developing Cross-Cultural Understanding Making Choices Irshad Manji — Speaking Out for Her Faith | 150 minutes |
| 15 What is my role in a globalizing world? Think . . . Participate . . . Research . . . Communicate . . . (pp. 376–381) | Points of View Three views on how to respond to globalization and the responsibilities of global citizenship IQ 3: What is my role in a globalizing world? Examine activities that reflect global citizenship Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue | 150 minutes |
| 16 Your Challenge Presentations | Your Challenge Presentations Opportunities for students to present their challenges | 75 minutes |

LESSON 1

RELATED ISSUE 4 OPENER

CHAPTER 13 OPENER

Students will be introduced to the related issue question — To what extent should I, as a citizen, respond to globalization? — and the chapter-issue question — To what extent have democracy and human rights shaped — and been shaped by — globalization? The related-issue challenge will also be introduced.

Note: Because the challenge for this related issue suggests that some students may wish to create a blog, check your school's or board's policies on students' exposure to the Internet. You may wish to use an online distributed learning network, such as Desire2Learn or Blackboard. These systems are closed to the public but feature their own message boards and blogging functions.

ESTIMATED TIME: 75 minutes

RELATED-ISSUE QUESTION

To what extent should I, as a citizen, respond to globalization?

CHAPTER-ISSUE QUESTION

To what extent have democracy and human rights shaped — and been shaped by — globalization?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.13.1, Anticipation Guide
- Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric

RESOURCES

Exploring Globalization, pages 300–305

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.blogger.com

This is a free public web site offering easy-to-use blogging software; it has been used by a number of school boards as a way to encourage appropriate use of blogs and blog-like journals.

www.sitemeter.com

This is a free public web site offering a site meter compatible with www.blogger.com blogs.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions
- completing Reproducible 4.13.1, Anticipation Guide

PRIOR LEARNING

Students will draw on their understanding of how the course and textbook are organized and on their explorations from the previous three related issues.

TEACHING AND LEARNING STRATEGIES

1. Distribute Reproducible 4.13.1, Anticipation Guide, and draw students' attention to the related-issue organization chart on page 300 of *Exploring Globalization*. Encourage students to consider the title of each chapter, as well as the inquiry questions listed for each. Instruct them to list in the first column of the anticipation guide three ideas they expect to encounter in each chapter.
 Ask volunteers to share their ideas. Discuss how — and why — they are the same as or different from the ideas of others.
 With students, read the section titled “The Big Picture” (pp. 301–302, *Exploring Globalization*). Suggest that students amend their anticipation-guide entries as they read. Ask volunteers to share changes they made and to explain their reasons.
 Tell students to save their anticipation guides, which they will return to at the end of each chapter in this related issue. You may wish to collect these anticipation guides and keep them in a file folder for use in subsequent lessons
2. Ask students to turn to “Your Challenge” (pp. 302–303, *Exploring Globalization*). Explain that this is a two-part challenge. The first part requires students to develop a journal or blog in response to the related-issue question: To what extent should I, as a citizen, respond to globalization? The second requires them to participate in a class consensus-building activity in response to the key course-issue question: To what extent should we embrace globalization?
 Point out the shift in emphasis between the two issue questions. In the related issue, the subject is “I,” whereas in the key course-issue question, the subject is “we.” Ask students to suggest who “we” might refer to. Their responses will vary and may include everyone in the world, Canadians, people who live in Canada, students in their class, people in the developed world, and people in the developing world.
 Encourage students to comment on their right to respond on behalf of others. Though their responses will vary, they may say that have no right at all because others have the right to speak for themselves. They may also say that they have an obligation to respond; otherwise, nothing will ever be achieved.
 Suggest to students that, before they begin preparing the challenge, they decide for whom they are speaking.
3. Distribute Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric. Explain that this rubric will be used to evaluate their level of achievement at the end of the related issue and walk students through the items in the rubric, highlighting characteristics that you believe might create challenges. Point out that the rubric is a version of the checklist that appears on page 302 of *Exploring Globalization*. Remind them to keep the rubric available for reference as they prepare to complete the challenge.
 With students, review the steps involved in completing the challenge (pp. 302–303, *Exploring Globalization*) and respond to their questions.
4. Focus students' attention on the visuals in Figure 13-1 (p. 304, *Exploring Globalization*), asking questions such as
 - What do the four photos have in common? (All show protests.)
 - What are the protesters demanding? (No involvement in war, international aid for AIDS, fair labour practices, aid for farmers)

5. Read aloud the first paragraph on page 305, then discuss students' responses to the questions that follow. Students are likely to suggest that the photographs were taken in democratic countries, simply because protests are probably not allowed in countries without democratic governments. They are likely to identify as rights free speech and demonstrating. Their responses to the question about the effect on audiences will vary, but they may suggest that the photographs will draw attention to the issues, spark compassion, create a desire to help, or show that people feel strongly about the issues. As evidence of globalization, they may cite the names of the countries represented. They may also cite the idea that war is international, that people are aware of events in other parts of the world, that demand for help in fighting AIDS occurs everywhere, and that fair wages are a worldwide concern.
6. Conclude the lesson by focusing students' attention on "My Point of View on Globalization." Tell students to review and update the file, notes, or portfolio they have been keeping. Ask volunteers to share insights into how their point of view has changed.

DIFFERENTIATING INSTRUCTION

1. Provide opportunities for students to work in pairs to complete the challenge. Teaming stronger students with those who are struggling often encourages both partners to work more effectively. Encourage the stronger students to act as mentors rather than just completing the work for their struggling partner.
2. Suggest that some students may wish to explore civil unrest and public protest movements more deeply. They could select a specific topic (e.g., global climate change, transnational corporations and labour laws, human rights, and democratic governments and institutions) or explore the topic in general. If they choose a specific topic, they could report back to the class in the form of a poster or using computer presentation software. They might also choose to invite a speaker to discuss an issue with the class.

LESSON 2

WHAT ARE HUMAN RIGHTS?

As students explore the concept of human rights as an extension of basic needs, they will compare ideas about what constitutes a basic need. In the process, they will consider challenges faced by international organizations such as the United Nations as it attempts to promote the Universal Declaration of Human Rights.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

What are human rights?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.13.3, My Needs
- Reproducible 4.13.4, Is It Ever Okay to Restrict Rights?
- Reproducible O, Universal Declaration of Human Rights

RESOURCES

Exploring Globalization, pages 306-308

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.

<http://laws.justice.gc.ca/en/charter>

This is the official Canadian government site for the Canadian Charter of Rights and Freedoms.

www.un.org/Overview/rights.html

This United Nations web site focuses on the Universal Declaration of Human Rights.

www.bayefsky.com

This site lists the seven major human rights treaties that the UN maintains with various member states. The site includes the text of each treaty, as well as amendments and how it is applied.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation in a variety of activities. These may include

- participating in class discussions and group activities
- completing Reproducibles 4.13.3, My Needs, and 4.13.4, Is It Ever Okay to Restrict Rights?

PRIOR LEARNING

This section draws upon ideas that were introduced in Chapter 1 and developed more fully in Related Issue 3.

TEACHING AND LEARNING STRATEGIES

1. With the class, read the IQ — What are human rights? — and the three paragraphs under this heading (p. 306, *Exploring Globalization*) as far as the heading “Views on Human Rights.”

Then distribute Reproducible 4.13.3, My Needs, and tell students to work with a partner — or assign partners — to respond to the activity icon. Help them get started by discussing with the class some needs that must be met if students are to continue living (e.g., water, air, and food), as well as other, less essential, needs (e.g., video games, designer clothes).

When students finish, ask volunteers to share some of the needs they listed, as well as their ranking and their predictions about the outcome if the need is not met.

Ask students which, if any, of the needs listed they can meet on their own and which require the help and participation of others. Although breathing, for example, is the act of an individual, the air people breathe is affected by our own actions and those of others. And eating often involves a complicated network of people in getting food to people's tables.

2. Instruct students to read the section titled "Views on Human Rights" (pp. 306–307, *Exploring Globalization*) as far as "Ideas."

Focus students' attention on the photographs at the bottom of page 306. Each caption concludes with a question asking who should be responsible for meeting the need depicted. Encourage students to answer these questions. Though their responses will vary, they may identify individuals, families, governments, aid agencies, charities, and churches.

3. With students, read the questions that introduce "Ideas": Do all human beings have the same rights? Do you ever expect to be treated differently from others?

Ask volunteers to read aloud the comments of one character, then encourage students to respond to the questions in "Your Turn."

4. Instruct students to read the section titled "The Evolution of Ideas about Human Rights" (p. 308, *Exploring Globalization*), including the information in Figure 13-6. With students, brainstorm to create a list of basic human rights, recording suggestions on the chalkboard. Students may, for example, suggest the right of free speech, religion, equality before the law, and voting.

Ask students to identify what they consider to be the most important freedom or human right that they enjoy. Why do they consider it so important? Ask them to reflect on whether they have the same rights as others in Canadian society. Do they enjoy the same rights in school as in society? Which rights are similar, and which are different? What might account for the differences? How might school be different if students had more rights? Which rights might make the biggest change? In what way? Why?

5. Distribute Copies of Reproducible O, Universal Declaration of Human Rights, and Reproducible 4.13.4, Is It Ever Okay to Restrict Rights? Instruct the students to work in pairs to read and complete the activity set out in "Reflect and Respond" (p. 308, *Exploring Globalization*). When students finish, ask volunteers to share their thinking about when a right is restricted and the justification for this. Though an example is provided on page 308, encourage students to think about whether restricting rights is justified during times of war, civil unrest, natural disasters such as floods or hurricanes, or police investigations.

More to the Story

The rights of Canadians have been restricted or curtailed on a number of occasions. During both World Wars, for example, censorship was imposed and the things people could buy were limited. Certain groups of people were held in internment camps. During the October Crisis of 1970, the War Measures Act was imposed and police had the right to arrest anyone without cause. At other times, such as during the Great Depression and after September 11, 2001, measures were taken to limit the rights of all citizens.

DIFFERENTIATING INSTRUCTION

1. Ask a proficient reader to record the readings for this lesson on audio tape and provide struggling readers with headphones so they can listen to the readings as they follow along in the textbook.
2. Rather than completing Reproducible 4.13.4, Is It Ever Okay to Restrict Rights? some students may wish to present a skit showing a right being restricted. Remind these students that their judgment about the justification of the restriction should be made clear in the skit.

LESSON 3

HOW ARE IDEAS ABOUT HUMAN RIGHTS AND DEMOCRACY RELATED?

FOCUS ON SKILLS: DEMONSTRATING LEADERSHIP DURING DISCUSSIONS

Students will explore the historical origins of ideas about human rights and complete the skill feature, which focuses on demonstrating leadership during discussions.

ESTIMATED TIME: 150 minutes

INQUIRY QUESTION

How are ideas about human rights and democracy related?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.13.5, Exploring Early Ideas about Human Rights
- Reproducible 4.13.6, Demonstrating Leadership during Discussions: Self-Assessment

Create an overhead transparency or presentation slide of Figure 13-8 (p. 311, *Exploring Globalization*).

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

RESOURCES

Exploring Globalization, pages 309–315

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.indigenouspeople.net/iroqcon.htm

This web site provides the full text of the Great Law of Peace.

www.archives.gov/national-archives-experience/charters/constitution.html#top

This site provides complete texts and commentary on the Constitution of the United States, the Bill of Rights, and other significant documents related to democracy in the U.S.

www.unhchr.ch/udhr

The official web site of the UN's Universal Declaration of Human Rights provides access to this document in many languages, including English, Spanish, French, Chinese, and Arabic.

www.efc.ca/pages/law/charter/charter.text.html

This site provides the full text of the Canadian Charter of Rights and Freedoms.

www.military-quotes.com/william-sherman.htm

The cartoon on page 314 of *Exploring Globalization* is a parody of the original quotation by General William Tecumseh Sherman, a general on the Union side in the American Civil War. This site provides other notable quotations from Sherman.

www.hartford-hwp.com/archives/43/025.html

This site offers a brief biography of Bartolomé de Las Casas, as well as a list of his major writings and a chronology of events in his life.

www.whitehouse.gov/history/presidents/ww28.html

This site provides an official biography of Woodrow Wilson.

ASSESSMENT ACTIVITIES

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

- participating in class discussions and group activities
- completing Reproducibles 4.13.5, Exploring Early Ideas about Human Rights, and 4.13.6, Demonstrating Leadership during Discussions: Self-Assessment
- completing the concept map developed for “Reflect and Respond”

PRIOR LEARNING

This lesson builds upon the ideas students explored in Related Issue 2.

TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the IQ — How are ideas about democracy and human rights related? — that opens this section and read aloud the first paragraph of page 309 of *Exploring Globalization*.

Instruct students to read the section titled “Early Ideas about Human Rights” (p. 309, *Exploring Globalization*) as far as the activity icon. Then distribute copies of Reproducible 4.13.5, Exploring Early Ideas about Human Rights, and divide the class into small groups. Instruct group members to read the activity icon and use the reproducible to help them complete the activity.

Ask a volunteer from each group to share the group's conclusions, focusing on the reasons for the judgments they made in the final two columns of the reproducible.

Ask questions such as

- What is one similarity among all four societies? (e.g., concern for people)
- Is this similarity reflected in today's society? How? (e.g., Canadian Charter of Rights and Freedoms, the American Bill of Rights, the United Nations Universal Declaration of Human Rights)

2. Tell students to read the section titled “Milestones in the Evolution of Democracy and Human Rights” (p. 310, *Exploring Globalization*) as far as the heading “The Universal Declaration of Human Rights.”

When students finish reading, focus their attention on the activity icon at the bottom of page 310. Ask volunteers to answer the questions. Students may suggest that both provide processes for reconciling differences in a peaceful and collaborative manner because this is essential for achieving peace and well-being. They may also suggest that both deal with the idea that people should be protected against arbitrary decisions.

Ask what these similarities reveal about the effects of globalization on democracy and human rights. Students may respond that the similarities suggest that societies have shared ideas for a long time, that societies will borrow positive ideas from other societies, that societies will accept values put forward by foreign cultures, and that some ideals are universal.

3. Tell students to read the sections titled “The Universal Declaration of Human Rights” and “The Canadian Charter of Rights and Freedoms” (p. 311, *Exploring Globalization*). Ask students to identify a right or freedom they would have included in — or specifically excluded from — the Canadian Charter of rights and Freedoms. Discuss their responses, encouraging students to provide reasons for their suggestions.
4. Display an overhead transparency or presentation slide of Figure 13-8 (p. 311, *Exploring Globalization*). Explain that this chart displays answers to a 2002 opinion poll about the Canadian Charter of Rights and Freedoms. This poll was taken to mark the 20th anniversary of the introduction of the Charter.

Poll students about how they would have responded to each question by asking them to raise their hands to answer yes or no. Record the results of each show of hands on the chalkboard, and compare the class results with the national and regional results shown in the chart. Ask volunteers representing each side in the votes to provide reasons for their choices.

5. With students, read the introduction to “Focus on Skills: Demonstrating Leadership during Discussions” (pp. 312–313, *Exploring Globalization*). Then divide the class into small groups and distribute copies of Reproducible 4.13.6, Demonstrating Leadership during Discussions: Self-Assessment. Explain that the groups will follow the steps in the skill focus to develop a charter of rights for the classroom, then use the reproducible to assess their individual performance during this activity. Indicate that you are allowing the groups five or six minutes to complete each step and that you will signal when it is time to move on. You may wish to adjust this time limit to meet the needs of the students.

While the groups are working, circulate to provide help if needed and to assess students’ individual participation and contribution.

When the time is up, tell students to complete the self-assessment on the reproducible. You may wish to collect these as part of your own assessment.

Encourage students to think about their participation in the activity by asking questions such as

- What was the most difficult aspect of your discussions?
- What was the most enjoyable aspect of the activity?
- What skills do you think you can transfer to other situations? How?
- What aspects of the activity did you find most or least useful?

As a follow up, you could ask student groups to share their charters and identify common elements that all groups included.

6. Tell students to choose a partner — or assign partners — and tell the partners to read “Human Rights and Colonization” (p. 314, *Exploring Globalization*). When they finish reading, explain that the cartoon in Figure 13-9 is a parody of the words of General William Tecumseh Sherman, a Union general in the American Civil War. Sherman’s remark was made during a speech to his troops before they went into battle and expressed his concern about the terrible fighting that was to come. Encourage students to respond to the question posed in the caption.

Note: Be aware of the fact that some students may be from or have relatives living in one of the countries mentioned. To ensure that the discussion avoids stereotypes and blame, focus on the artist’s point of view.

Instruct the pairs to follow the instructions in the activity icon at the bottom of page 314. As the partners are working, move from pair to pair to listen, help when required, contribute to some of the discussions, and assess the quality of their work.

Though students' mind maps will differ, they may include some of the following ideas:

- colonizers' actions were driven by greed
- colonizers often view themselves as "civilizers"
- the words of the colonizers did not match their deeds
- trade seems to be more important than human rights
- force can be used by colonizers to get their way
- Western European values were considered good for everyone
- civilization meant adopting Western European values — and still means this

7. Instruct the partners to read the section titled "Human Rights in Former Colonies" (p. 315, *Exploring Globalization*) and examine the chart, then work together to complete the activity in "Reflect and Respond." You may wish to suggest that they use the mind map they created earlier as the basis for this activity.

Encourage groups to share their mind maps and identify elements that are common from group to group. How have various groups represented the relationship between democracy and human rights? Suggest that groups justify why they included certain elements, or why they chose to represent those elements in the manner they came up with for their mind map.

8. Conclude the lesson by reminding students of the challenge for this related issue (pp. 302–303, *Exploring Globalization*), and provide time for them to record ideas in the journal or blog they are keeping. Encourage volunteers to share their entries.

DIFFERENTIATING INSTRUCTION

1. It is unnecessary for all groups to completely finish each step of "Focus on Skills: Demonstrating Leadership during Discussions." Though some groups may not complete the work in the time allotted, they will nevertheless have participated in the activity described in each step. Whether their work is completed or not, ask all students to rate their participation using Reproducible 4.13.6, Demonstrating Leadership during Discussions: Self-Assessment.
2. Rather than completing a written comparison of ancient societies, some students may feel more comfortable re-creating these events or times in a dramatic presentation. Groups might, for example, create a scenario in which delegates are devising and developing the Great Law of Peace or the American Constitution.
3. When students are completing the activity in "Reflect and Respond," you may wish to specify the number of important words and phrases you wish them to include. You may also decide to provide some students with a list of words to choose from. With these students, talk about and define the words before they progress to the concept mapping phase of the activity.

LESSON 4

HOW ARE GLOBALIZATION, HUMAN RIGHTS, AND DEMOCRACY RELATED?

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Students will explore the effects of the globalization of trade, transportation, and communication technologies on human rights and democracy — and how these factors are related. They will also complete end-of-chapter activities.

ESTIMATED TIME: 150 minutes

INQUIRY QUESTION

How are globalization, human rights, and democracy related?

GETTING READY

Photocopy reproducible.

- Reproducible 4.13.7, My Water Use (optional)

Write each of the following headings on a sheet of chart paper and post each sheet in a separate area of the classroom.

- Trade and Transnational Corporations
- Transportation and the Movement of People
- The Media and Making Choices
- Communication Technologies

Ensure that students have on hand their copies of Reproducible 4.13.1, Anticipation Guide.

RESOURCES

Exploring Globalization, pages 316–323

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.freedomhouse.org

This is the web site for Freedom House, an American-based non-profit organization that monitors the state of freedom around the world. The site includes rankings on the group's freedom index and a printable world “map of freedom.”

www.kirjasto.sci.fi/ngugiw.htm

This site provides a brief biography of Ngugi Wa Thiong'o, who is profiled on page 316 of *Exploring Globalization*.

www.time.com/time/time100/leaders/profile/rebel.html

This *Time* magazine web site profiles their selection of the 100 most important people of the 20th century. The photograph used in “Making Choices” (p. 319, *Exploring Globalization*) appears here along with an explanation of the event.

<http://usinfo.state.gov/journals/itgic/0206/ijge/griswold.htm>

This web page includes an article by Daniel Griswold, who is with the Cato Institute. The article provides a fuller explanation of Griswold's views.

Bell, William. *Forbidden City*. Seal Books, 1999.

This Canadian book for young adults is about a 17-year-old who travels with his father, a camera operator for CBC News, to Beijing. The young man finds himself in Tiananmen Square at the time of the government crackdown.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation in a variety of activities. These may include

- participating in class discussions and group activities
- reviewing and updating (if necessary) Reproducible 4.13.1, Anticipation Guide

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

This lesson builds on the earlier explorations of the connections among globalization, human rights, and democracy, as well as on earlier learning about the forces of globalization.

TEACHING AND LEARNING STRATEGIES

1. Remind students that, at the end of this lesson, you will ask them to update the ideas they noted on Reproducible 4.13.1, Anticipation Guide.
2. Draw students' attention to the IQ — How are globalization, human rights, and democracy related? — that opens this section (p. 316, *Exploring Globalization*). Ask students to take turns reading aloud the four paragraphs under this IQ to find out one person's response to this question. When they finish reading, ask them to summarize the reasons Daniel Griswold believes that globalization helps spread democracy and human rights.

Then tell students to read the profile of Ngugi Wa Thiong'o (p. 316, *Exploring Globalization*). Ask students whether they think Wa Thiong'o would agree with Griswold. Some students may say yes, because Wa Thiong'o was able to flee to England and write in his own language. Others may say no, because Kenya became a dictatorship after achieving independence from Britain.

More to the Story

In 2007, Freedom House listed countries such as Burma, Cuba, Libya, North Korea, Saudi Arabia, Sudan, Syria, and Turkmenistan near the bottom of its rating scale. Kenya ranked in the middle, because it was judged to be only partly free. Countries ranked at the top included Canada, New Zealand, the United States, and Britain, because people there enjoy the most freedoms.

3. Divide the class into four groups and ask each group to read one subsection of this part of the chapter, then respond to this question: How does our assigned globalizing force affect the spread of human rights and democracy?
 - Group 1 — "Trade and Transnational Corporations" (p. 317, *Exploring Globalization*)
 - Group 2 — "Transportation and the Movement of People" (p. 318)
 - Group 3 — "The Media" and "Making Choices" (p. 319)
 - Group 4 — "Communication Technologies" (p. 320)

Remind students to include all the features (e.g., “Voices,” “FYI,” and photographs and captions) in their reading. Explain that when groups finish reading and discussing, they will record their conclusions in point form on a posted sheet of chart paper and assign a rating to the globalizing force (1 = highly negative; 10 = highly positive). Tell each group to select a spokesperson who will explain the notes and the reasons for the rating to the class.

Though points may differ, the groups’ notes may include the following:

- Group 1: Trade and transnational corporations can be both a positive and negative force; corporations are often interested mainly in profits, not human rights or democracy; economic globalization often reduces basic services for people; trade sanctions can help agencies working for human rights (e.g., South Africa) but can also increase suffering (e.g., Iraq).
- Group 2: Many people benefit from being able to move to countries that provide greater opportunity; many immigrants are forced to flee and become refugees; human trafficking is a major tragedy of globalization; illegal immigrants can become victims of exploitation.
- Group 3: The media can be both a positive and negative force; open the world’s eyes to human rights abuses; act as a window on the world; break down traditional values and contribute to cultural homogenization.
- Group 4: The Internet can be both a powerful tool for gathering information and a source of misinformation; can help fight human rights abuses, but information may not be accurate; uneven distribution of access limits its effectiveness; provides “instant” information to groups all around the world.

With the class, discuss various points noted on the lists and ask whether students agree with the ratings. Poll the class to discover whether students believe that globalization is an overall positive or overall negative phenomenon, and record the results on the chalkboard. Ask volunteers to explain the reasons for their conclusion. Extend the discussion by asking what the alternatives might be.

4. Direct students’ attention to the activity icon on page 319 of *Exploring Globalization*. Instruct students — including members of the group that was assigned this section — to read the four paragraphs in this part of the narrative. Ask students to identify ideas, words, phrases, names, and so on associated with cultural imperialism. List students’ suggestions on the sheet of chart paper assigned to Group 3. Students’ suggestions may include “destruction of traditional values,” “India is changing rapidly,” and “Westernized.”

Vocabulary Tip

Remind students of how the word “globalization,” which they read about in the prologue, can be broken down into its parts. Then ask them to discover the meaning of the word “Westernized” by doing the same thing.

Once again, ask students to vote on whether they believe that globalization is an overall positive or overall negative phenomenon. Ask volunteers to explain why they did — or did not — change their votes.

5. Instruct students — including members of the group that was assigned this section — to read “Making Choices” (p. 319, *Exploring Globalization*). Then tell students to complete the first activity in “Explorations.” With the class, discuss responses to the second activity.
6. Draw students’ attention to the question that opens “Points of View” (p. 321, *Exploring Globalization*): Have democracies done a good job of protecting human rights in the

20th century? Select students to read aloud the views of Amartya Sen and Fareed Zakaria, then review the activities in “Explorations” and instruct students to complete them.

Though the flow charts or mind maps students create in response to the first question will vary, they should show clear connections between freedom of the press, human rights, and democracy. In response to Question 2, students may suggest that Sen believes that democratic countries respond to the needs of citizens, that multi-party democracies work best, and that authoritarian rule leads to human rights abuses. They may say that Zakaria believes that the appearance of democracy can be faked and that a so-called democracy doesn’t necessarily mean liberty for a country’s citizens.

In response to Question 3, students may suggest that Sen believes that globalization can be good or bad, depending on the government in power. Globalization does not help ensure the protection of democracies and human rights, but independent, multi-party democracies do. As evidence, they may cite the fact that India suffered many famines under British rule, but these disappeared when independence was gained.

Students may suggest that Zakaria believes that globalization helps open the eyes of the world to situations where sham democracies hold power in various countries, but that globalization is not a cure-all, as the situation in Russia shows.

7. Ask students to return to Reproducible 4.13.1, Anticipation Guide, check their predictions for this chapter, and fill in the third column. Ask volunteers to summarize what they noted. Collect the reproducibles or instruct students to store them in a readily accessible place where they can be referred to at the end of subsequent chapters in this related issue.
8. Focus students’ attention on “Think about Your Challenge” (p. 323, *Exploring Globalization*, pp. 302–303). Ask volunteers to suggest some criteria students might use when taking a position on the key course issue and note these on the chalkboard or chart paper. Provide time for students to review the journals or blogs of their classmates.
9. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 322 and 323 of *Exploring Globalization*. Because the curriculum outcomes are visited and revisited many times throughout *Exploring Globalization*, it is unnecessary for every student to complete every activity. You may wish to assign activities based on students’ needs, interests, and abilities. You may wish to provide class time for students to complete the activities or assign them for homework.

DIFFERENTIATING INSTRUCTION

1. Rather than recording written notes on the sheets of chart paper, encourage students to use images or visuals to represent their conclusions. Or some students may prefer to create a skit.
2. When assigning students to groups to complete the readings, ensure that struggling readers join groups with less onerous reading assignments (e.g., Transportation and the Movement of People), while proficient readers are assigned to groups that will undertake more extensive reading (e.g., Trade and Transnational Corporations).
3. Some students may be interested in completing reports on the freedom ratings of specific countries. They can do this by accessing the Freedom House web site through the McGraw-Hill Ryerson Online Student Centre. Suggest that they report their findings to the class in a form that suits their learning style (e.g., a short talk, a series of posters, or a report using computer presentation software).

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

(pp. 322–323, *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

Note: Activity 2 requires students to participate in role-playing. Review the class guidelines about stereotyping, overgeneralizing, and respecting other cultures. Remind students that roleplaying can be hurtful if it is not carried out in a respectful, thoughtful manner.

1. a) Students may suggest that Saadi of Shiraz meant that to be human is to be compassionate. Those who do not feel compassion and sympathy are being “traitors” to humanity.
b) Students' statements may differ, but many are likely to include variations on the golden rule (e.g., we should help those in need in the same way as we would expect others to help us).
2. This activity is highly open-ended, so students' responses will vary.
3. Distribute Reproducible 4.13.7, *My Water Use*, to students who are completing this activity.
4. Though students' responses will vary, they may include phrases related to the following concepts:
 - travel — visit other countries, cities, centres of learning (e.g., exchange with a foreign student)
 - educate yourself — read, research, and watch TV shows and movies about other cultures and places (e.g., pick one culture and conduct thorough research)
 - invite others to your home, place of worship, or cultural centre — learn about others by explaining who you are (e.g., invite a cleric from another religion to visit my place of worship, school, or home)
 - visit other people's homes, places of worship, or cultural centres — learn about others by becoming involved in their culture (e.g., visit a synagogue)
5. Though students' responses will vary, ensure that their issue questions are modelled on the issue question for this course and the issue questions that were discussed in the prologue.

LESSON 5

CHAPTER 14 OPENER

HOW HAS GLOBALIZATION AFFECTED AWARENESS OF ISSUES?

Students will explore — and think critically about — how new information technologies such as the Internet have affected globalization and awareness of issues.

ESTIMATED TIME: 75 minutes

CHAPTER-ISSUE QUESTION

To what extent does global awareness affect quality of life?

INQUIRY QUESTION

How has globalization affected awareness of issues?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.1, Assessing the Effects of a New Communication Technology
- Reproducible 4.14.2, Bridging the Ingenuity Gap

Prepare an overhead transparency or presentation slide of Figure 14-1 (p. 324, *Exploring Globalization*).

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

Write the quotation by Thomas Friedman (p. 326, *Exploring Globalization*) on the chalkboard.

RESOURCES

Exploring Globalization, pages 324–328

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.

<http://en.maquilasolidarity.org>

The Maquila Solidarity Network is a labour and women's rights advocacy organization promoting solidarity with Mexican, Central American, and Asian groups working to improve conditions in sweatshops. The site offers news, information about campaigns, descriptions of related issues, and links to resources.

<http://lib.nmsu.edu/instruction/eval.html>

This site — “The Good, the Bad, and the Ugly, or, Why It's a Good Idea to Evaluate Web Sources” — was compiled by Susan E. Beck of New Mexico State University and can be used with students to evaluate web sites. The site details criteria used to evaluate web site validity and provides examples and links to enhance understanding of the criteria.

www.newint.org/issues/2006/05/01

The May 2006 issue of the *New Internationalist* magazine focuses on the village of Sabtenga, Burkina Faso, to illustrate how globalization has reached even remote parts of the world. The

issue contains photos and articles showing how Sabtenga has changed in the last 20 years because of globalization, new technologies, and changing roles for females.

www.homerdixon.com

This is the personal web site of Thomas Homer-Dixon, author of *The Ingenuity Gap*. The site contains information on the author, recent publications, interviews, a forum, and links to relevant resources, many at a suitable reading level for high school students.

www.youthactioncentre.ca

The Youth Action Centre is part of the National Youth Engagement Program of Green Street, an organization that promotes sustainable environmental practices in education. The site offers strategies, including how-to guides, for tackling environmental issues affecting youth. It also includes success stories and advice from professionals.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions and group activities
- completing reproducibles

PRIOR LEARNING

Students will build on their earlier learning about communication technology as a globalizing force (Chapter 3, *Exploring Globalization*).

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 14-1 (p. 324, *Exploring Globalization*). With students, read the caption on page 324 and ensure that they understand the meaning of "sweatshop."

Then turn to the introductory narrative on page 325, and encourage students to respond to the questions about Figure 14-1. Though students' answers will vary, they are likely to suggest that the workers at American Apparel have benefited more from global awareness because their working conditions are better. Some students may argue that boycotting a particular apparel maker's products may force sweatshop owners to improve conditions for workers, though other students may suggest that a boycott may lead to a drop in sales that will trigger job losses.

Draw students' attention to "My Point of View on Globalization" (p. 325, *Exploring Globalization*) and give them time to record their current views on globalization. Remind them that their entries can be words or images, or a combination of both.

2. With students, read the quotation on the chalkboard, then organize a think-pair-share activity (see p. 48). Give partners five minutes to list three points supporting Thomas Friedman's contention that the Internet can educate more people faster than any other media tool — and three points supporting his contention that the Internet can make people dumber faster.

Then organize a continuum debate (see p. 65) with one end of the continuum representing the positive effects of Internet use and the other representing the negative effects. Instruct students to take a position on the continuum and explain why they chose a particular place.

3. Instruct students to read page 326 of *Exploring Globalization* as far as the activity icon, then remind students of the skill focus they completed in Chapter 3 — assessing the authority and

validity of Internet information — and ask them to recall some of the criteria they used to judge the reliability of information drawn from the Internet.

With students, discuss possible responses to the questions in the activity icon, then instruct them to read as far as “Ideas” on page 327 of *Exploring Globalization*.

4. Draw students’ attention to Darin Barney’s words at the top of page 327, and ask volunteers to summarize what he meant. Students are likely to suggest that Barney meant that technologies sometimes create more problems than they solve because they introduce new difficulties.

Divide the class into small groups and distribute Reproducible 4.14.1, *Assessing the Effects of a New Communication Technology*. Tell the groups to work together to complete this modified PMI chart. Groups who choose television, for example, may suggest as a positive effect that it provides information and entertainment. As a negative effect, they may identify its contribution to a sedentary lifestyle. When group members finish filling in the chart, instruct a spokesperson to summarize their conclusions for the class — and provide opportunities for students to ask questions.

5. With students, read the section titled “The Ingenuity Gap” (p. 328, *Exploring Globalization*). You may wish to organize this as a directed reading-thinking activity (see p. 49).

Reassign students to their groups, then distribute copies of Reproducible 4.14.2, *Bridging the Ingenuity Gap*. Explain that an imaginary organization called the Youth Empowerment Strategy has hired each group to make recommendations on issues affecting young people. Review the instructions on the reproducible, and encourage students to suggest issues that affect young people (e.g., youth unemployment, workplace safety, health, and cyberbullying). Record their suggestions on the chalkboard.

Instruct each group to choose an issue, discuss why it is an issue, and propose recommendations for resolving it. As they consider the issue, tell them to consider the factors Thomas Homer-Dixon identified as barriers to problem solving. When they are finished, invite a spokesperson for each group to share the group’s issue and recommendations with the class. Provide opportunities for students to ask questions.

6. With students, examine the question that introduces “Ideas” (p. 327, *Exploring Globalization*). Then divide the class into groups of three, and instruct each group member to read aloud one of the responses in this feature. When group members finish reading, instruct them to respond to the questions in “Your Turn” and to select a spokesperson to report the results of their discussion to the class.
7. Draw students’ attention to “Reflect and Respond” (p. 328 *Exploring Globalization*). You may wish to organize this as a think-pair-share activity (see p. 48). In preparation for writing their summary statement, suggest that partners establish criteria for judging their level of global awareness — and include these criteria in their statements.
8. Remind students of the challenge for this related issue (pp. 302–303, *Exploring Globalization*), and provide time for them to record ideas that developed out of this lesson in the journal or blog they are keeping as they progress through this related issue. Ask volunteers to share their ideas.

DIFFERENTIATING INSTRUCTION

1. Record on audio tape the responses of Katerina, Gord, and Tom in “Ideas,” and place struggling readers in a group. Tell them to listen to the responses as they follow along in the textbook, then to discuss their own comments.

2. Rather than writing a summary statement in response to “Reflect and Respond,” some students may prefer to depict their comments in the form of a poster, cartoon, or other visual image.
3. Students who wish to further explore Darin Barney’s ideas about technology may enjoy following the Web Connection on page 327 of *Exploring Globalization*. Ask them to report their responses to the class.

LESSON 6

HOW HAS GLOBAL AWARENESS AFFECTED GENDER ISSUES? FOCUS ON SKILLS: INITIATING CONFLICT RESOLUTION STRATEGIES

Students will be introduced to — and explore — the concept of the gender gap. They will assess indicators of gender equality and develop strategies for resolving conflicts.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How has global awareness affected gender issues?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.3, Use of Communication Technology
- Reproducible F, Map of the World — Political

Create an overhead transparency or presentation slide of Figure 14-4 (p. 329, *Exploring Globalization*).

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

Gather atlases and coloured pencils or markers.

Prepare and post two outline graphs on large sheets of chart paper as shown. Label one graph “Males” and the other “Females.”

Females

| | | | | | | |
|----------------------|-----------------|------------------------------|-----------------|-----------------|--|------------------------------|
| More Than 90 Minutes | | | | | | |
| 61–90 Minutes | | | | | | |
| 31–60 Minutes | | | | | | |
| 0–30 Minutes | | | | | | |
| | Using Cellphone | Sending and Receiving E-mail | Chatting Online | Surfing the Net | Visiting Blogs, MySpace, Facebook etc. | Working in Flash, HTML, etc. |

RESOURCES

Exploring Globalization, pages 329–333

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.weforum.org/en/initiatives/gcp/Gender Gap/index.htm](http://www.weforum.org/en/initiatives/gcp/Gender%20Gap/index.htm)

The World Economic Forum's report on the global gender gap provides complete rankings for 115 countries, information on the indicators used, and links to country profiles.

www.wougnet.org

The Women of Uganda Network is an NGO whose goal is to develop the use of communication technologies as tools for sharing information and dealing collectively with women's issues. Though the organization emphasizes Internet technologies, it also uses more traditional ways of exchanging information, such as radio, video, and print.

www.womenconnect.org.uk

Women Connect is an NGO that supports women's groups in England by providing online resources, strategies for organizational development, and equipment; and by creating new partnerships and influencing policy on gender equality and communication technology. The site includes information on policy, a discussion list, and links to relevant resources.

www.internationalwomensday.com

The web site of International Women's Day includes information on the history of the day, links to supporting governments and organizations, and details about related events.

www.swc-cfc.gc.ca

Status of Women Canada is a federal agency that promotes gender equality and the full participation of women in economic, social, cultural, and political life. By strengthening public policy, the agency tries to improve women's economic autonomy and well-being, eliminate violence against women and children, and advance women's human rights. The site includes news, a list of commemorative dates, information on funding women's groups, and links to related government publications.

ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in any of the activities in this lesson. You may want to assess

- participating in class discussions and group activities
- completing reproducibles

PRIOR LEARNING

Students will draw on their previous knowledge of identity, gender-neutral language, and the situation in Rwanda.

TEACHING AND LEARNING STRATEGIES

1. Write this statement on the chalkboard: In Canada, men and women are equal.

Ask students whether they believe this statement is true — and why. What criteria did they consider when responding to this question? Suggest students think about men and women in the realms of work, education, health, the family, religion, sports, and the media.

Draw a continuum on the chalkboard and ask students to rank gender equality in Canada on a scale of 1 to 7, with 1 representing a very low level of equality and 7 representing a high level. Then ask their opinions about gender equality in other countries. How do they think Canada compares?

Display an overhead transparency or presentation slide of Figure 14-4 (p. 329, *Exploring Globalization*). Explain the concept of "gender gap" (see p. 329, *Exploring Globalization*) and that this chart includes the ranking of selected countries based on a 2005 study by the World

Economic Forum. Ask students to suggest factors the World Economic Forum might have considered when preparing the rankings. Students may suggest factors like equality of pay, the gender of people in positions of power, and hours spent on housework.

You may wish to direct students to the World Economic Forum's online gender gap report (see "Additional Resources") or print a copy to have on hand.

2. Divide the class into small groups and instruct the groups to respond to the questions set out in the activity icon on page 329 of *Exploring Globalization*. Students are likely to suggest that the gender gap is narrower in New Zealand and Scandinavian countries or that developed countries rank higher — in general — than developing countries. Their responses to the other questions will vary.

Bring the class together and discuss the responses of the groups. Ask students questions such as the following. Were you surprised by the ranking of Canada and the United States? Why? Do you think standard of living and gender equality are related? Do you think the perceived bias of the World Economic Forum (see "More to the Story") could affect the indicators used to decide on the rankings? If a bias toward developed countries does exist, how could this bias affect the rankings?

More to the Story

The World Economic Forum, a foundation based in Geneva, Switzerland, has been criticized by developing countries for its perceived bias in favour of developed countries. The World Economic Forum is contested by a rival movement called the World Social Forum, which acts as a counter to the World Economic Forum and is supported by many developing countries.

3. Distribute atlases and copies of Reproducible F, Map of the World — Political, and instruct students to work individually, in pairs, or in groups to develop a coding scheme to colour in countries according to their ranking on the gender gap index (Figure 14-4, p. 329, *Exploring Globalization*). Suggest they group countries in increments of one gender gap score.
4. Instruct students to read the section titled "Gender Issues and Communication Technologies," including the section titled "The Communication Gap" (pp. 329–330, *Exploring Globalization*). With students, discuss responses to the questions on page 330: Do the females they know seem to have less access to communication technologies? Why or why not? Ask how they can tell for certain.
Suggest that one way of finding out might be to conduct a survey and plot the results according to gender.
5. Distribute copies of Reproducible 4.14.3, Use of Communication Technology, and tell students to fill in the survey. Then instruct the boys to take their surveys and gather at the chart paper graph labelled "Males" and the girls to gather at the graph labelled "Females." Assign a student to work with each large group to plot the survey results on the chart paper graph.
Compare and discuss the results. Direct students to the section of the reproducible titled "Reflection" and encourage them to respond to the questions. Ask volunteers to share their reflection with the class.
6. Draw students' attention to the profile of Jin Ting Zhao (p. 330, *Exploring Globalization*). Ask a volunteer to read this profile aloud, then ask students whether Jin Ting Zhao's example sup-

ports or refutes their conclusions about a communication gap. Encourage them to provide reasons for their judgment.

7. Instruct students to read the sections titled “Women in Government” and “Women and Employment” (p. 331, *Exploring Globalization*). Then direct their attention to Figures 14-8 and 14-9 on the same page. Ask whether they are surprised by any of the data — and why. Ask them to recall earlier learning to explain why Rwanda is the country with the highest percentage of women parliamentarians.

Encourage students to compare the data on these two charts with the data in Figure 14-4 (p. 329, *Exploring Globalization*). Ask them what parallels they can draw.

8. Draw students’ attention to the cartoon included in “Reflect and Respond” (p. 331, *Exploring Globalization*). With the class, explore answers to the questions. Students are likely to suggest, for example, that the cartoonist is suggesting that achieving powerful positions in corporations is more difficult for women than for men. Students’ suggested changes will vary, but they may say that the message could have been made more powerful by making the men’s ladder much bigger or by showing broken rungs on the women’s ladder.

Then encourage students to work in pairs to create the cartoon suggested in the activity. Remind students to display sensitivity and avoid stereotyping when they work on their cartoon.

9. With students, read the introduction to “Focus on Skills: Initiating Conflict Resolution Strategies” (p. 332, *Exploring Globalization*). With students, brainstorm to create a list of issues that students feel strongly about (e.g., a contentious school or community regulation or an international issue related to a current event). As students make suggestions, record these on the chalkboard, along with notes about the views of various stakeholders.

Then divide the class into groups and assign an issue to each group or instruct the groups to choose an issue. Half of each group will argue one position on the issue, and the other half will argue another. Explain that the group’s goal is to follow the steps in the skill focus to find a way of resolving the conflict, and suggest that they use the strategies in the box on page 333 as a kind of checklist.

Then tell the groups to complete “Summing Up.” When they finish, discuss their ideas and record them on the chalkboard. What issue was resolved? How was it resolved? What did students learn from the experience?

10. Remind students of the challenge for this related issue (pp. 302–303, *Exploring Globalization*), and provide time for them to record ideas in the journal or blog they are keeping as they progress through this related issue. Encourage volunteers to share their ideas.

DIFFERENTIATING INSTRUCTION

1. Activities suggested in this lesson rely heavily on reading and mathematical skills. Students struggling with either of these may encounter difficulties and may benefit from being paired with more proficient students. When assigning members to groups, ensure that struggling students are included in groups that can offer support.
2. Some students may prefer to work alone rather than with a partner or in a group. And rather than creating a cartoon for the activity in “Reflect and Respond” (p. 331, *Exploring Globalization*), some students may prefer to write an opinion piece or create a poster or another visual display.

LESSON 7

HOW HAS GLOBAL AWARENESS AFFECTED LABOUR AND EMPLOYMENT ISSUES?

IMPACT: THE FAIR-TRADE MOVEMENT

As students explore how global awareness has affected labour and employment, they will examine both the negative and positive effects of globalization.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How has global awareness affected labour and employment issues?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.4, Slicing a Banana
- Reproducible 4.14.5, Goals of International Unions and Shareholders in Transnational Corporations
- Reproducible K, My KWL Chart (optional)

Create an overhead transparency or presentation slide of Figure 2-9 (p. 50, *Exploring Globalization*).

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

Gather newspaper, magazine, and Internet articles about a current labour or employment issue in Canada. Or if possible, book time in the school library or computer lab.

RESOURCES

Exploring Globalization, pages 334–338

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.oxfam.ca

Oxfam Canada, part of Oxfam International, works with people in more than 105 countries to create a world free of poverty and injustice. Oxfam's work focuses on themes and issues related to women's equality, international trade, the right to make a living, HIV/AIDS, and peace and security. The site includes lesson plans, presentations, and other resources for teachers.

www.transfair.ca

TransFair Canada is a national non-profit certification and public education organization that promotes fair trade, with the goal of improving the livelihood of developing world farmers and workers. The site offers links to information and resources geared to teachers and students.

www.ilo.org/global/lang--en/index.htm

The International Labour Organization, a specialized agency of the United Nations, promotes social justice and international human and labour rights. This site includes in-depth information on child labour, decent work, employment promotion, forced labour, freedom of association and

collective bargaining, youth unemployment, labour law, working conditions, and more, as well as links to statistics, projects, campaigns, and so on.

www.ituc-csi.org

The International Trade Union Confederation is the world's largest trade union federation, representing 166 million workers through 309 affiliated organizations in 156 countries and territories.

www.newint.org/issue341/contents.htm

The December 2001 issue of the *New Internationalist* focuses on trade unions. Highlights include "Trade Unions — The Facts," a look at the International Labour Organization, and the legacy of trade unions, as well as stories of struggle and success around the world.

www.newint.org/issues/2006/11/01

The November 2006 issue of the *New Internationalist* focuses on ethical shopping. It looks at the growth and implications of ethical consumerism and its implications.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions and group activities
- writing paragraphs
- completing the reproducibles

PRIOR LEARNING

Students will draw on their previous learning about the globalization of banana production, trade unions, and transnational corporations.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 2-9 (p. 50, *Exploring Globalization*). Remind students that they explored banana production as an example of globalization in Chapter 2, and work with them to examine the graphic in Figure 2-9. With students, discuss the jobs that might be involved in each step of the process described in the graphic (e.g., at the export port, students may suggest that the jobs involved are driving trucks that deliver the bananas, working on the docks to load bananas onto the ship, and sailing the ship). Record students' suggestions on the chalkboard or chart paper.

Draw students' attention to the inquiry question — How has global awareness affected labour and employment issues? — that opens page 334 of *Exploring Globalization*. Ask a volunteer to read aloud the first paragraph on this page, then pause to help students recall their earlier learning about banana production. You may wish to distribute Reproducible K, My KWL Chart, and organize a think-pair-share activity (see p. 48) to help them fill out the chart.

2. Distribute Reproducible 4.14.4, Slicing a Banana, and instruct the pairs to work together to slice the banana into eight sections that represent the amount of the selling price received by each party.

When students finish, ask which party receives the largest share of the banana? Why? Which party receives the smallest share? Why?

Ask questions like the following to help guide students through a discussion of the situation:

- Is this division of the proceeds fair? Why or why not?
 - What are working conditions like from the perspective of banana pickers?
 - What role do consumers play in this situation?
 - What can consumers do to improve the situation for banana pickers? (Students may suggest boycotting, writing letters, protesting, buying fair-trade bananas, and becoming involved with organizations that support workers.)
3. Distribute Reproducible 4.14.5, Goals of International Unions and Shareholders of Transnational Corporations. Instruct students to read the section titled “Unions and Collective Bargaining,” including the sections titled “International Initiatives” and “Labour Standards” (pp. 334–335, *Exploring Globalization*).
- Review the questions on the reproducible and how to fill in a Venn diagram (see p. 68). Tell students to jot notes on the reproducible as they read, then to compare their notes with those of a partner and to revise their notes as necessary. When filling in the section dealing with the shareholders of transnational corporations, students will need to recall earlier learning.
- Encourage volunteers to share their notes with the class. Students are likely to suggest that an international union is one that crosses national borders so that it can include a larger membership, and that shareholders are people who own shares or stocks in a corporation that operates in more than one country at a time (e.g., Wendy’s, Wal-Mart, and Del Monte).
4. Ask a volunteer to read aloud the words of J. Michael Adams and Angelo Carfagna in “Voices” (p. 335, *Exploring Globalization*). Ask students to imagine this scenario: You are a worker who supports a “kinder, gentler globalization.” You want your fellow workers to join the International Trade Union Confederation. What arguments would you use to persuade them? Record students’ suggestions on the chalkboard.
5. Draw students’ attention to the fair-trade logo on page 336 of *Exploring Globalization*, and ask questions like the following:
- Have you ever seen this logo? If so, where?
 - What symbols does the logo include? What do you think they represent?
 - What do you think “fair trade certified” means?

Read aloud the first paragraph of “Impact: The Fair-Trade Movement” (p. 336, *Exploring Globalization*). With students, calculate the percentage of the price of a medium cup of coffee growers receive, and remind them of the banana-trade activity they completed earlier in this lesson. Ask who else might receive a cut of the price of a coffee. Who probably receives the largest cut? Revisit the earlier discussion of fairness.

Instruct students to read the rest of this feature, then guide the class through a discussion of responses to the first three questions of “Explorations.” In response to Question 1, students may suggest that more fair-trade products have been introduced over the years; retail sales of fair-trade products have increased between 30 and 40 per cent a year; and roasted coffee represents the greatest portion of fair-trade product sales. Tell students to use information included in Figures 14-14, 14-15, and 14-16 to predict the figures for 2015.

Though students’ responses to Activities 2 and 3 will vary, they may suggest that buying fair-trade products will reduce their purchasing power. If so, refer them to the chart on page 336 of *Exploring Globalization*, and ask whether any of these principles and practices would offset a rise in price.

To help students respond to Activity 4, you may wish to organize a think-pair-share activity (see p. 48).

6. Instruct students to read the section titled “The Knowledge Economy” (p. 338, *Exploring Globalization*). When students finish reading, ask them how this information relates to the digital divide, which they learned about in Chapter 3, and ask them to respond to the activity icon. You may wish to complete this activity orally, jotting students’ arguments on the chalkboard — or you might organize a continuum debate (see p. 65).
7. Draw students’ attention to “Reflect and Respond” (p. 338, *Exploring Globalization*). To create a focus for this activity, guide students through a brainstorming session to create a list of current labour and employment issues in Canada. Then instruct students to work with a partner or in small groups to choose an issue and develop a conflict resolution strategy, using steps similar to those they followed when they completed the skill focus for this chapter (pp. 332–333, *Exploring Globalization*). Distribute the research materials you gathered, or allow students to conduct research in the library or computer lab.

Suggest that groups use the feature titled “Principles of Conflict Resolution” (p. 333, *Exploring Globalization*) as a checklist as they are developing their strategy. When they finish, tell the groups to appoint a spokesperson to present their strategy to the class.

Alternatively, you could guide students through this activity as an oral exercise, recording their suggestions on the chalkboard or chart paper.
8. If students created a KWL Chart at the beginning of this lesson, provide time for them to fill in the L column. Then discuss whether the lesson helped them learn what they recorded in the W column.
9. Remind students of the challenge for this related issue (pp. 302–303, *Exploring Globalization*), and provide time for them to record ideas in the journal or blog they are keeping. Encourage volunteers to share their entries.

DIFFERENTIATING INSTRUCTION

1. Some students may enjoy creating a leaflet or poster urging others to support — or not to support — fair-trade products.
2. To help struggling readers through the reading of the section titled “Unions and Collective Bargaining,” you may wish to organize a directed reading-thinking activity (see p. 49) with a small group.

LESSON 8

HOW ARE GLOBAL AWARENESS AND QUALITY OF LIFE RELATED?

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

As students explore the connections between global awareness and quality of life, they will consider both the challenges and opportunities presented by globalization. They will also complete end-of-chapter activities.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How are global awareness and quality of life related?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.14.6, What Makes a Good Life?
- Reproducible 4.14.7, The Effects of Debt
- Reproducible F, Map of the World — Political (optional)

Create an overheard transparency of Reproducible 4.14.6, What Makes a Good Life?

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

Collect blank sheets of writing paper.

RESOURCES

Exploring Globalization, pages 339–343

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.

<http://newint.org/issues/2004/03/01>

The March 2004 issue of the *New Internationalist* focuses on the IMF and the World Bank and highlights many of the themes of this related issue.

www.itcilo.it/actrav/actrav-english/telearn/global/ilo/guide/hoelim.htm

The Social Clause: Issues and Challenges is a publication of the International Labour Organization. This site provides detailed information about what social clauses are, whether they are justified, and how they would work.

www.amnesty.org

Amnesty International is a worldwide movement of people who campaign in support of human rights. This site includes an online library that can be searched by country and theme, detailed information about Amnesty's current and past campaigns, and news about human rights abuses.

www.jubileedebtcampaign.org.uk

The Jubilee Debt Campaign has its roots in Jubilee 2000 and earlier campaigns for the cancellation of poor countries' debt. This site includes information about the origins of the debt movement, an introduction and fact sheets about the debt crisis, and educational activities to engage students in thinking about this issue.

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 class discussions and group activities
- taking a position and supporting it with evidence
- completing the reproducibles

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 build on their previous learning about the World Bank, the International Monetary Fund, and structural-adjustment loans.

TEACHING AND LEARNING STRATEGIES

1. Begin by asking students if they know who Stephon Marbury is. Ask volunteers who recognize the name of this NBA point guard to tell the class something about him.

Draw students' attention to the IQ — How are global awareness and quality of life related? (p. 339, *Exploring Globalization*). Then ask volunteers to take turns reading aloud the first three paragraphs on this page, as well as the caption that accompanies Figure 14-19.

Ask the following questions to help guide the class through a discussion of the reading:

- What project has Stephon Marbury undertaken?
 - How do his actions relate to his own life experiences?
 - What opportunity is Marbury passing up by charging only \$15 for his shoes?
 - Would you buy a pair of these shoes? Why or why not?
2. Distribute blank sheets of writing paper. Tell students not to write their name on the page, then ask them to think about and respond to the following questions:
 - What are your personal gifts or abilities? Maybe you are good at sports, playing a musical instrument, talking on the phone, working on a computer, organizing events, and so on. Write down your personal gifts and abilities.
 - What are one or two unfair situations or inequitable conditions that you would like to see changed? You can choose examples from the school or community, or at the national or international level.
 - What are ways that you could, like Stephon Marbury, use your personal gifts and abilities to make a difference in one of the situations you described? Be creative. If your personal gift is playing a musical instrument, for example, perhaps you could organize a concert or open-mike event and ask for donations for the local food bank.

Tell students that you would like to read a few of their responses aloud. No name will be mentioned, but if students do not want to share their responses, tell them to write "Do not share" at the top of the page. Then instruct them to fold their papers so the writing can't be seen and hand them in. Read aloud a few of the responses and invite students to comment.

3. Distribute copies of Reproducible 4.14.6, *What Makes a Good Life?* Instruct students to complete this activity individually, then display an overhead transparency of the reproducible. With students, discuss the 10 criteria they identified as most essential and mark these on the transparency. Encourage students to justify their choices.
Then discuss students' responses to questions like the following: In Canada, who is responsible for helping ensure that people enjoy a good quality of life? What are the most important factors that enable people to achieve a good life? Which of these factors (e.g. family, education, social institutions) may be missing in developing countries?
4. Instruct students to read "Social Clauses" (p. 339, *Exploring Globalization*) and to be ready to define the meaning of this term. When they finish reading, encourage them to define the term and explain how social clauses in trade agreements could help improve the quality of life for people around the world. What can Canadians do to promote the inclusion of a social clause in trade agreements?
5. Instruct students to read "Effective Governance" (p. 339, *Exploring Globalization*) and to examine the photograph and caption in Figure 14-20. When they finish reading, ask them to explain the relationship between effective governance and quality of life. Is Canada governed effectively? How can Canadians promote effective governance around the world?
Then discuss their responses to the question in the photo caption. Encourage students to recognize that effecting change is difficult when other aspects of governance do not work smoothly.
6. Distribute copies of Reproducible 4.14.7, *The Effects of Debt*, and review Scenario A with the class. Tell them to record their responses, then discuss these as a class. Do the same with Scenarios B and C.
Instruct students to read the section titled "Foreign Debt" (p. 340, *Exploring Globalization*), then respond to Questions 1 and 2 on the reproducible. Draw students' attention to the activity icon at the bottom of page 340 and encourage students to respond. Record their suggestions on the chalkboard. They may suggest that this large debt has not negatively affected Canada because the economy is strong and immigration is swelling the population so that more people are paying taxes — and spreading out the debt.
7. Encourage volunteers to read aloud the words of each of the three people featured in "Points of View" (p. 341, *Exploring Globalization*). Then instruct students to complete the activities in "Explorations." Once students have responded to Activity 3, you may wish to organize a continuum debate (see p. 65) on the issue, then suggest that they revise their statements if their position changed as a result of the debate.
8. With students, return to Reproducible 4.13.1, *Anticipation Guide*. Provide time for students to rethink this material and make changes if they wish. Remind students to store this reproducible, as they will refer to it again at the end of Chapter 15. You may wish to collect students' reproducibles in a file folder for future reference.
9. Remind students of the challenge for this related issue — to develop a class consensus in response to the key course question: To what extent should we embrace globalization? Refer students to "Think about Your Challenge" (p. 343, *Exploring Globalization*) and encourage them to complete the activity. Ask volunteers to share their responses. You may also wish to organize conferences with individual students to ensure that they are making progress in their preparations for completing the challenge.

10. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 342 and 343 of *Exploring Globalization*. Because the curriculum outcomes are visited and revisited many times throughout *Exploring Globalization*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.

DIFFERENTIATING INSTRUCTION

1. None of the individual activities needs to be entirely completed for students to move forward in the course. Students whose work is incomplete will still be thinking about this inquiry and will have engaged in reflection.
2. Many of the activities associated with this lesson, such as “Explorations” that accompany “Points of View” can be completed orally or in writing. You may wish to allow students to choose the medium they are most comfortable with.

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

(pp. 364–365, *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) To support this statement, students may

- point to the number of women featured in *Exploring Globalization* (e.g., Jin Ting Zhao, Aung San Suu Kyi, Louise Arbour)
- use various examples from their own lives to suggest that women are treated equally

To oppose this statement, students may

- point to various specific statistics revealed in Figures 14-4, 14-8, and 14-9 (pp. 329 and 331, *Exploring Globalization*)
- cite examples of low-paying jobs that are filled by women (e.g., maquiladora workers)

- b) To support this statement, students may argue

- that having a job is better than having no job at all
- that having a job on a lower economic rung is a stepping stone to greater things
- that wages will increase as workers become more aware of their rights

To oppose this statement, students may argue

- that workers everywhere are entitled to equal rights and pay
- that low wages shouldn’t support North American consumerism
- that this statement was motivated by self-interest

c) To support this statement, students may argue

- that workers in developing countries are responsible for solving their own problems
- that democratic action is necessary around the world
- that Canadians already support people in developing countries by buying their goods

To oppose this statement, students may argue

- that everyone in the world is connected to everyone else
- that conditions in developing countries are directly linked to Canadian consumerism
- that conditions in developing countries limit the choices people can make

2. a) Students are likely to suggest that the phrase means that human beings everywhere share similar dreams and goals — and that what happens to people in one part of the world is directly connected to events in other places.
- b) Though students' responses will vary, they may choose an issue such as whether low wages should be maintained in developing countries. They may suggest that this may become a shared fate because wages in developed countries may be forced lower to enable businesses to compete.
- c) Though answers will vary, students may suggest things like fair wages, basic human rights, and environmental issues.
3. Students' responses will vary depending on the issue they choose. When they develop a plan of action, however, ensure that it takes into account some of the conflict resolution strategies featured in "Focus on Skills: Initiating Conflict Resolution Strategies" (pp. 332–333, *Exploring Globalization*).
4. a) The process students describe should include some of the conflict resolution strategies featured in "Focus on Skills: Initiating Conflict Resolution Strategies" (pp. 332–333, *Exploring Globalization*).
- b) The outcomes students identify will vary.
- c) While students' responses will vary, they may suggest that a major strength of the process is that it enables everyone to be heard or that it enables people to better understand the views of others. As a major stumbling block, they may identify a failure to adhere to the principles of conflict resolution.
5. a) Though responses will vary, students may suggest that the data suggest that Canada's multiculturalism policies are on the right track. They may also suggest that Canada is likely to become even more pluralistic and multicultural or that the current makeup of the Canadian population is likely to change.
- b) Students' responses will vary, but they may suggest subjects like cultural studies to help promote intercultural understanding or the study of specific regions, such as Asia, which will become more important because of their high population. They may also suggest that education in languages such as Chinese or Japanese should be added to enable people to communicate.
- c) and d) Students' responses will vary depending on the country they choose. A useful research source may be *The World Factbook*, which is online at www.cia.gov/library/publications/the-world-factbook.
6. Though students' responses will vary depending on the technology they choose, ensure that their ratings are supported by and in keeping with the criteria they identify.
7. Students' responses will vary depending on the events they identify. To help them complete this activity, you may wish to distribute copies of Reproducible F, Map of the World — Political.