

## LESSON 10

### CHAPTER 3 OPENER

#### HOW IS IDENTITY AFFECTED BY OPPORTUNITIES

#### TO COMMUNICATE WITH PEOPLE AROUND THE WORLD?

Students will explore how contemporary communication technologies affect their lives and influence their identity. They will also analyze the digital divide, considering the effects of communication technologies on people around the world.

**ESTIMATED TIME:** 75 minutes

#### CHAPTER-ISSUE QUESTION

To what extent is identity affected by communication technology and the media in a globalizing world?

#### INQUIRY QUESTION

How is identity affected by opportunities to communicate with people around the world?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.3.1, The Digital Divide
- Reproducible 1.3.2, Effects of Communication Technologies on Teenage Identity: Interview Results (optional)

Create an overhead transparency or presentation slide of Figure 3-1 (p. 66, *Exploring Globalization*)

Gather chart paper and coloured markers or pencils for group activity.

On a sheet of chart paper, write the heading “Widening”; on another, write the heading “Narrowing.” Post the two sheets in a prominent place.

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

#### RESOURCES

*Exploring Globalization*, pages 66–71

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca) — to find out whether new resources have been posted to the site.

[www.digitaldivide.net](http://www.digitaldivide.net)

The Digital Divide Network is a project of TakingITGlobal, an online organization that connects young people around the world. Young people are invited to build their own online community, publish blogs, share documents and discussions, and post news, events, and articles.

[www.cagle.com](http://www.cagle.com)

Daryl Cagle’s Professional Cartoonists Index is a commercial site that contains a large collection of current editorial cartoons from around the world, including many from Canada. These cartoons can provide ideas for lesson starters and class discussions.

[www.laptop.org](http://www.laptop.org)

One Laptop per Child, which was founded by Nicholas Negroponte and members of the MIT Media Lab, is dedicated to providing computers as learning tools for children. Their goal is to provide young people with opportunities to explore, express themselves, and communicate.

<http://quest.nasa.gov>

NASA Quest offers scientific and engineering programs for students, such as audio and video files, live interactions with NASA personnel, lesson plans, and collaborative student activities.

[www.aptn.ca](http://www.aptn.ca)

The web site of the Aboriginal Peoples Television Network provides background and details on programs, movies, and specials.

[www.marshallmcluhan.com](http://www.marshallmcluhan.com)

This site provides in-depth information on many aspects of Marshall McLuhan, his work, and its effects on the world.

*McLuhan's Wake*. National Film Board (2002, 94 minutes).

Twenty years after the death of Marshall McLuhan, this film explored the thinker's insights into how electronic media influence societies and cultures.

## 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 Reproducible 1.3.1, The Digital Divide

## PRIOR LEARNING

Students will build on their understanding of how people express and communicate their identity and how communication technologies are a globalizing force.

## TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 3-1 (p. 66, *Exploring Globalization*). Draw students' attention to the caption on page 66 of *Exploring Globalization* and the introduction to the chapter on page 67. Guide students through the questions about the cartoon and how it reflects some of the effects of communication technologies on their lives. In response to the first question, for example, students may identify the artist's drawing tools, the newspaper in which the cartoon first appeared, the Internet, and *Exploring Globalization*. Explain to students that the textbook authors, through their research on the Internet, obtained the cartoon from Daryl Cagle's Professional Cartoonists Index, a commercial web site where cartoonists display their art.

The fourth question — about the omission of geographic features — may elicit responses that suggest that the earth is one big connected place. Use these responses as the basis of a brief class discussion of how communication technologies have come to pervade every aspect of many people's lives.

To explore how communication technologies affect their lives, ask students questions like the following:

- How does being able to receive messages from people around the world affect your sense of cultural identity?

- How do global communications affect your appreciation of cultural diversity?

Guide students to the understanding that contemporary communication technologies present both challenges and opportunities: at the same time as global communications threaten cultural diversity, these technologies also help people learn about and develop an appreciation of other cultures.

Ask students to suggest various captions for the cartoon. Their responses will depend on how they interpret the artist's message and may include suggestions that information technology has increased the connections among people, that connecting doesn't necessarily bring real communication or understanding, and that technology makes a jumble of any real communication among peoples.

Conclude this part of the lesson by drawing students' attention to "My Point of View on Globalization" (p. 67, *Exploring Globalization*) and reminding them to record their comments. Encourage volunteers to identify whether, how, and why their point of view has changed.

2. Brainstorm with the class to create a list of ways people use communication technology (e.g., landline telephone, cellphone, e-mail, text messaging, and instant messaging) to stay in touch. Write students' suggestions on the chalkboard.

Divide students into groups of three or four. Distribute to each group a piece of chart paper and coloured markers. Direct students to read page 68 of *Exploring Globalization*, including "Voices" and "FYI."

When students finish reading, instruct them to create a web diagram of all the people with whom they communicate using various forms of technology. Tell students to

- use a different colour to show each kind of connection
- use longer lines to indicate longer distances

When groups finish their diagrams, instruct each group to compare its diagram with that of another group. Guide students through a discussion by asking questions such as

- How many of the communication methods listed on the chalkboard during the brainstorming session appeared on your group's chart?
- Is there anyone with whom you keep in touch primarily by using electronic media? By using non-electronic media?
- Do you communicate with individuals or organizations in countries outside Canada?
- Which of your communications help you experience the world as a global village?

3. Distribute copies of Reproducible 1.3.1, The Digital Divide. Instruct students to read the section titled "The Digital Divide" (p. 69, *Exploring Globalization*), as well as "Making Choices: Nicholas Negroponte — One Laptop per Child." When they finish reading, tell them to choose a partner and discuss three ways communication technologies are widening the digital divide and three ways they are narrowing it, then to record their responses on the first section of the reproducible.

Draw students' attention to the two sheets of chart paper you posted before the lesson began. Instruct the pairs to take turns recording a point on the sheet labelled "Widening" or the sheet labelled "Narrowing." If all their points are already recorded when their turn comes up, tell students to place a check mark next to points that are similar to those they included on their reproducibles.

Students may suggest that technology is widening the digital divide in the following ways:

- new software demands up-to-date computers
- the latest cellphones and computers are expensive
- new technology is making older technology obsolete

And they may suggest that technology is narrowing the digital divide in the following ways:

- cellphones can be used in areas without landlines
- free operating systems are available to those who can't — or won't — pay for expensive systems
- programs like One Laptop per Child offer computers at low cost

Wrap up this activity by encouraging students to respond to this question: Is it possible to eliminate the digital divide?

4. Guide students through the material in the activity icon on page 69 of *Exploring Globalization*. The continent with the highest Internet use is North America and the continent with the lowest is Africa. Then instruct students and their partners to complete the next section of Reproducible 1.3.1, The Digital Divide, by discussing and recording their ideas about the positive and negative effects of Internet use on identity. Some students may, for example, suggest that low Internet use isolates people from the rest of the world, but others may say that low use protects people against becoming homogenized into a single global culture.
  5. Draw students' attention to Question 1 of "Explorations," which concludes "Making Choices." Remind students that Bill Gates is the founder and chair of Microsoft, a transnational computer technology corporation with tens of thousands of employees around the world and 2006 revenues of more than \$44 billion (U.S.). There are no wrong answers to this question as long as students' responses are well-thought-out and justified. Some students may suggest that Gates means that the organizers of One Laptop per Child should ask people in various countries what kind of technology they need, rather than making the decision for them. Other students may disagree with Gates and suggest that he would feel differently if Microsoft were producing the laptops.
- Note:** Question 2 is an excellent extension activity that can be assigned to students who wish to explore the topic further. To research the progress of One Laptop per Child, students can access the organization's web site (see "Additional Resources"). To read current national and international news stories about the program, students can search Google News. Point out to students that the stated goal of One Laptop per Child is "to provide children around the world with new opportunities to explore, experiment, and express themselves." Students will have varying opinions about how effectively the organization has achieved this goal. They may also express various views on the value of this goal.
6. Instruct students to read the section titled "Technology at Work: The Aboriginal Peoples Television Network" (pp. 70–71, *Exploring Globalization*). When students finish reading, draw their attention to "Reflect and Respond" (p. 71). Instruct students to look back at the responses they recorded on Reproducible 1.3.1, The Digital Divide. Give them time to reflect on whether they wish to revise their responses, then ask volunteers to share their reasons for making changes or sticking to their earlier responses.

### More to the Story

Survival International is a worldwide organization that was founded in 1969 and now includes both Indigenous and non-Indigenous members in 82 countries. Members campaign to raise awareness of and take action on issues that are of particular concern to Indigenous people. The organization uses the power of the World Wide Web to help Indigenous peoples tell their own stories and help one another in their struggle to affirm and promote their culture and their identity in a globalizing world.

7. Focus students' attention on the profile "Marshall McLuhan — Living in the Global Village" (p. 70, *Exploring Globalization*). Ask students what they know about McLuhan.

Instruct students to read the profile. When they finish, work with the class to write a definition of the term "global village." Then ask students to return to Reproducible 1.3.1, The Digital Divide, and add one new way in which global communication technologies affect their identity in either a positive or negative way.

### More to the Story

Marshall McLuhan died before the Internet and the World Wide Web became dominant forms of communication. McLuhan believed that radio and telephones were extensions of people's ears. Using these communication technologies, people could hear others in distant countries as well as if they lived next door. And television meant that they could also see others. McLuhan said that the speed of electronic communications would enable people to react to global events as if these events were happening in their own community or village — and would transform the world into a "global village."

8. Conclude the lesson by discussing McLuhan's idea that electronic technology is an extension of the human senses. Ask students what technological devices form an extension of a human's sight (e.g., night-vision binoculars, digital cameras), hearing (e.g., electronic bugging devices, loudspeakers, earphones), smell (e.g., electronic drug detectors, electronic scent dispensers), taste (e.g., electronic food production, chemically enhanced flavours), and touch (e.g., virtual reality games).
9. Remind students of the challenge for this related issue (pp. 16–17, *Exploring Globalization*). Ask them to consider how ideas they encountered in today's lesson could be used in their presentations. Jot their suggestions on the chalkboard or a sheet of chart paper and give students time to update their notes.

## DIFFERENTIATING INSTRUCTION

1. Pair struggling readers with more proficient readers who can help them through the readings involved in this lesson. The pairs may continue working together to complete the activities.
2. In the early 21st century, the term "global village" is used by people in all sorts of ways. Challenge students to enter the phrase "global village" in an Internet search engine. How many "hits" do they get? What does this signify?
3. Distribute copies of Reproducible 1.3.2, Effects of Communication Technologies on Teenage Identity: Interview Results, to some students and instruct them to use it to make notes in response to the activity icon at the bottom of page 68 of *Exploring Globalization*. Ask students to report the results of their interview to the class.
4. Encourage some students to speculate about the communication technologies that might be available to their grandchildren. Ask them to identify trends they think will continue into the future and to prepare a short description of one of those new technologies — what it does and why it will come into widespread use. Then ask the students to comment on this new technology's effect on individual and collective identity.

## LESSON 11

### HOW IS DIVERSITY INFLUENCED BY THE MEDIA AND COMMUNICATION TECHNOLOGIES?

Students will expand on their exploration of global communication-related concepts, which were introduced in Chapter 2. They will also consider changes in their thinking about these ideas.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How is diversity influenced by the media and communication technologies?

#### GETTING READY

Photocopy reproducible.

- 1.3.3, Effects of Technology on Cultural Diversity

Create an overhead transparency or presentation slide of Figure 3-9 (p. 73, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 72–75

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca) — to find out whether new resources have been posted to the site.

[www.takingitglobal.org](http://www.takingitglobal.org)

TakingITGlobal is an international organization based in Canada. In partnership with groups such as the Oxfam International Youth Parliament, Peace Child International, and the Digital Divide Network, it offers discussion groups, information on current issues of concern to youth, guides to taking action on issues, forums, blogs, progress reports, guides to organizations in various countries, art created by members, and newsletters and magazines.

[espn.go.com](http://espn.go.com)

ESPN's web site includes news on sporting events, current sports scores, advertisements, magazines, rankings, video clips, columns, corporate information, and an invitation to viewers to submit their sports home videos.

<http://home.disney.go.com/index>

Disney Online includes video clips from the latest Walt Disney Co. movies; pages for different age groups; games; advertisements for Disney resorts, parks, and cruises; information on live events; and links to shopping and corporate pages.

[www.crtc.gc.ca](http://www.crtc.gc.ca)

The web site of the Canadian Radio-television and Telecommunications Commission offers information about CRTC activities, including the complaint process and information for consumers.

## 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 Reproducible 1.3.3, Effects of Technology on Cultural Diversity

## PRIOR LEARNING

Students will draw on their knowledge of media convergence and concentration, concepts that were introduced in Chapter 2.

## TEACHING AND LEARNING STRATEGIES

1. On the chalkboard, write the terms “media concentration,” “media convergence,” “diversity,” and “media cross-ownership.” Remind students that they read about all these ideas, except media cross-ownership, in Chapter 2. Encourage students to create working definitions of each term and explain that media cross-ownership is a synonym for media convergence. You may wish to encourage students to check their definitions against those in the glossary.
2. Distribute Reproducible 1.3.3, Effects of Technology on Cultural Diversity. Point out the continuum under the label “My First Impression” and ask students to recall their previous learning about this topic. Tell them to place an X on the continuum at the place that best represents their judgment about whether media convergence has a positive or negative effect on cultural diversity. Tell them to record reasons for their judgment, then encourage volunteers to share their judgments and their reasons for making them.
3. Display an overhead transparency or presentation slide of Figure 3-9 (p. 73, *Exploring Globalization*). With students, read the caption and encourage them to respond to the questions.  
With students, return to the reproducible and draw their attention to the label “My Second Impression.” Ask them to mark an X on this continuum and record their reasons for doing so. Encourage volunteers to explain whether they placed their X at the same location as they did for their first impression — and why.
4. Instruct students to read pages 72 and 73 of *Exploring Globalization* as far as the heading “Al-Jazeera in North America.” Then tell them to take another look at Figure 3-9 (p. 73). Review the ideas and questions posed in the caption.  
With students, return to the reproducible and draw their attention to the label “My Third Impression.” Tell them to mark an X on this continuum and record their reasons for doing so. Again, encourage volunteers to explain why their thinking did — or did not — shift.
5. With students, read the section titled “Al-Jazeera in North America” (p. 73, *Exploring Globalization*), including “Voices” and “FYI.” Discuss possible responses to the question posed by Tony Burman: At a time when issues in the Middle East, Iran, and Iraq are defining our world, why wouldn't Al-Jazeera be available on our television sets in Canada and the United States?  
**Note:** When discussing these issues, take care to avoid stereotyping of Muslims, Arabs, and other peoples of the Middle East.  
Return to the reproducible and ask students to complete the part under the label “My Fourth Impression.” Then follow up as you did for the first three impressions.
6. Instruct students to read pages 74 and 75 of *Exploring Globalization* but to skip “Points of View.” When students finish reading, direct their attention to the fifth label on the reproducible and

follow the same process. Tell students that this concludes the activity in “Reflect and Respond” (p. 75, *Exploring Globalization*).

Then ask students whether — and how much — the concept of techno-isolation affected their thinking about the effects of technology on cultural diversity. If students seem interested in this concept — and there is still time in this lesson — you might want to organize a quick tag debate (see page 65) on this topic.

7. Tell students to read “Points of View” (p. 74, *Exploring Globalization*), then complete the activity outlined in Question 1 of “Explorations.” Ask volunteers to read their summary and discuss their ideas with the class.
8. Remind students of the challenge for this related issue (pp. 16–17, *Exploring Globalization*). Ask them to consider whether — and how — ideas they encountered in today’s lesson could be useful in their presentations. Jot their suggestions on the chalkboard or a sheet of chart paper and give students time to add to their notes.

## **DIFFERENTIATING INSTRUCTION**

1. Encourage students to prepare a brief presentation on the messages they perceive in the products of the various media owned by the Walt Disney Co., such as movies, TV shows, and advertising.
2. The Canadian Radio-television and Telecommunications Commission monitors developments in both communication technology and media ownership. Encourage students to visit the CRTC web site (see “Additional Resources”) to find out more about what this organization is monitoring. Instruct students to conduct research into one of the issues. Remind students of the basic rules of respect and responsibility, then ask them to create an editorial cartoon on the issue they researched.
3. Struggling readers could be paired with a more proficient partner for the readings in this lesson and then work together to complete the activities. Be particularly careful that the partners for the first “Explorations” activity (p. 74, *Exploring Globalization*) are well matched and that one is a fairly good writer.

## LESSON 12

### HOW IS IDENTITY AFFECTED BY MEDIA COVERAGE OF WORLD EVENTS?

#### FOCUS ON SKILLS: ASSESSING THE AUTHORITY AND VALIDITY OF INTERNET INFORMATION

By focusing on a series of key events — the assassination of John F. Kennedy; September 11, 2001; the Live 8 concerts; and the 2004 Asian tsunami — this lesson explores how contemporary media coverage can affect identity. The skill focus guides students through an exercise in assessing information taken from the Internet.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How is identity affected by media coverage of world events?

#### GETTING READY

Photocopy reproducible.

- Reproducible I, Assessing the Authority and Validity of Internet Information

Visit Snopes.com or a similar web site to find an urban legend that will appeal to students. Be prepared to tell this story to the class.

If possible, book time in the computer lab or ensure that students have access to computers with Internet connections.

Create an overhead transparency or presentation slide of Figure 3-16 (p. 81, *Exploring Globalization*).

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

Collect the front page of newspapers or print the opening page of the web site of various news outlets (e.g., the CBC, *Calgary Herald*, *Edmonton Journal*, *Globe and Mail*).

#### RESOURCES

*Exploring Globalization*, pages 76–81

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca) — to find out whether new resources have been posted to the site.

[www.snopes.com](http://www.snopes.com)

This web site is one of many devoted to debunking urban legends or myths.

[www.media-awareness.ca/english/index.cfm](http://www.media-awareness.ca/english/index.cfm)

The Media Awareness Network is a Canadian non-profit organization that promotes media education and Internet literacy. The site includes online lessons on television news and newscasts.

[www.makepovertyhistory.org](http://www.makepovertyhistory.org)

The official web site of Make Poverty History includes links to the organizations that are partners in the campaign, recommendations for action, videos, photographs, news releases, and teaching resources.

[http://news.bbc.co.uk/1/hi/school\\_report/6180944.stm](http://news.bbc.co.uk/1/hi/school_report/6180944.stm)

This BBC web site includes a section titled “Script-Writing Tips and Real Examples,” as well as templates, a description of the process, samples from BBC radio news, and links to lessons on how to find, write, and assemble the news. This site may be useful as students complete the activity in “Reflect and Respond” (p. 81, *Exploring Globalization*).

[www.ifrc.org/publicat/wdr2005/chapter6.asp](http://www.ifrc.org/publicat/wdr2005/chapter6.asp)

*World Disasters Report 2005: Focus on Information in Disasters* was prepared by the International Federation of Red Cross and Red Crescent Societies. The chapter at this site is about humanitarian media coverage in the digital age.

[www.projectcensored.org](http://www.projectcensored.org)

Project Censored produces an annual list of “spiked” news stories. Note that this site includes a large amount of advertising.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in group activities
- completing the reproducible

You may also wish to summatively assess the reproducible and the script or cartoon students will create in response to “Reflect and Respond.” If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

## PRIOR LEARNING

Students will draw on their previous knowledge of contemporary media technology, as well as the role of APTN in affirming and promoting the identity of Aboriginal peoples.

## TEACHING AND LEARNING STRATEGIES

1. With students, recall a recent worldwide media event (e.g., the Olympics, the World Cup of Soccer, an international concert featuring celebrities supporting a cause). Encourage students to discuss what made the event so special by asking questions such as
  - What technologies enabled people around the world to watch this event at the same time?
  - How did you find out about the event? What role did the media play in publicizing it?
  - Did you watch the event on TV or the Internet? If so, why? If not, why not?
  - Did this event affect your identity? If so, how? If not, why not?
2. Draw students’ attention to the IQ — How is identity affected by media coverage of world events? — on page 76 of *Exploring Globalization*. Explain that the blanket media coverage that is familiar today was not always common and that one of the first events to receive this kind of intense coverage was the 1963 assassination of American president John F. Kennedy. Instruct students to read as far as the section titled “September 11, 2001 — The World Watches.” Explain that Americans were not the only ones who watched the coverage and encourage students to respond orally to the question that concludes the second-last paragraph of the section: Why do you suppose so many people gathered in front of TV sets that weekend? Ask students if they think they would have watched the media coverage.

3. Explain that the September 11, 2001, attacks on the World Trade Center in New York City also sparked intense media coverage. Instruct students to read the section titled “September 11, 2001 — The World Watches” (pp. 76–77, *Exploring Globalization*), including the section titled “The World Responds” (p. 77). Ask students to think about what they have learned so far about changes in communication technology — and how these changes have affected media coverage of events. How was the coverage of September 11, 2001, different from the coverage of the Kennedy assassination?

Draw students’ attention to Figure 3-13 and discuss answers to the questions in the caption. Ask students whether they believe that including this photograph in *Exploring Globalization* is appropriate. What feelings does the photograph inspire? Does the photo affect the way they view what happened on September 11?

4. With students, read aloud the section titled “Dealing with the Backlash” (p. 77, *Exploring Globalization*) as far as the activity icon. You might, for example, encourage volunteers to take turns reading passages aloud.

With students, examine the activity icon and encourage them to respond orally to the questions. Ask them whether — and how — they think media coverage of the events of September 11 influenced the treatment of Maher Arar.

5. Relate the urban legend you chose from Snopes.com or a similar web site to the class. Afterwards, explain that your story is an example of an urban legend — and discuss why these legends circulate so widely and fool so many people.

Draw students’ attention to “Focus on Skills: Assessing the Authority and Validity of Internet Information” (pp. 78–79, *Exploring Globalization*). Ask students to draw from their own experience to suggest reasons why assessing Internet information is important. Ask, for example, whether they or anyone they know has ever been fooled by an urban legend or false information taken from the Internet.

Distribute Reproducible I, Assessing the Authority and Validity of Internet Information, and explain that this reproducible will help students complete the steps in the skill focus. You may wish to suggest that students work in pairs or small groups.

When students complete the reproducible, encourage volunteers to share their responses and discuss these with the class. Provide time for students to revise their responses in keeping with the ideas raised during the discussion.

**Note:** If you do not have access to computers in your classroom or to a computer lab, you may assign Step 3 for homework — or simply skip it. Completing Steps 1 and 2 will provide students with a solid foundation for this skill.

6. Recall the worldwide media event you identified at the beginning of the lesson and ask students to suggest ways media coverage of this event is similar to and different from the coverage of the Kennedy assassination and the attacks on the World Trade Center. Students may suggest, for example, that the Kennedy assassination and the attacks on the World Trade Center took place in the United States, while the media event discussed earlier took place elsewhere. They may also focus on the qualities of these events, distinguishing between coverage of tragedies and of events with more positive outcomes.
7. Instruct students to read the section titled “Make Poverty History and Live 8” (p. 80, *Exploring Globalization*), including the section titled “Missing Voices.” With students, discuss the activity icon and organize a think-pair-share activity (see p. 61) to help them respond to the questions.

8. Instruct students to read the section titled “Stories That Are Told — and Those That Are Not” (p. 81, *Exploring Globalization*), including the section titled “Untold Stories.” When students finish reading, ask a volunteer to read aloud “Voices,” then display an overhead transparency or presentation slide of Figure 3-16.

With students, read the caption of the cartoon and encourage them to respond to the questions. Ask students how this cartoon connects to the material they have just read. Note that the cartoon was created in 2004 and ask them whether its message remains relevant today.

9. Write this cliché on the chalkboard: If it bleeds, it leads. Explain that this saying is often used to describe how news editors, both print and broadcast, choose stories to “lead” their coverage. Discuss the meaning of the cliché.

Divide students into small groups and distribute copies of the front page of newspapers or copies of the opening page of news outlet web sites — or both — to each group. Instruct the groups to examine the pages and decide whether they illustrate the cliché.

Ask each group to choose a member to report the group’s findings to the class. Then, with the class, discuss how these findings might affect their identity. Though students’ responses will vary widely, they may suggest that the news coverage makes them more fearful, that it encourages them to think more carefully about issues, or that it gives them more confidence in media coverage.

10. Draw students’ attention to “Reflect and Respond” (p. 81, *Exploring Globalization*).

**Note:** Before assigning the activities related to “Reflect and Respond,” remind students who choose to create a cartoon to be sensitive to stereotyping and to use respectful language, behaviour, and attitudes.

Guide students through the activity. Refer students who choose to create a script to the BBC web site listed in “Additional Resources.”

## **DIFFERENTIATING INSTRUCTION**

1. The activities for this lesson suggest grouping students in various ways. You may wish to organize the group activities to meet the needs of various students. In addition, some students may prefer to work on their own.
2. Encourage interested students to explore the Web Connection on page 77 or page 80 of *Exploring Globalization*. Ask them to report their findings to the class.

## LESSON 13

### HOW IS DIVERSITY AFFECTED BY THE DOMINANCE OF AMERICAN MEDIA?

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

Students will explore how pop culture — and American dominance of pop culture — affects identity and cultural diversity.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How is diversity affected by the dominance of American media?

#### GETTING READY

Photocopy reproducible.

- Reproducible 1.3.4, My Favourites

Create an overhead transparency or presentation slide of Figure 3-19 (p. 83, *Exploring Globalization*).

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

If possible, set up a computer with an Internet Connection.

Gather a selection of manga books.

You may also wish to prepare clips from *Sesame Street*, especially if your class includes students who are likely to be unfamiliar with this TV show.

#### RESOURCES

*Exploring Globalization*, pages 82–87

#### ADDITIONAL RESOURCES

[www.sesameworkshop.org/sesamestreet](http://www.sesameworkshop.org/sesamestreet)

The Sesame Street web site includes a section with new updates about the series.

[www.koyagi.com/Terminology.html](http://www.koyagi.com/Terminology.html)

This web site lists terms that are popular in the world of anime and manga.

#### ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- completing Reproducible 1.3.4, My Favourites
- completing the end-of-chapter activities

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

## PRIOR LEARNING

Students will draw on their previous knowledge of transnational corporations, communication technology, and the media, as well as their own experience.

## TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency of Figure 3-19 (p. 83, *Exploring Globalization*). Ask students to identify the TV character who appears in this photograph — and discuss whether they watched *Sesame Street* on TV when they were younger. Ask whether they know where this TV show originated and explain that it included segments developed specifically for the Canadian market.

Explore the *Sesame Street* phenomenon by asking students questions like the following:

- Who was your favourite character? Why?
- Why do you think this show was so popular?
- What values did *Sesame Street* promote? Was this promotion effective?

### More to the Story

*Sesame Street* is one of the longest-running American TV shows in history. As of 2007, more than 4100 episodes had been produced and the show had won more than 100 Emmy Awards, easily surpassing the record of any other TV series. Every week, an estimated eight million American viewers watch the program.

2. Distribute Reproducible 1.3.4, My Favourites, and instruct students to fill in their favourites and, if possible, to identify their country of origin. Students may need help with this identification, so allow them to consult you and one another. If you are able to set up a computer with an Internet connection, students may use a search engine to confirm that they have correctly identified the country of origin.

When students finish filling in the reproducible, encourage volunteers to share what they have recorded and discuss whether the country of origin they identified reveals a trend or pattern. Though students' choices will vary, the United States is likely to rank near the top of the countries identified.

3. Write this question on the chalkboard: Does the dominance of American media exert a positive or negative influence on diversity? Then instruct students to read pages 82 and 83 of *Exploring Globalization*. Tell them to jot notes as they read, because when they finish reading, they will participate in a debate on this question.

When students finish reading, organize a continuum debate (see p. 65). During the debate, pause occasionally to encourage students to explain why the arguments they heard did — or did not — persuade them to change their position.

4. Instruct students to read pages 84 and 85 of *Exploring Globalization* as far as “Ideas.” Draw their attention to the activity icon on page 84 and encourage them to respond to it.
5. With students, examine the question in “Ideas.” Invite volunteers to read aloud the opinions expressed by Katerina, Deven, and Gord, then discuss students' responses to the questions in “Your Turn.”
6. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 86–87 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.

7. Draw students' attention to "Think about Your Challenge" on page 87 of *Exploring Globalization*. Remind students of the challenge they are preparing (pp. 16–17, *Exploring Globalization*). Ask volunteers to offer ideas discussed during today's lesson and to suggest how they might be useful in their presentations. Then give students time to update the notes they are keeping.

## DIFFERENTIATING INSTRUCTION

1. Students who are unfamiliar with *Sesame Street* may benefit from watching clips from this TV show. And those who are unfamiliar with anime and manga may benefit from browsing through the books you have collected.
2. Rather than participating in the continuum debate, some students may prefer to listen to the debate and record their arguments and conclusions in writing.
3. When assigning end-of-chapter activities, consider students' learning styles and match the activities to these. A student who learns by responding to images, for example, might enjoy making the poster described in Activity 1.

## POSSIBLE ANSWERS TO "THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . ."

(pp. 86–87, *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 in-chapter and end-of-chapter activities, students should not be expected to complete every activity in "Think . . . Participate . . . Research . . . Communicate . . ."

### Answers

1. Students' posters may depict some of the following rights and responsibilities:

The right to

- have a cellphone available at all times
- use a cellphone to respond to urgent messages
- use a cellphone in emergencies

The responsibility to

- use a cellphone wisely (e.g., by ensuring that the ringer is turned off when appropriate and by speaking quietly in public spaces)
- use a cellphone safely (e.g., avoiding use in situations, such as driving, when concentration is required)

2. Because students are free to select the news story, their responses to this activity will vary. Students' list of people who had a hand in shaping the report may include the people interviewed, the reporter, the news editor, the photographer, the photo editor, and the shareholders in or owner(s) of the news medium. Ensure that students' rewrites reflect the point of view of the person they selected.

When responding to the final questions, some students may suggest that news reporting guides their assessment of what is — and is not — important. It may also help shape their values and worldview, which are closely linked to identity.

3. Students' completed charts should contain an assessment of five messages. Their assessments may be similar to the one included as an example on page 86 of *Exploring Globalization*.
4. Though students' responses will vary, they may include the following:
  - a) Words and phrases students select may include "quiet," "cry," "cold," "pink with shame," "dust of concrete hopes exploded," "dust of promises of youth," "tastes bad," and "lost my appetite." Students are likely to suggest that Zara Houshmand feels sad, depressed, or hopeless — and as if she no longer belongs.
  - b) Students are likely to suggest that the dust represents hopelessness or hopes and dreams that have dried up and blown away.
  - c) Students are likely to suggest that this metaphor crystallizes Houshmand's feelings of alienation from the American way of life.
  - d) Students may suggest that the waitress's smile reflects hope and acceptance, but that Houshmand is unable to respond to this.

## LESSON 14

### CHAPTER 4 OPENER

## HOW DO PEOPLE AFFIRM AND PROMOTE THEIR LANGUAGE IN A GLOBALIZING WORLD?

Students will be introduced to the chapter issue and to some of the challenges faced by languages in a globalizing world, such as how languages become endangered and the consequences of losing a language.

**ESTIMATED TIME:** 75 minutes

### CHAPTER-ISSUE QUESTION

To what extent can people respond to globalizing forces that affect identity?

### INQUIRY QUESTION

How do people affirm and promote their language in a globalizing world?

### GETTING READY

Photocopy reproducibles.

- Reproducible 1.4.1, More to the Story — Endangered Languages
- Reproducible 1.4.2, A Common Language (optional)

Create an overhead transparency or presentation slide of Figure 4-3 (p. 90, *Exploring Globalization*).

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

### RESOURCES

*Exploring Globalization*, pages 88–93

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca) — to find out whether new resources have been posted to the site.

[www12.statcan.ca/english/census01/products/analytic/companion/lang/contents.cfm](http://www12.statcan.ca/english/census01/products/analytic/companion/lang/contents.cfm)  
Statistics Canada has produced a profile of languages in Canada based on the 2001 census.

[http://portal.unesco.org/culture/en/ev.php-URL\\_ID=8270&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/culture/en/ev.php-URL_ID=8270&URL_DO=DO_TOPIC&URL_SECTION=201.html)

UNESCO's Endangered Languages site includes links to a 2006 special issue on endangered languages in *The Intangible Heritage Messenger* and the *Interactive Atlas of the World's Languages in Danger of Disappearing*.

[www.ethnologue.com](http://www.ethnologue.com)

"Ethnologue: Languages of the World" is a comprehensive research study focusing on unwritten languages and sponsored by the Summer Institute of Linguistics, a research organization that is a consultant for UNESCO.

Nettle, Daniel, and Suzanne Romaine. *Vanishing Voices: The Extinction of the World's Languages*. Oxford University Press, 2000.

This book explores the importance of minority and Indigenous languages and cultures.

Ostler, Nicholas. *Empires of the Word: A Language History of the World*. HarperCollins, 2005. Some of the concepts explored in this book are difficult, so it may be more useful for you than for students.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions
- taking notes as required

## PRIOR LEARNING

This lesson builds on students' explorations of how the forces of globalization shape linguistic and cultural identity.

## TEACHING AND LEARNING STRATEGIES

1. With students, examine the chapter title and the chapter-issue question — To what extent can people respond to globalizing forces that affect identity? (pp. 88–89, *Exploring Globalization*). Encourage students to predict what topics are likely to be covered in this chapter and record their predictions on the chalkboard.

Instruct students to read the introduction (p. 89, *Exploring Globalization*) and to answer the questions about Figure 4-1 (p. 88). Students are likely to express various interpretations of the visuals. Students may suggest, for example, that all the people portrayed — as part of a Chinese dragon, as band members, and as chuckwagon racers — are affirming their cultural identity. For traditions that are part of Alberta's cultural heritage, students may suggest the Calgary Stampede and parade or the celebrations that people from China have brought from their homeland — and these are all part of the same celebration.

### Vocabulary Tip

The words "stampede" and "rodeo" are Mexican-Spanish words that have been adopted into English — and are themselves examples of people sharing cultures. "Stampede" means "a sudden rush of frightened animals or people." "Rodeo" originally meant "to surround." Today, it means an event where competitors show their skills in roping and riding.

Ask volunteers to note on the chalkboard other celebrations that help people affirm their identity and culture in a globalizing world. Draw students' attention to "My Point of View on Globalization" and encourage them to record in the notes they are keeping the celebrations that are most significant to them. Remind students to continue to add to their notes as they proceed through the chapter.

2. With students, read the IQ — How do people affirm and promote their language in a globalizing world? — and the opening section as far as the heading "Differing Views." (p. 90, *Exploring Globalization*). Divide students into small groups and instruct students to work as a group to respond to the activity icon on page 90. Encourage students to collect a range of activities and language interactions from group members. Then ask volunteers from the groups to list activities and interactions. Note their responses on the chalkboard.

Ask what aspects of students' identities are indicated by the activities and interactions listed on the chalkboard (e.g., a student who is a big sister may have talked to her younger sibling at

breakfast). What aspects of shared culture are indicated by the activities and interactions (e.g., what a student and a friend talked about while they were walking to school)? On the chalkboard, note students' responses beside the relevant activities and interactions.

Ask students to respond to the questions in the final paragraph of this section. Encourage students to predict the trends into the future. Tell students that they will learn more about predicting trends like this in the skill focus in the next lesson.

3. Display an overhead transparency or presentation slide of Figure 4-3 (p. 90, *Exploring Globalization*). Ask students what is happening in the photograph. How, for example, are the children being taught? Why is the teacher using this method? Why is it important that she is speaking Inuktitut? What elements of Inuit identity and culture does this photo show? How is Rhoda Ungalaq affirming and promoting the language and culture of her people?
4. Read aloud the section titled "Differing Views" (p. 90, *Exploring Globalization*), as well as "Voices" on this page and the next. Ask students to discuss the following questions in their groups:
  - Do these additional materials present you with further insights into Figure 4-3?
  - With this new information, would you change any of the aspects of identity you suggested in response to the activity icon on page 90?

You may continue this discussion by asking students what it means to them to be educated in their own language. How would they react if a government were to order all classes to be taught in a different language? How would a change like this affect students' individual and collective identities?

5. Instruct students to read the sections titled "Endangered Languages" and "Why Languages Disappear" (p. 91, *Exploring Globalization*).

#### **More to the Story**

The Caucasus region divides Europe and Asia and has been a battleground for centuries. Parts of the region have at various times been conquered by Alexander the Great and by Genghis Khan, become part of the Persian and Arabic empires, and been ruled by Turkey. For most of the past 150 years, the region has been ruled by Russia, and during that time, Russian became the dominant language in government, business, and education.

Ask students how the history of the Caucasus region might have contributed to the death of the Ubykh language. Then ask how the dominance of English in government, business, and education in British Columbia might have contributed to the endangerment of Nuuc'aanu.

As students discuss factors that cause languages to disappear, encourage them to think about how these factors are connected to globalization. Ask students what challenges people face in affirming and promoting their languages in the face of various forces of globalization.

6. Draw students' attention to the activity icon on page 91 of *Exploring Globalization*. Suggest that students may wish to revisit the list of language interactions they noted in response to the activity icon on page 90, then ask how students think they would be affected if they could speak their language with only a few people. What would they do? What would they lose? What if movies, television programs, songs, newspapers — even the signs on billboards and in stores — were not in their language?

Instruct students to examine the world map in Figure 4-4 (p. 91, *Exploring Globalization*). Ask students how they think the geographic location of Vancouver Island and the Caucasus may have contributed to the endangerment of languages in those places. What physical characteristics may have contributed to placing the languages at risk? What historical and political circumstances may have played a part?

7. Instruct students to read the sections titled “Dominance of English” and “Magic Carpet” (pp. 92–93, *Exploring Globalization*). Encourage students to jot notes, as they read, about how these sections contribute to an understanding of the chapter question — To what extent can people respond to globalizing forces that affect identity?
8. Draw students’ attention to “Reflect and Respond” (p. 93, *Exploring Globalization*). Discuss with the class how Mitali Perkins’s story illustrates the statement in the first activity. Students may suggest that her story illustrates that the loss of a language also means losing the worlds of imagination created by stories told or written in that language. People also lose their connection with the culture that is part of those stories.

Then divide the class into groups and distribute Reproducible 1.4.1, *More to the Story — Endangered Languages*. Instruct the groups to use this reproducible as a resource to help them complete the second activity in “Reflect and Respond.” Students may suggest immigration and the dominance of a ruling power’s language as reasons languages have been lost. As positive steps that people can take to affirm their language, students may suggest using minority languages at home and at school, and lobbying for change in how schools, businesses, and governments use dominant languages.
9. Return to the predictions students made at the beginning of this lesson and discuss their accuracy so far.
10. Remind students of the challenge for this related issue (pp. 16–17, *Exploring Globalization*) and encourage volunteers to suggest aspects of this lesson that might be useful in their presentation. Give students time to add to the notes they are keeping as they progress through the related issue.

## **DIFFERENTIATING INSTRUCTION**

1. When completing the readings involved in this lesson, some students may benefit from working with a partner who is a proficient reader. The two might read aloud the sections together, with the proficient reader taking the lead.
2. Students may wish to explore the connection between cultural identity and folk stories like those told by Mitali Perkins’s father. Ask students to bring in a storybook for children. Divide students into groups of three and instruct the groups to compare the stories by asking the following questions:
  - Are the stories in their original form or have they been “retold”?
  - Are the stories in their original language or have they been translated?
  - What aspects of cultural heritage do the stories communicate?
  - What values and attitudes do the stories portray?
3. For students who wish to explore the disappearance of languages, distribute Reproducible 1.4.2, *A Common Language*. Divide students into small groups and ask the groups to list some of the benefits — and losses — to the world if everyone spoke the same language.

## LESSON 15

### FOCUS ON SKILLS: PREDICTING LIKELY OUTCOMES HOW DO PEOPLE AFFIRM AND PROMOTE THEIR CULTURE IN A GLOBALIZING WORLD?

#### IMPACT: LADAKH — RESPONDING TO GLOBALIZATION

The skill focus that opens this lesson provides students with a series of steps to follow when predicting likely outcomes for issues. Students will also continue to explore ways that people affirm and promote their culture in a globalizing world. Students will take a position on returning Aboriginal artifacts to the people who created them, explore how architecture promotes culture, decide how various Ladakhi stakeholders are likely to respond to globalization, and create a virtual museum to celebrate their own culture.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How do people affirm and promote their culture in a globalizing world?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.4.3, Predicting Likely Outcomes: Endangered Languages
- Reproducible 1.4.4, Should Museums Return Aboriginal Artifacts to the People Who Originally Created and Used Them?

Create an overhead transparency or presentation slide of Figure 4-9 (p. 97, *Exploring Globalization*).

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

Prepare sheets of chart paper labelled “Deven,” “Gord,” and “Katerina.”

#### RESOURCES

*Exploring Globalization*, pages 94–100

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca) — to find out whether new resources have been posted to the site.

[www.isec.org.uk/pages/ladakh.html](http://www.isec.org.uk/pages/ladakh.html)

“The Ladakh Project: Counter-Development on the Tibetan Plateau” is a web page produced by the International Society for Ecology and Culture, a British non-profit organization.

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/ukrainian\\_heritage\\_village/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/ukrainian_heritage_village/index.asp)

The web site of the Ukrainian Cultural Heritage Village includes virtual tours of the village and some of the buildings. The site is sponsored by Tourism, Parks, Recreation and Culture Alberta and includes links to other museums and historic sites in the province.

[www.glenbow.org/blackfoot](http://www.glenbow.org/blackfoot)

“Niitsitapiisini: Our Way of Life” is a virtual museum maintained by the Glenbow Museum in Calgary, Alberta. The Glenbow is one of the largest museums in Canada, with more than a million artifacts and 28 000 works of art.

[www.kitikmeotheritage.ca](http://www.kitikmeotheritage.ca)

The Kitikmeot Heritage Society seeks to preserve, promote, and celebrate the history, culture, language, and diversity of the people of the Kitikmeot region of Nunavut. The society’s web site includes exhibits, oral histories, stories, traditions, and explanations of how artifacts were made and used.

[www.virtualmuseum.ca/Exhibitions/Ceilidh/index\\_splash\\_en.html](http://www.virtualmuseum.ca/Exhibitions/Ceilidh/index_splash_en.html)

The “Cape Breton Céilidh” is a virtual museum celebrating Gaelic culture. Sponsored by the Nova Scotia Highland Village Society and the Department of Canadian Heritage, the site includes samples of storytelling, songs, music, and dance traditions, as well as classroom lessons.

*Totem: The Return of the G’psgolo Pole*. National Film Board (2003, 70 minutes).

This film tells the story of the successful efforts of northwest British Columbia’s Haisla people to have their treasured pole returned to them.

*Kainayssini Imanistaiwiwa: The People Go On*. National Film Board (2003, 70 minutes).

This film documents the struggle of Alberta’s Kainai people to reclaim cultural artifacts taken away during the 19th and early 20th centuries.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions
- giving an oral presentation
- completing the reproducibles

## PRIOR LEARNING

Students will draw on their previous explorations of how people express their individual and collective identity.

## TEACHING AND LEARNING STRATEGIES

**Note:** Activities in this lesson may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class the basics of respectful language, behaviour, and attitudes. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This will enable you to become more aware of students’ concerns and enable students to share with you privately any discomfort they may feel.

1. With students, read the introduction to “Focus on Skills: Predicting Likely Outcomes” (p. 94, *Exploring Globalization*). Discuss with students their initial responses to the question: How successful will efforts to save the world’s endangered languages be? Briefly review what students learned in “Focus on Skills: Developing an Informed Position” (pp. 34–35, *Exploring Globalization*) and ask students how they would develop an informed position about this question.

Instruct students to choose a partner — or assign partners. Tell the pairs to complete Step 1 of the skill focus, jotting notes about their knowledge, experience, and points of view about the question they will be responding to.

2. Ask students to discuss Step 2 of the skill focus — establishing the criteria they will use for judging whether efforts to save endangered languages will be successful. Note students' suggested criteria on the chalkboard. Read aloud the research tip on page 94 and encourage students to review their own criteria to see if they wish to make changes.
3. Distribute Reproducible 1.4.3, Predicting Likely Outcomes: Endangered Languages. Instruct students to use this point-proof-comment organizer to complete Steps 3 and 4 of the skill focus.
4. Remind students that their paragraphs for "Summing Up" (p. 95, *Exploring Globalization*) don't need to state what *will* happen. Their goal is to state what they think is *likely* to happen, based on evidence they've collected from the three sources on page 95 and other aspects of the issue covered in this chapter.

Students may use the same evidence to draw quite different conclusions. If students predict, for example, that efforts to save endangered languages are not likely to be successful, they may support this prediction with the statistics compiled by the Worldwatch Institute (Source 1) and Statistics Canada (Source 2, Figure 4-7). If students predict that efforts to save endangered languages may succeed, they may cite the growth of Hebrew in Israel and the fact that organizations like Worldwatch and Statistics Canada are starting to pay attention to the problem of endangered languages.

5. Draw students' attention to the IQ — How do people affirm and promote their culture in a globalizing world? (p. 96, *Exploring Globalization*). With students, read the quotation in "Voices." Ask students what they think Gwynne Dyer meant when he said that all cultures are "being fed into an industrial-strength blender." Ask students whether his comment illustrates a dimension of the IQ on this page.

Then instruct students to read page 96 and to note examples of people affirming their cultures. Ask volunteers whether their reading has changed their point of view on Dyer's remarks. Do students agree with him? Why? Do they disagree? Why?

6. Tell students to read the section titled "Cultural Revitalization — Challenges and Opportunities." While they are reading, write on the chalkboard: "This building . . . was conceived of and designed specifically to give a voice and a recognizable symbol to the First Nations University, as well as all native peoples of Saskatchewan. It is a source of pride — bricks and mortar signifying the realization of their endeavours and achievements."

Display an overhead transparency or presentation slide of Figure 4-9 (p. 97, *Exploring Globalization*) and direct students' attention to the words on the chalkboard. Ask the following questions to guide a discussion of Douglas Cardinal's goals and whether he has achieved them:

- What elements of affirming a culture are evident in the building's exterior and interior?
- How can creating institutions like the First Nations University of Canada give people a voice?
- How does a creation like this show people promoting and affirming their culture?

7. Distribute copies of Reproducible 1.4.3, Should Museums Return Aboriginal Artifacts to the People Who Originally Created and Used Them? Instruct students to use the reproducible to summarize Deven's, Gord's, and Katerina's points of view on this question (see "Ideas," p. 97, *Exploring Globalization*). Suggest that students make point-form notes in the appropriate column of the reproducible.

When students have finished making notes, post sheets of chart paper labelled “Deven,” “Gord,” and “Katerina” in three corners of the classroom. Tell students to go to the corner marked with the name of the “Ideas” student whose view most closely matches their own. Encourage the group of students in each corner to compare notes about why they chose their location. Then invite anyone who has another point of view on the question to make a case for a fourth choice. If students decide that this fourth choice is valid, they can form a new group in the fourth corner.

Tell the groups to decide on a spokesperson to explain the group’s position. Students can then change their corner if they are convinced by other students’ arguments.

As a follow-up, you may wish to suggest that students write a personal response paragraph summarizing their response to the questions in “Your Turn.”

8. Draw students’ attention to Figure 4-11 (p. 99, *Exploring Globalization*). Ask students how building a highway into a remote community might change the lives of the people who live there. How could a highway like this spark challenges to a people’s cultural identity?
9. Instruct students to choose a partner — or assign partners. Instruct students to work with their partner to read “Ladakh — Responding to Globalization” (pp. 98–99, *Exploring Globalization*) and to take point-form notes about the Ladakhi stakeholders who are affected by globalization and who wish to affirm and promote their culture. You might provide an example, such as Dalma Tsering and the Women’s Alliance of Ladakh, who want Ladakhis to preserve and respect their culture and to teach others about it.

When students have completed their reading and notes, instruct the pairs to compare their notes and revise them if necessary. Tell students that this completes the first activity in “Explorations” (p. 99, *Exploring Globalization*).

Then instruct each pair of students to join another pair. Tell them that each group of four will represent one of the stakeholder groups (e.g., teenagers, farm women, parents, outside tourism operators, or local guides) and will make a brief joint oral presentation in response to the second activity in “Explorations.”

Students’ responses will vary. A Ladakhi teenager, for example, could be very interested in the outside world and its cultures or in preserving traditional Ladakhi culture in the face of outside influences — or the teenager could attempt to balance the challenges and opportunities. The main interest of a Ladakhi farm woman could be in selling to outside markets, or she could be interested in developing the kind of markets that would encourage an appreciation of Ladakhi culture. A Ladakhi mother or father could be interested in balancing the maintenance of traditional culture with hopes for more opportunities for their children. For the additional stakeholder of their choice, students might suggest a pharmaceutical company that is interested in working with the Ladakhi to market their medicinal plants to North America and Europe.

10. Instruct students to read the section titled “Akaitapiiwa: Ancestors Exhibit” (p. 100, *Exploring Globalization*). Draw students’ attention to Figure 4-12 (p. 100) and ask them to suggest ways in which Myron Beebe is promoting and affirming the culture of his people. Guide students to appreciate the skills, artistry, and knowledge required to erect the teepee. Ask students how they think Beebe learned these skills.

Remind students of the photo of Rhoda Ungalaq (p. 90, *Exploring Globalization*) and of Douglas Cardinal’s design for the First Nations University of Canada (p. 97, *Exploring Globalization*). Ask students how they think these photographs demonstrate people’s responses to the globalizing forces that affect identity.

11. Tell students that a virtual museum is a museum without walls that exists on the World Wide Web. For their contributions in response to “Reflect and Respond” (p. 100, *Exploring Globalization*), students might suggest photographs, stories, diagrams, maps, music, videos, statistical charts, and magazine and newspaper articles. Students should explain how the items they have selected would help others understand the past, present, and future of their people.

### **DIFFERENTIATING INSTRUCTION**

1. The activities in this lesson accommodate a wide range of skills and levels of participation. To move forward in the course, students need not completely finish any of the individual activities. Students whose work is incomplete will still be engaged in reflecting on the inquiry questions.
2. To extend responses to “Reflect and Respond” (p. 100, *Exploring Globalization*), you may suggest that some students conduct further research into virtual museums.
3. To help struggling students, you might work with them to fill in the boxes in Reproducible 1.4.3, Predicting Likely Outcomes: Endangered Languages.

## LESSON 16

### HOW DO GOVERNMENTS AFFIRM AND PROMOTE LANGUAGES AND CULTURES IN A GLOBALIZING WORLD?

Students will explore ways in which government policies affirm and promote languages. Students will analyze a statement from Canada's governor general, brainstorm challenges that arise from official language policies, suggest ways of resolving conflicts among people of various cultures, and discuss the connections between increasing awareness and appreciating diversity.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How do governments affirm and promote languages and cultures in a globalizing world?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.4.5, Conflict and Dialogue
- Reproducible 1.4.6, Nunavut Officials Told to Learn Inuktitut or Iqqanaijaaqajjaagunniqtutit

Create an overhead transparency or presentation slide of Figure 4-15 (p. 102, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 101–103

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca) — to find out whether new resources have been posted to the site.

<http://archives.cbc.ca/300c.asp?id=1-68-1150>

“Ruling the Airwaves: The CRTC and Canadian Content” provides a selection of radio and television clips from CBC Archives on issues and controversies that have arisen as a result of CRTC rulings.

[www.nunatsiaq.com/archives/51021/news/features/51021\\_01.html](http://www.nunatsiaq.com/archives/51021/news/features/51021_01.html)

An October 21, 2005, article from the *Nunatsiaq News*, “Puvirnituq Studio Revives Inuit Art,” about the artists of Puvirnituq, the village in Bobby Kenuajuak's film, *My Village in Nunavik*.

[www.nfb.ca](http://www.nfb.ca)

Its web site offers details on the National Film Board's history and artists, as well as educational resources, video clips, and an extensive catalogue of award-winning documentary and animated films.

[www.crtc.gc.ca/eng/welcome.htm](http://www.crtc.gc.ca/eng/welcome.htm)

The web site of the Canadian Radio-television and Telecommunications Commission.

[www.gg.ca/gg/index\\_e.asp](http://www.gg.ca/gg/index_e.asp)

The Governor General's web site includes a biography, speeches, and personal coat of arms, as well as descriptions of the office's roles and responsibilities and links to the stories of previous governors general.

*My Village in Nunavik*. National Film Board (1999, 47 minutes).

Bobby Kenuajuak and the National Film Board are highlighted in the profile on page 103 of *Exploring Globalization*.

*Images for a Peaceful Planet*. National Film Board (1987, 113 minutes).

A collection of films — many by award-winning documentary and animation teams — about conflict and resolution.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- completing Reproducible 1.4.5, Conflict and Dialogue

## PRIOR LEARNING

Students will draw on their previous learning about diversity, the media, and the dominance of American culture.

## TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the IQ — How do governments affirm and promote languages and cultures in a globalizing world? (p. 101, *Exploring Globalization*). Ask students what they have already learned about how some government policies have affected people around the world. They might recall, for example, that in the Caucasus, Russian became the official language during the 150 years that Russia ruled the region, and this policy contributed to the death of the Ubykh language (p. 91, *Exploring Globalization*).
2. Instruct students to read page 101, including the activity icon. Then draw students' attention to the quotation by Governor General Michaëlle Jean. In response to the activity icon, ask students to interpret the governor general's comments. Guide the discussion by focusing on the words “enriches,” “challenge,” and “dialogue” and the phrases “the strengths of our diversity” and “the clash of cultures.”

### More to the Story

As part of the office's duties, the governor general helps promote Canadian culture and identity. Recent governors general have come from various ethno-cultural backgrounds. Those who preceded Michaëlle Jean include Adrienne Clarkson, who was born in Hong Kong; Roméo LeBlanc, an Acadian who was born in Memramcook, New Brunswick; and Ramon Hnatyshyn, who was born in Saskatchewan and is of Ukrainian descent. The office has established and supported Canadian traditions such as the Stanley Cup and the Grey Cup — both named after former governors general — and the Governor General's Literary Awards.

3. Distribute Reproducible 1.4.5, Conflict and Dialogue. This reproducible presents five challenging situations that students have learned about in Chapter 4, then allows students to note an example from their own community or school. Divide the class into five groups and assign one of the challenging situations to each group. Encourage students to note possible conflicts and to consider how they could use dialogue to resolve these problems and avoid a clash of cultures. Each group can also contribute examples from their school or community. When the

groups have completed their deliberations and notes, ask each group to decide on a spokesperson to report the group's findings to the rest of the class.

4. With students, read Figure 4-13 (p. 101, *Exploring Globalization*). To help students explore some of complexities faced by governments in making decisions about a country's or region's official languages, ask questions like the following:
  - Why does India have 15 official languages?
  - Why isn't English an official language of India?
  - What factors might play a role in the Indian government's decisions about its official languages?
  - Why would the Northwest Territories have official languages belonging to the Dene, Inuit, and Cree language families?
  - What challenges might the number of official languages present to government officials, health care workers, and educators in India? In the Northwest Territories?
5. To help students appreciate the challenges a government faces when it promotes the use of an official language, distribute Reproducible 1.4.6, *Nunavut Officials Told to Learn Inuktitut or Iqqanaijaaqajjaagunniiqtutit*. With students, read this CBC News story from June 7, 2006, pausing to explore the reasons for Premier Paul Okalik's decision and what students think might present problems for Nunavut's senior government staff and officials.
6. Instruct students to read the section titled "Government Roles in Promoting Language and Culture" as far as the heading "Controlling Content" (p. 102, *Exploring Globalization*). Ask volunteers to respond to the question about the effectiveness of language instruction in the Northwest Territories. Ask students whether they think English-language television programs complicate the government's policy of requiring school boards to provide 90 hours of instruction in Aboriginal languages every year.
7. Display an overhead transparency or presentation slide of Figure 4-15 (p. 102, *Exploring Globalization*). Ask students which aspects of Canadian culture Sofia Hou has included in her images of Canada. Remind students that this poster won the 2006 Canada Day Poster Challenge. Ask students why they think the federal Department of Canadian Heritage chose this poster. How does Hou's poster affirm and promote Canadian culture? Then ask students to brainstorm some images of Canada that they might include if they were to create a similar poster.
8. With students, read the section titled "Controlling Content" (p. 102, *Exploring Globalization*). Ask students how successful they think countries like Canada, Australia, China, and Mexico have been in protecting their cultural identities against American culture and the dominance of English. Read aloud the quotation from Anthony DePalma in "Voices" (p. 102). Do students think Canada's battle for "its own cultural territory" is already lost?
9. To complete "Reflect and Respond" (p. 102, *Exploring Globalization*), divide the class into groups. Assign each group an area that produces cultural content. Examples might include the music industry, radio, television, films, newspapers, magazines, and the Internet. Instruct each group to develop three criteria to judge whether a government policy or law has succeeded in affirming and promoting minority languages and cultures in the cultural content produced by the area they've been assigned.

10. Instruct students to read “Bobby Kenuajuaq — Telling his People’s Stories,” (p. 103, *Exploring Globalization*). Encourage students to think about the following questions as they read:

- How might films like *My Village in Nunavik* help increase awareness and appreciation of cultural diversity?
- How might they help decrease ignorance and prejudice?

When students finish reading, ask volunteers to discuss answers they found.

### More to the Story

The National Film Board, which produces award-winning documentaries and animated films, was created by John Grierson — often called the “father of the documentary” — in 1939, at the beginning of World War II. As the board’s first commissioner, Grierson produced patriotic films that served the war effort. Today, the NFB’s mandate is “to produce and distribute distinctive, culturally diverse, challenging, and relevant audiovisual works that provide Canada and the world with a unique Canadian perspective.” Through the years, the NFB has helped countless Canadian filmmakers and animators launch their careers, including Aboriginal filmmakers such as Alanis Obomsawin, Gil Cardinal, and Loretta Todd.

11. Conclude the lesson by reminding students of the presentation they are to complete as the related issue challenge (pp. 16–17, *Exploring Globalization*) and suggest that they review their preliminary plans and notes to decide whether they wish to pursue any of the ideas discussed in this lesson. Ask volunteers to suggest avenues that could be explored further.

## DIFFERENTIATING INSTRUCTION

1. To gain a greater understanding of the National Film Board, students may enjoy watching some NFB short films that are relevant for this lesson. *Images for a Peaceful Planet* (see “Additional Resources”), for example, is a collection of films about conflict and resolution. The films were created by NFB animation and documentary teams, many of whom have won international awards.
2. Some of the activities in this lesson present difficult concepts. To complete Reproducible 1.4.5, Conflict and Dialogue, and “Reflect and Respond” (p. 102, *Exploring Globalization*), for example, be sure to group less proficient students with proficient readers and writers — or work with these students yourself.

## LESSON 17

### HOW DO INTERNATIONAL ORGANIZATIONS AFFIRM AND PROMOTE LANGUAGES AND CULTURES IN A GLOBALIZING WORLD?

Students will explore how some international organizations such as UNESCO, la Francophonie, and the Assembly of First Nations try to affirm and promote languages and cultures. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How do international organizations affirm and promote languages and cultures in a globalizing world?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.4.7, Exploring Masterpieces of Intangible Heritage
- Reproducible 1.4.8, Identity and Cultural Diversity
- Reproducible 1.4.9, Globalization of Products and Brand Names (optional)

#### RESOURCES

*Exploring Globalization*, pages 104–109

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca) — to find out whether new resources have been posted to the site.

[http://portal.unesco.org/culture/en/ev.php-URL\\_ID=2226&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/culture/en/ev.php-URL_ID=2226&URL_DO=DO_TOPIC&URL_SECTION=201.html)

UNESCO's "Proclamation of Masterpieces" explains the program and plans of the Oral and Intangible Heritage of Humanity. The site includes links to a brochure that illustrates and explains the masterpieces.

[www.francophonie.org/index.cfm](http://www.francophonie.org/index.cfm)

[www.dfait-maeci.gc.ca/foreign\\_policy/francophonie/francophonie\\_evolution-en.asp](http://www.dfait-maeci.gc.ca/foreign_policy/francophonie/francophonie_evolution-en.asp)

The web site of l'Organisation internationale de la Francophonie is in French only, but those who do not speak French can find out about it at the site of Foreign Affairs and International Trade Canada.

[www.afn.ca](http://www.afn.ca)

The web site of the Assembly of First Nations contains details about the organization's history, leaders, concerns, policies, goals, and achievements, as well as reports on issues of concern to First Nations communities in Canada and Indigenous people around the world.

<http://unesdoc.unesco.org/images/0013/001345/134556e.pdf>

Includes the full text of *All Different, All Unique* (see p. 107, *Exploring Globalization*).

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- completing individual and group reproducibles
- completing end-of-chapter activities

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

## PRIOR LEARNING

Students will draw on their previous learning about challenges and opportunities for promoting languages and cultures in the face of globalization.

## TEACHING AND LEARNING STRATEGIES

1. With students, read the opening two paragraphs under the IQ — How do international organizations affirm and promote languages and cultures in a globalizing world? (p. 104, *Exploring Globalization*). Remind students of some of the examples of cultural heritage that they have examined so far. These include a television network, APTN (pp. 70–71), films such as *My Village in Nunavik* (p. 103), events such as the Calgary Stampede (pp. 88–89), stories such as Mitali Perkins's "Magic Carpet" (p. 93), web sites such as those of the Métis National Council and the Métis Nation of Alberta (p. 62), and buildings such as the First Nations University of Canada (p. 97). Then ask students what cultural heritage means to them.
2. Discuss the difference in meaning between "tangible" and "intangible," encouraging students to suggest items that are tangible and those that are intangible. Then instruct students to read the section titled "The International Network for Cultural Diversity" (p. 104, *Exploring Globalization*).

When they finish reading, divide the class into groups. Distribute Reproducible 1.4.7, *Exploring Masterpieces of Intangible Heritage*, and tell students to work with their groups to respond to the questions. Circulate to help groups who need support.

### More to the Story

UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage established the following categories for intangible cultural heritage, or living heritage:

- oral traditions and expressions including language as a vehicle of the intangible cultural heritage
- performing arts, such as traditional music, dance, and theatre
- social practices, rituals and festive events
- knowledge and practices concerning nature and the universe

The convention went on to say that the living heritage to be protected "must be transmitted from generation to generation; is constantly recreated by communities and groups, in response to their environment, their interaction with nature, and their history; provides communities and groups with a sense of identity and continuity; promotes respect for cultural diversity and human creativity; is compatible with international human rights instruments; and complies with the requirements of mutual respect among communities, and of sustainable development."

3. Write the following question on the chalkboard: Why would la Francophonie want to respond to issues that are important to young people? Ask students to suggest answers to this question and record their responses on the chalkboard.

Instruct students to read the section titled “La Francophonie” (p. 105, *Exploring Globalization*). When students finish reading, ask volunteers to go the chalkboard and add to the list of responses. Ask students why finding a place in a global workforce in which French is not most people’s first language might worry Francophone youth.

4. Ask questions like the following to help students recall earlier discussions of cultural revitalization among Indigenous peoples:

- Why is cultural revitalization important to Indigenous peoples in Canada? In other countries?
- How are cultural revitalization and human rights connected?
- Why would it be important to Indigenous peoples around the world that all countries agree to affirm their human rights?

Instruct students to read the section titled “The Assembly of First Nations and the Declaration on the Rights of Indigenous Peoples” (p. 106, *Exploring Globalization*). Then ask students why they think countries like Canada and the United States did not want to sign the 2006 Draft Declaration on the Rights of Indigenous People. What historical and current issues might make signing this declaration a problem for the federal government of Canada?

5. Divide the class into small groups and instruct students to read “Points of View” (p. 107, *Exploring Globalization*). Give each group a copy of Reproducible 1.4.8, Identity and Cultural Diversity, which reproduces the feature’s quotations in the first column. Tell the groups to discuss the quotations and rank the arguments in order of importance, adding point-form notes explaining the reasons for their ranking. One group of students, for example, may rank the points made by the young person from Jordan as most important. These students may explain that until wars and depletion of resources stop, people will not have much chance to pay attention to their cultural heritage. Others may select the arguments made by the Australian representative because these comments focus on the commodification of culture and the risk that this poses to the arts of Indigenous cultures.
6. As a class, discuss the rankings of the various groups. In completing this activity, students have responded to the first question in “Explorations” (p. 107, *Exploring Globalization*). Tell students to return to their small groups to complete the second activity. Remind students of the steps to follow in developing an informed opinion (see “Focus on Skills: Developing an Informed Opinion,” pp. 34–35, *Exploring Globalization*) and circulate to support groups that need help with their presentations.

When the presentations are ready, ask the groups to present the results of their research and their informed opinion and discuss these as a class.

7. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 108–109 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.
8. Remind students of the challenge for this related issue — a presentation that responds to the related-issue question: To what extent should globalization shape identity? Encourage volunteers to suggest aspects of this lesson that might be useful in their presentations. Give students

time to add to the notes they are keeping as they progress through the related issue — and remind them that they will be making their presentations in the next lesson.

## **DIFFERENTIATING INSTRUCTION**

1. Some students may be interested in researching international organizations that affirm and promote languages and cultures in a globalizing world. Using online resources from la Francophonie and UNESCO (see “Additional Resources”), for example, students could speculate on whether organizations like these are likely to succeed in their efforts.
2. Students may wish to explore current issues facing the UNESCO Masterpieces of the Oral and Intangible Heritage of Humanity program, la Francophonie, and the Assembly of First Nations by conducting research at their web sites (see “Additional Resources”).
3. Modify the end-of-chapter activities to accommodate students’ strengths and interests. Activity 1, for example, asks students to create a written list. Some students may prefer to find visual representations — such as photographs, pictures from magazines, or newspaper clippings — or to create drawings. Activity 2 suggests students hold a round-table discussion. Some students might prefer to use the steps in “Focus on Skills: Predicting Likely Outcomes” (pp. 94–95, *Exploring Globalization*) and a point-proof-comment organizer to respond.

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

(pp. 108–109, *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. Distribute Reproducible 1.4.9, Globalization of Products and Brand Names, and review the example given on page 108 of *Exploring Globalization*. Students may find it easier to complete this activity as a group. Encourage students to consider what happens to local products and industries. Students’ responses will vary, but they should include valid reasons for saying whether the factors they cite are a gain or a danger.
2. Remind students that, during their round-table discussion, their questions should be respectful and designed to clarify the speaker’s view. Students will need to compromise and negotiate to create their consensus statement. Circulate to ensure that the group discussions are respectful and fruitful.
3. a) In describing the theme of the excerpt from Tom Wayman’s poem (p. 109, *Exploring Globalization*), students may suggest that many ties connect people to their families, to their language, and to other people around the world. The ties may change, but they remain strong all the same.

b) Remind students that this related issue has explored many examples of threads that connect peoples around the world. You may suggest, for example, that the photograph of Rhoda Ungalaq telling students about the *quilluliq* (Figure 4-3, p. 90, *Exploring Globalization*) represents a language thread. This example could be coded red because it represents an opportunity to affirm and promote cultural identity. A student might suggest the tombstone inscription “This is the grave of Tefvik Esenç. He was the last person able to speak the language they call Ubykh” (p. 91, *Exploring Globalization*). This example could be coded green because it represents endangered or dying languages. Or students may choose something personal — and code it yellow because they are not sure what it means.

c) When students present their display, they should explain the origin of their items and give persuasive reasons for including them. Even items coded yellow for “not sure” provide springboards for further discussion.

## LESSON 18

### YOUR CHALLENGE PRESENTATIONS

The challenge for Related Issue 1 requires students to create a presentation that responds to the related-issue question: To what extent should globalization shape identity? This lesson provides students with an opportunity to make their presentations. If more time is needed, allocate a second or third period.

**ESTIMATED TIME:** 75 minutes

#### RELATED-ISSUE QUESTION

To what extent should globalization shape identity?

#### GETTING READY

To assemble the necessary resources, you must first ascertain the number — and format — of students' presentations. If some students plan to use computer presentation software, for example, you will need to book one or more computers and screens.

Organize the classroom into presentation centres made up of one or more desks as required. Ensure that the presentation centres are geared to the kinds of presentation that students are planning to make. If a number of students plan to use computer presentation software, for example, you may need to organize more than one computer presentation centre. When setting up the centres, ensure that there is enough space around each for students to stand or sit comfortably as they listen to and watch the presentation.

Organize presentations ahead of time by co-ordinating the number of presentation centres with the number of groups and the kinds of presentation that students are planning to make (e.g., if you have set up four presentation centres, establish a set of four presenters and four visiting groups).

Photocopy reproducibles.

- Reproducible 1.1.2, Your Challenge 1 — Evaluation Rubric
- Reproducible 1.1.3, Your Challenge 1 — Checklist for Success

#### RESOURCES

*Exploring Globalization*, pages 14–109

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca) — to find out whether new resources have been posted to the site.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You will evaluate students' presentations using Reproducible 1.1.2, Your Challenge 1 — Evaluation Rubric. As students are making their presentations, circulate and spend a few minutes at each centre to make notes about what you are seeing. You may also wish to incorporate peer feedback into your evaluation. Follow up by providing specific feedback to individual students on how they could improve their presentations or participation skills.

You may also wish to provide students with an opportunity to assess and learn from the work of their peers by using Reproducible 1.1.3, Your Challenge 1 — Checklist for Success, as a guide.

## TEACHING AND LEARNING STRATEGIES

**Note:** Students' presentations may take various forms, such as a display or a video, oral, or computer-based presentation. No matter which format students have selected, the guidelines for the presentation remain the same. Set a time limit, use the same evaluation criteria, provide time for a class question-and-answer session, and follow up by guiding students to discuss the presentation's successes and to offer suggestions for improvement.

1. Remind students of appropriate behaviour for participating in presentations. Review classroom guidelines for showing respect and sensitivity. You might use the section titled "Habits of Mind" (p. 7, *Exploring Globalization*) as the basis of a discussion of active, positive participation in presentations.
2. Review the guidelines for the presentations (p. 16, *Exploring Globalization*). Remind students of the time limit and assign a class member to signal when presenters have two minutes left so they can begin wrapping up their presentation. Establish acceptable voice levels and remind students to allow time for questions.
3. Instruct students to assess each presentation based on Reproducible 1.1.3, Your Challenge 1 — Checklist for Success. Discuss various aspects of assessing the presentations by asking questions such as
  - What aspects of the presentation do you think were — or were not — effective?
  - What do you think the presenter could have done to improve her presentation?
  - Did one thing really stand out for you?

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

Review all peer assessments before sharing them with students.

4. Assign students to presenting and visiting groups. Explain that as a student is making a presentation, a visiting group will form the audience. When the time is up and the signal to change is given, the visiting groups will rotate to the next centre. This process will continue until each visiting group has seen each presentation, which means that presenters will make their presentations a number of times. Then a new round will begin. This process will be repeated until all students have made their presentations.
5. Assign the first set of presenters to presentation centres and begin the process.
6. When all the presentations are finished, discuss with the class the successes and challenges that they encountered. Remind students that this is the first of four challenges that they will complete as they progress through the course and that this feedback is designed to help them achieve greater success.

## DIFFERENTIATING INSTRUCTION

1. Note the presentation format selected by each student as an indicator of the student's preferred learning style. You can use this information to help you structure future activities for this student.
2. During the presentations, note the presenter's comfort level when greeting the visiting group, giving the presentation, answering questions, and accepting peer feedback. This information may help you decide how — and how often — to call on this student to respond in class.
3. Some students may prefer to submit their presentation in written form.