

SUGGESTED
TEACHING
ACTIVITIES

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The suggested teaching activities in this teacher's resource include a variety of materials designed to help you organize the course content to enhance students' learning. These materials include step-by-step lesson plans, as well as reproducibles that can be photocopied for students' use.

STRUCTURE OF SUGGESTED TEACHING ACTIVITIES

The lessons included in this teacher's resource are presented in four sections that correspond to the four related issues of *Exploring Globalization*. The lessons for each related issue are presented in four chapters, and within each chapter, the pages have been grouped to enable you and the students to cover the course material in a total of 72 lessons. To help achieve this goal, groupwork of various kinds is designed into the lessons.

The 72 lessons include class time for students to complete the related-issue challenges. The amount of class time you schedule for these activities depends on the periods available and the needs and abilities of the students. In some cases, you may feel confident about assigning these activities as homework; in other cases, you may decide that students need the support provided by working on the activities in the classroom.

To help students achieve success, each lesson opens with a brief overview of the issues that will be explored and the goals of the teaching and learning strategies in the lesson. The lessons are organized as follows:

Estimated Time — Though most lessons are designed to be completed in a 75-minute period, this is a rough guide only. Course class time has been left for flexibility, spontaneity, and the exploration of current issues in the media. You will need to adapt the lessons to meet the time constraints imposed by students' timetables at your school, as well as the needs, interests, abilities, and learning styles of the students in your classes.

Question(s) — Refers to the related-issue question, the chapter-issue question, or the inquiry question for the section of the chapter covered in the lesson.

Getting Ready — Lists things you need to do ahead of time to prepare for each lesson. These preparations may include photocopying or creating transparencies of textbook figures which are found in the section titled "CD-ROMS."

Resources — Highlights the pages of *Exploring Globalization* covered in each lesson.

Additional Resources — Includes books, videos, and web sites that may be useful references for you or the students.

Assessment and Evaluation Activities — Provides opportunities for you to assess students' learning and for students to use the feedback you provide to revise their work before it is summatively assessed as part of the related-issue challenge.

Prior Learning — Sets out the previous learning that students will draw from and build on as they complete the activities in each lesson.

Teaching and Learning Strategies — Provides step-by-step instructions for using various strategies, such as a four-corners debate or a jigsaw activity, to guide students through the lesson and help them prepare to engage in discussions, respond to questions, and complete in-chapter and

end-of-chapter activities, as well as the related-issue challenge.

More to the Story — Expands on the narrative in *Exploring Globalization* by providing additional information and anecdotes. These features provide an opportunity for you to engage students' interest through oral storytelling.

Vocabulary Tip — Alerts you to difficult or unusual vocabulary and provides quick suggestions for helping you expand students' repertoire of decoding skills and knowledge.

Differentiating Instruction — Includes suggestions for accommodating the needs of students with a wide range of interests, abilities, and learning styles.

Answers to Reproducibles and Think . . . Participate . . . Research . . . Communicate . . . Includes answers to questions and activities when specific right and wrong answers can be identified. But because *Exploring Globalization* is designed to encourage creative and critical thinking, most of the reproducibles encourage students to explore, experiment, analyze, and evaluate by establishing criteria for making their own judgments about issues. As a result, no single correct answer can — or should — be identified or expected.

HOW TO USE THE SUGGESTED TEACHING ACTIVITIES

The suggested teaching activities may be used effectively in a variety of ways. You may, for example, wish to

- work your way, step by step, through the activities
- use the reproducibles but design your own lessons and assessment activities
- adapt various lessons, reproducibles, and assessment activities to suit the needs, interests, abilities, and learning styles of the students in your class

REPRODUCIBLES

The section titled “Reproducibles” includes all the reproducibles needed for all the lessons presented in this resource. These reproducibles are organized in two groups:

1. Reproducibles identified by letter (e.g., Reproducible E, Venn Diagram): These are generic reproducibles that can be used repeatedly to achieve specific learning objectives.
2. Reproducibles identified by number (e.g., Reproducible 1.1.6, Aspects of Identity): These reproducibles are designed for use at specific points in specific lessons. They are numbered sequentially by related issue and chapter. In Reproducible 1.1.6, for example, the first number signifies Related Issue 1, the second number signifies Chapter 1, and the third number means that this is the sixth reproducible for this chapter.

QUICK LESSON PLANNER

Notes

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

QUICK LESSON PLANNER

Introducing <i>Exploring Globalization</i>		
Lesson	Lesson Focus	Estimated Time
1 Tour of the Textbook and Prologue (pp. v–13)	Tour of the Textbook Overview, course structure, course goals, key issue Prologue Introduction to key concepts (e.g., points of view and perspectives on globalization), critical thinking and criteria, powerful questions	75 minutes
Related Issue 1 To what extent should globalization shape identity?		
General Outcome Students will explore the impacts of globalization on their lives.		
Chapter 1 — Globalization and Identity		
Chapter Issue — To what extent does globalization shape your identity?		
Lesson	Lesson Focus	Estimated Time
1 Related Issue 1 Opener (pp. 14–17)	Related Issue Opener Introduce Related Issue 1 Your Challenge Introduce idea of challenges and specifically discuss expectations for challenge for Related Issue 1	75 minutes
2 Chapter 1 Opener Who are you? (pp. 18–22)	Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: Who are you? Develop concept of individual identity; explore and expand on factors that shape identity	75 minutes

Lesson	Lesson Focus	Estimated Time
3 How do you express who you are? How do collectives express who they are? (pp. 23–31)	IQ 2: How do you express who you are? Explore how students express their identity Ideas Discuss whether identity changes when students speak another language IQ 3: How do collectives express who they are? Expand on the concept of identity to incorporate collectives and how they express themselves	75 minutes
4 Impact Focus on Skills (pp. 32–35)	Impact The Struggle of the Lubicon Cree to Affirm Their Identity Focus on Skills Developing an Informed Position These two features are connected and form an interrelated lesson.	75 minutes
5 How are identities connected through globalization? Think . . . Participate . . . Research . . . Communicate . . . (pp. 36–41)	IQ 4: How are identities connected through globalization? Explore connections between individual and collective identity and world events Profile Aysha Wills — Global Citizen Points of View Explore three views on globalization and identity Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
Chapter 2 — Identity and the Forces of Globalization Chapter Issue — To what extent do identity and the forces of globalization shape each other?		
Lesson	Lesson Focus	Estimated Time
6 Chapter 2 Opener What are some forces of globalization? (pp. 42–49)	Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: What are some forces of globalization? Explore trade, transportation, communication technology, and the media as forces of globalization Ideas Discuss whether ideas expressed by the word “glocal” are reflected in students’ identity	75 minutes
7 How is identity affected by some economic, political, environmental, and social dimensions of globalization? (pp. 50–55)	IQ 2: How is identity affected by some economic, political, environmental, and social dimensions of globalization? Explore banana production and trade to illustrate various dimensions of globalization Making Choices Guillermo Touma — Speaking Out about the Banana Trade	75 minutes

Lesson	Lesson Focus	Estimated Time
8 Focus on Skills How do some forces of globalization present challenges to identity? (pp. 56–60)	Focus on Skills Detecting Bias IQ 3: How do some forces of globalization present challenges to identity? Discuss the Métis people and challenges presented by acculturation and accommodation Points of View Two views on globalization and cultural diversity	75 minutes
9 How do some forces of globalization provide opportunities to affirm and promote identity? Think . . . Participate . . . Research . . . Communicate . . . (pp. 61–65)	IQ 4: How do some forces of globalization provide opportunities to affirm and promote identity? Explore cultural revitalization by focusing on the Métis and Bolivia Profile Evo Morales — Peace with Social Justice Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
Chapter 3 — Identity, the Media, and Communication Technology Chapter Issue — To what extent is identity affected by communication technology and the media in a globalizing world?		
Lesson	Lesson Focus	Estimated Time
10 Chapter 3 Opener How is identity affected by opportunities to communicate with people around the world? (pp. 66–71)	Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: How is identity affected by opportunities to communicate with people around the world? Explore various aspects of communication technology and identity; use APTN as example Making Choices Nicholas Negroponte — One Laptop per Child Profile Marshall McLuhan — Living in the Global Village	75 minutes
11 How is diversity influenced by the media and communication technologies? (pp. 72–75)	IQ 2: How is diversity influenced by the media and communication technologies? Explore challenges and opportunities presented by international media and communication technologies Points of View Three views on IT and its effects on young people	75 minutes

Lesson	Lesson Focus	Estimated Time
<p>12 How is identity affected by media coverage of world events? Focus on Skills (pp. 76–81)</p>	<p>IQ 3: How is identity affected by media coverage of world events? Explore various world events and how media coverage affects identity</p> <p>Focus on Skills Assessing the Authority and Validity of Internet Information</p>	75 minutes
<p>13 How is diversity affected by the dominance of American media? Think . . . Participate . . . Research . . . Communicate . . . (pp. 82–87)</p>	<p>IQ 4: How is diversity affected by the dominance of American media? Explore challenges and opportunities presented by American and international media</p> <p>Ideas Discuss whether what students choose to watch on TV affects their point of view on diversity</p> <p>Think . . . Participate . . . Research . . . Communicate . . .</p> <p>Think about Your Challenge Prepare to complete the challenge for this related issue</p>	75 minutes
<p>Chapter 4 — Affirming Identity, Language, and Culture Chapter Issue — To what extent can people respond to globalizing forces that affect identity?</p>		
Lesson	Lesson Focus	Estimated Time
<p>14 Chapter 4 Opener How do people affirm and promote their language in a globalizing world? (pp. 88–93)</p>	<p>Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization”</p> <p>IQ 1: How do people affirm and promote their language in a globalizing world? Explore the importance of language to culture and identity, and the dominance of English</p>	75 minutes
<p>15 Focus on Skills How do people affirm and promote their culture in a globalizing world? Impact (pp. 94–100)</p>	<p>Focus on Skills Predicting Likely Outcomes</p> <p>IQ 2: How do people affirm and promote their culture in a globalizing world? Explore cultural revitalization</p> <p>Ideas Discuss whether museums should return Aboriginal artifacts to the people who originally created and used them</p> <p>Impact Ladakh — Responding to Globalization</p>	75 minutes

Lesson	Lesson Focus	Estimated Time
16 How do governments affirm and promote languages and cultures in a globalizing world? (pp. 101–103)	IQ 3: How do governments affirm and promote languages and cultures in a globalizing world? Explore roles and responsibilities of governments in affirming and promoting culture and language Profile Bobby Kenuajuak — Telling His People's Stories	75 minutes
17 How do international organizations affirm and promote languages and cultures in a globalizing world? Think . . . Participate . . . Research . . . Communicate . . . (pp. 104–109)	IQ 4: How do international organizations affirm and promote languages and cultures in a globalizing world? Explore how international organizations such as UNESCO, the International Network for Cultural Diversity, la Francophonie, and the Assembly of First Nations promote languages and cultures Points of View Three students who participated in the 2004 UNESCO and OXFAM International Youth Parliament discuss cultural diversity Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
18 Your Challenge Presentations	Your Challenge Presentations Opportunities for students to present their challenges	75 minutes
Related Issue 2 To what extent should contemporary society respond to the legacies of historical globalization?		
General Outcome Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.		
Chapter 5 — Foundations of Globalization Chapter Issue — To what extent did early globalization affect peoples of the world?		
Lesson	Lesson Focus	Estimated Time
1 Related Issue 2 Opener Chapter 5 Opener (pp. 110–115)	Related Issue Opener Introduce Related Issue 2 Your Challenge Discuss expectations for challenge for Related Issue 2 Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization”	75 minutes
2 Why and how did globalization begin? Focus on Skills (pp. 116–119)	IQ 1 Why and how did globalization begin? Explore various points of view and perspectives on the beginnings of historical globalization Focus on Skills Analyzing Historical and Contemporary Perspectives within and across Cultures	75 minutes

Lesson	Lesson Focus	Estimated Time
<p>3 How did the foundations of historical globalization affect people? (pp. 120–124)</p>	<p>IQ 2: How did the foundations of historical globalization affect people? Explore connections between historical globalization and the rise of the middle class, transportation technologies, mercantilism, and the beginnings of capitalism</p> <p>Ideas Discuss “cultural imperialism” as a form of colonization</p>	75 minutes
<p>4 How did the consequences of historical globalization affect people? Impact (pp. 125–130)</p>	<p>IQ 3: How did the consequences of historical globalization affect people? Explore the effects of contact and slavery on Indigenous peoples</p> <p>Profile Olaudah Equiano — From Kidnapped Child to Global Citizen</p> <p>Impact Cheap Labour — The Lifeblood of Historical Globalization</p>	75 minutes
<p>5 How did the consequences of historical globalization affect people? (continued) Think . . . Participate . . . Research . . . Communicate . . . (pp. 131–135)</p>	<p>IQ 3: How did the consequences of historical globalization affect people? (continued) Explore the Grand Exchange and the connections between industrialization and social change</p> <p>Making Choices William Wilberforce — Spearheading the Campaign to End Slavery</p> <p>Points of View Three views on the consequences of historical globalization</p> <p>Think . . . Participate . . . Research . . . Communicate . . .</p> <p>Think about Your Challenge Prepare to complete the challenge for this related issue</p>	75 minutes
<p>Chapter 6 — Legacies of Historical Globalization Chapter Issue — To what extent do the legacies of historical globalization affect peoples of the world?</p>		
Lesson	Lesson Focus	Estimated Time
<p>6 Chapter 6 Opener What are some legacies of historical globalization? (pp. 136–141)</p>	<p>Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization”</p> <p>IQ 1: What are some legacies of historical globalization? Explore ethnocentrism and Eurocentrism, the scramble for Africa, and the reign of King Leopold of Belgium in the Congo</p> <p>Ideas Discuss experiences of ethnocentrism in students’ lives</p>	75 minutes

Lesson	Lesson Focus	Estimated Time
7 Focus on Skills How has cultural contact affected people? (pp. 142–148)	Focus on Skills Analyzing and Interpreting Cause-and-Effect Relationships IQ 2: How has cultural contact affected people? Explore legacies of imperialism and historical change on Indigenous and non-Indigenous people Points of View Three views on the legacies of imperialism Profile Chinua Achebe — Things Fall Apart	75 minutes
8 How has the exchange of goods and technologies affected people? (pp. 149–152)	IQ 3: How has the exchange of goods and technologies affected people? Explore the effects of exchanges of goods and technologies over time on people in North America and India	75 minutes
9 How are the legacies of historical globalization continuing to affect people? Impact Think . . . Participate . . . Research . . . Communicate . . . (pp. 153–159)	IQ 4: How are the legacies of historical globalization continuing to affect people? Explore cultural change and the legacies of imperialism in India Impact Aung San Suu Kyi and Dictatorship in Myanmar (Burma) Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
Chapter 7 — Legacies of Historical Globalization in Canada Chapter Issue — To what extent have the legacies of historical globalization affected Canada?		
Lesson	Lesson Focus	Estimated Time
10 Chapter 7 Opener How did historical globalization affect Canada? (pp. 160–165)	Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: How did historical globalization affect Canada? Explore the effects of early contact and colonization on Indigenous and non-Indigenous peoples in Canada	75 minutes
11 Impact Focus on Skills (pp. 166–169)	Impact The Governor and Company of Adventurers of England Trading into Hudson’s Bay Focus on Skills Comparing Similarities and Differences in Historical Narratives	75 minutes
12 What are some legacies of historical globalization in Canada? (pp. 170–173)	IQ 2: What are some legacies of historical globalization in Canada? Explore legacies of early French and British rule in Canada	75 minutes

Lesson	Lesson Focus	Estimated Time
<p>13 How has historical globalization affected Indigenous peoples in Canada? (pp. 174–179)</p>	<p>IQ 3: How has historical globalization affected Indigenous peoples in Canada? Explore depopulation and attempts at assimilation through treaties, the Indian Act and residential schools</p> <p>Points of View: Three views on the value of oral traditions</p> <p>Ideas Discuss whether European settlement had any positive outcomes</p> <p>Profile Phil Fontaine — Denouncing Residential Schools</p>	75 minutes
<p>14 How do some legacies of historical globalization continue to affect Canada? Think . . . Participate . . . Research . . . Communicate . . . (pp. 180–185)</p>	<p>IQ 4: How do some legacies of historical globalization continue to affect Canada? Explore how immigration, multiculturalism, land claims, and the Quiet Revolution in Québec are legacies of historical globalization</p> <p>Making Choices Tom Jackson — A Life-Changing Choice</p> <p>Think . . . Participate . . . Research . . . Communicate . . .</p> <p>Think about Your Challenge Prepare to complete the challenge for this related issue</p>	75 minutes
<p>Chapter 8 — Living with the Legacies of Historical Globalization Chapter Issue — To what extent have attempts to respond to the legacies of historical globalization been effective?</p>		
Lesson	Lesson Focus	Estimated Time
<p>15 Chapter 8 Opener How effectively have people responded to the legacies of historical globalization? (pp. 186–193)</p>	<p>Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization”</p> <p>IQ 1: How effectively have people responded to the legacies of historical globalization? Explore the case of Rwanda as an example of responses to historical globalization</p> <p>Points of View Three views on the global response to the genocide in Rwanda</p>	75 minutes
<p>16 Focus on Skills How effectively have governments responded to the legacies of historical globalization? (pp. 194–201)</p>	<p>Focus on Skills Expressing and Defending an Informed Position</p> <p>IQ 2: How effectively have governments responded to the legacies of historical globalization? Explore United Nations, South African, and Canadian responses to some legacies of historical globalization</p> <p>Profile Nelson Mandela — Prisoner and President</p>	75 minutes

Lesson	Lesson Focus	Estimated Time
17 How effectively have organizations responded to the legacies of historical globalization? Impact (pp. 202–205)	IQ 3: How effectively have organizations responded to the legacies of historical globalization? Explore some ways non-governmental organizations are responding to the legacies of historical globalization Impact Muhammad Yunus and the Grameen Bank	75 minutes
18 How does historical globalization continue to affect the world? Think . . . Participate . . . Research . . . Communicate . . . (pp. 206–209)	IQ 4: How does historical globalization continue to affect the world? Explore the effects of income inequality and foreign aid Ideas Discuss how students can respond effectively to the legacies of historical globalization Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
19 Your Challenge Presentations	Your Challenge Presentations Opportunities for students to present their challenges	75 minutes
Related Issue 3 To what extent does globalization contribute to sustainable prosperity for all people?		
General Outcome Students will assess economic, environmental, and other contemporary impacts of globalization.		
Chapter 9 — Foundations of Economic Globalization Chapter Issue — To what extent did world events shape contemporary globalization?		
Lesson	Lesson Focus	Estimated Time
1 Related Issue 3 Opener (pp. 210–213)	Related Issue Opener Introduce Related Issue 3 Your Challenge Discuss expectations for challenge for Related Issue 3	75 minutes
2 Chapter 9 Opener What does economic globalization mean? (pp. 214–218)	Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: What does economic globalization mean? Explore various aspects of economic globalization Ideas Discuss what economic globalization means to students	75 minutes
3 How did 20th-century world events shape contemporary economic globalization? Focus on Skills (pp. 219–225)	IQ 2: How did 20th-century world events shape contemporary economic globalization? Explore how events between 1914 and 1945 shaped economic globalization Focus on Skills Decision Making and Problem Solving	75 minutes

Lesson	Lesson Focus	Estimated Time
4 What factors laid the foundations of contemporary economic globalization? (pp. 226–231)	IQ 3: What factors laid the foundations of contemporary global economics? Examine events, people, and organizations that influenced contemporary global economics Points of View Three views on whether structural-adjustment loans to developing countries decrease poverty and improve development Profile Milton Friedman — Promoting Free Markets	75 minutes
5 Impact Think . . . Participate . . . Research . . . Communicate . . . (pp. 232–235)	Impact Economic Globalization in the People’s Republic of China Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
Chapter 10 — Expanding Globalization Chapter Issue — To what extent do contemporary factors contribute to expanding globalization?		
Lesson	Lesson Focus	Estimated Time
6 Chapter 10 Opener What factors contribute to expanding globalization? (pp. 236–241)	Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ1: What factors contribute to expanding globalization? Explore how communication technologies, trade, transportation, and the media help expand globalization	75 minutes
7 Impact How do international agreements and organizations contribute to expanding globalization? Focus on Skills (pp. 242–249)	Impact The Maquiladoras of Mexico IQ 2: How do international agreements and organizations contribute to expanding globalization? Explore the role of the WTO, NAFTA, and the EU Focus on Skills Building Consensus	75 minutes
8 How do transnational corporations contribute to expanding globalization? (pp. 250–253)	IQ 3: How do transnational corporations contribute to expanding globalization? Examine the influence of transnational corporations, poverty, and corporate responsibilities, using Talisman Energy as an example Points of View Three views on the challenges and opportunities of expanding globalization	75 minutes

Lesson	Lesson Focus	Estimated Time
<p>9 How do communication technologies contribute to expanding globalization? Think . . . Participate . . . Research . . . Communicate . . . (pp. 254–257)</p>	<p>IQ 4: How do communication technologies contribute to expanding globalization?</p> <p>Ideas Discuss how personal communication systems make students part of expanding globalization</p> <p>Think . . . Participate . . . Research . . . Communicate . . .</p> <p>Think about Your Challenge Prepare to complete the challenge for this related issue</p>	75 minutes
<p>Chapter 11 — Globalization and Sustainability Chapter Issue — To what extent does globalization affect sustainability?</p>		
Lesson	Lesson Focus	Estimated Time
<p>10 Chapter 11 Opener What does sustainability mean? (pp. 258–263)</p>	<p>Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization”</p> <p>IQ 1: What does sustainability mean? Explore the connection between ecological footprints and sustainability</p> <p>Making Choices The Kogi — At the Heart of the World</p>	75 minutes
<p>11 Focus on Skills How are globalization and sustainability related? (pp. 264–271)</p>	<p>Focus on Skills Analyzing Relationships in Geography</p> <p>IQ 2: How are globalization and sustainability related? Explore the relationship between globalization and sustainability by examining the life cycle of a typical ship</p> <p>Points of View Three views on environmental and labour rules in developing countries</p> <p>Ideas Discuss whether all industries and governments should be required to adopt stricter environmental protection laws</p>	75 minutes
<p>12 Have efforts to promote sustainability been successful? Think . . . Participate . . . Research . . . Communicate . . . (pp. 272–277)</p>	<p>IQ 3: Have efforts to promote sustainability been successful? Explore efforts to promote sustainability by examining the Kyoto Protocol, Alberta tar sands, alternative energy sources, and individual initiatives</p> <p>Profile Wangari Maathai and the Green Belt Movement</p> <p>Think . . . Participate . . . Research . . . Communicate . . .</p> <p>Think about Your Challenge Prepare to complete the challenge for this related issue</p>	75 minutes

Chapter 12 — Sustainable Prosperity — Challenges and Opportunities		
Chapter Issue — To what extent can globalization bring sustainable prosperity to all people?		
Lesson	Lesson Focus	Estimated Time
13 Chapter 12 Opener What is sustainable prosperity? (pp. 278–285)	Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: What is sustainable prosperity? Explore various measures and meanings of prosperity and sustainable prosperity Ideas Discuss changes needed for all people to enjoy sustainable prosperity Points of View Three views on water quality and availability	75 minutes
14 What political and economic challenges and opportunities are associated with globalization? Focus on Skills (pp. 286–293)	IQ 2: What political and economic challenges and opportunities are associated with globalization? Explore sustainable prosperity and economic growth, trade liberalization, the knowledge economy, privatization, and foreign investment Focus on Skills Writing for Different Purposes and Audiences	75 minutes
15 What choices are associated with sustainable prosperity? Think . . . Participate . . . Research . . . Communicate . . . (pp. 294–299)	IQ 3: What choices are associated with sustainable prosperity? Explore the UN’s millennium development goals, climate change, and changing government policies Profile William McDonough — Promoting Zero Pollution and Total Recycling Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
18 Your Challenge Presentations	Your Challenge Presentations Opportunities for students to present their challenges	75 minutes

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

Chapter 14 — Global Awareness Chapter Issue — To what extent does global awareness affect quality of life?		
Lesson	Lesson Focus	Estimated Time
5 Chapter 14 Opener How has globalization affected awareness of issues? (pp. 324–328)	Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: How has globalization affected awareness of issues? Explore some ripple effects of globalization Ideas Discuss whether people can be too globally connected	75 minutes
6 How has global awareness affected gender issues? Focus on Skills (pp. 329–333)	IQ 2: How has globalization affected gender issues? Explore issues of gender equality Profile Jin Ting Zhao — Connected to the World Focus on Skills Initiating Conflict Resolution Strategies	75 minutes
7 How has global awareness affected labour and employment issues? Impact (pp. 334–338)	IQ 3: How has global awareness affected labour and employment issues? Explore labour issues that arise from globalization Impact The Fair-Trade Movement	75 minutes
8 How are global awareness and quality of life related? Think . . . Participate . . . Research . . . Communicate . . . (pp. 339–343)	IQ 4: How are global awareness and quality of life related? Explore connections between quality of life, social clauses, effective governance, and foreign debt Points of View Three views on how globalization affects quality of life Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
Chapter 15 — Global Connections Chapter Issue — To what extent do global connections affect people?		
Lesson	Lesson Focus	Estimated Time
9 Chapter 15 Opener How does globalization change communities? (pp. 344–349)	Chapter Opener Introduce chapter issue, key terms, and “My Point of View on Globalization” IQ 1: How does globalization change communities? Explore how communities are affected by some forces of globalization Ideas Discuss the boundaries of students’ communities	75 minutes

Lesson	Lesson Focus	Estimated Time
10 How does the global need for resources affect people? Impact (pp. 350–354)	IQ 2: How does the global need for resources affect people? Explore issues raised by the global impact of oil Impact Fort McMurray — Coping with Globalization	75 minutes
11 How does globalization affect peoples' health? (pp. 355–358)	IQ 3: How does globalization affect people's health? Examine past and present pandemics, including SARS and AIDS Points of View Three speakers comment on the responses to AIDS in Africa	75 minutes
12 How have people responded to global issues? Focus on Skills Think . . . Participate . . . Research . . . Communicate . . . (pp. 359–365)	IQ 4: How have people responded to global issues? Explore various ways people, corporations, and governments respond to global issues Focus on Skills Collaborating in Groups Profile Samantha Nutt — Caring for the Children of War Think . . . Participate . . . Research . . . Communicate . . . Think about Your Challenge Prepare to complete the challenge for this related issue	75 minutes
Chapter 16 — The Global Citizen Chapter Issue — To what extent should I embrace global citizenship?		
Lesson	Lesson Focus	Estimated Time
13 Chapter 16 Opener What does global citizenship mean? (pp. 366–370)	Chapter opener Introduce chapter issue, key terms, and "My Point of View on Globalization" IQ 1: What does global citizenship mean? Develop an understanding of global citizenship Ideas Discuss whether there is such a thing as global citizenship	75 minutes
14 What does a global citizen do? Focus on Skills (pp. 371–375)	IQ 2: What does a global citizen do? Examine acting like a global citizen and civil society Focus on Skills Developing Cross-cultural Understanding Making Choices Irshad Manji — Speaking Out for Her Faith	150 minutes

Lesson	Lesson Focus	Estimated Time
<p>15 What is my role in a globalizing world? Think . . . Participate . . . Research . . . Communicate . . . (pp. 376–381)</p>	<p>Points of View Three views on how to respond to globalization and the responsibilities of global citizenship</p> <p>IQ 3: What is my role in a globalizing world? Explore how people become active global citizens</p> <p>Think . . . Participate . . . Research . . . Communicate . . .</p> <p>Think about Your Challenge Prepare to complete the challenge for this related issue</p>	150 minutes
<p>16 Your Challenge Presentations</p>	<p>Your Challenge Presentations Opportunities for students to present their challenges</p>	75 minutes

INTRODUCING THE STUDENT TEXTBOOK

TOUR OF THE TEXTBOOK AND PROLOGUE AT A GLANCE

Tour of the Textbook focuses on the features of *Exploring Globalization* and introduces the structure of this textbook — and the course.

The prologue lays the foundation for students' exploration, analysis, and evaluation of globalization. It introduces the idea that students will encounter many points of view and perspectives on globalization and will consider many issues related to this phenomenon. The prologue also establishes the critical-thinking framework that will become an essential tool in students' exploration, analysis, and evaluation of understandings of globalization — and in the development of their own responses to the key course question: To what extent should we embrace globalization?

QUICK LESSON PLANNER

NOTES

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The general and specific outcomes — values and attitudes, knowledge and understanding — listed for each chapter are those that are emphasized in that particular chapter. All general and specific outcomes for each related issue are to varying degrees reflected in every chapter of each related issue.
3. Skills and processes are listed in the curriculum congruence chart (pp. 15–22).

Introducing Exploring Globalization		
Lesson	Lesson Focus	Estimated Time
1 Tour of the Textbook and Prologue (pp. v–13)	<p>Tour of the Textbook Overview, course structure, course goals, key issue</p> <p>Prologue Introduction to key concepts (e.g., points of view and perspectives on globalization), critical thinking and criteria, powerful questions</p>	75 minutes

LESSON 1

TOUR OF THE TEXTBOOK AND PROLOGUE

By introducing the course and the textbook to students, this lesson lays the foundation for their exploration, analysis, and evaluation of globalization. It also introduces some basic tools and vocabulary that students will need to make the most of the textbook and to complete the course successfully.

ESTIMATED TIME: 75 minutes

KEY ISSUE

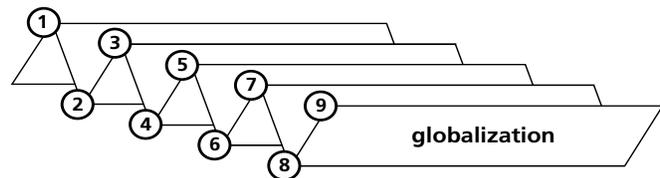
To what extent should we embrace globalization?

GETTING READY

Photocopy reproducibles.

- TOT 1, Getting to Know *Exploring Globalization*
- TOT 2, Practise Identifying and Asking Issue Questions
- TOT 3, What Criteria Would You Use?
- TOT 4, Practise Identifying and Asking Powerful Questions
- A, Francophone References
- B, Aboriginal References

Prepare several blank sheets of paper — enough so that when you divide the class into groups of three or four, you can distribute one sheet to each group. Fold each sheet eight times so it resembles a fan. On the outside of each, write the word “globalization.”



Ensure that a wall map of the world (political) is available.

Create an overhead transparency or presentation slide of Figure P-1 (p. 2, *Exploring Globalization*) and Figure P-4 (p. 11).

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

RESOURCES

Exploring Globalization, pages v–xviii, 1–13

ADDITIONAL RESOURCES

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

www.globalization101.org/What_is_Globalization.html

A definition of globalization offered by the Carnegie Endowment for International Peace. This is part of a larger web site that challenges students — and others — to consider issues associated with globalization and to promote understanding of the dilemmas that globalization presents to policy makers.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions and group activities

You may wish to collect and assess one or more of the reproducibles and make anecdotal notes about students who may benefit from differentiated instruction.

PRIOR LEARNING

The first part of this lesson will draw on students' familiarity with the features and structure of textbooks and informational books.

TEACHING AND LEARNING STRATEGIES

1. Begin by holding up the textbook and asking students to name both the book — *Exploring Globalization* — and the course — Perspectives on Globalization. Then ask what single word or concept provides the focus for both the textbook and the course.
2. Divide the class into groups of three or four and distribute a copy of the fan-folded sheet of paper to a member of each group. Point out the word “globalization” on the outside fold and ask group members to think about this question: What are some things you think you'll learn about as you study globalization?

Instruct a group member to lift the outside fold and, on the next fold, record one or two predictions in response to your question. When she finishes, tell her to cover her fold, open the sheet to the next fold, and pass the paper to the next group member — who should not peek at what is already written. Continue this way until all group members have recorded predictions.

When the groups finish, collect and unfold their papers. Discuss students' predictions and their connection to globalization. As you do this, record their predictions on the chalkboard, a flip chart, or an overhead transparency.

3. Instruct students to scan the table of contents on pages v to ix to locate topics and features that relate to their predictions. As they do this, ask them to identify the page numbers. Record these next to each prediction. Be sure to provide students with opportunities to revise their predictions if they wish.

Vocabulary Tip

Both scanning and skimming are important previewing skills, but they are different.

- **Scanning** involves looking quickly down a page to locate specific items, details, or features.
- **Skimming** means reading quickly to find the main idea of a passage.

4. Distribute copies of Reproducible TOT 1, Getting to Know *Exploring Globalization*, and tell students to work with a partner to skim the section titled “Tour of the Textbook” (pp. x–xiii) and answer the questions on the reproducible. When students complete this activity, review their answers with them.
5. Instruct students to turn to the prologue (p. 1, *Exploring Globalization*) and read as far as the end of the section titled “What Is Globalization?” Draw their attention to the activity icon in this section and explain that they will encounter many of these icons as they progress through *Exploring Globalization*. Ask students to identify the key idea of this section (i.e., people have differing points of view and perspectives on globalization).

Explain to students that they will encounter many points of view and perspectives on globalization-related issues as they progress through this course. Then discuss their responses to the questions included in the activity icon. You may wish to draw a continuum on the chalkboard. At one extreme, write the label “Highly Negative,” and at the other, write “Highly Positive.” Ask students to locate each of the margin definitions on the continuum — and to explain the reasons for their choices. You may also wish to introduce the definition provided on the web site of the Carnegie Endowment for International Peace (see “Additional Resources”) and ask students to locate this definition on the continuum.

6. Display an overhead transparency or presentation slide of Figure P-1 (p. 2, *Exploring Globalization*). Explain the circumstances in which this photograph was taken (see the caption) and ask students a question similar to that in the caption: Which definition of globalization do you think the people in the photograph would support? In addition, ask them who they might consult to find out.
7. Explain that this social studies course, *Perspectives on Globalization*, takes an issues-focused, inquiry-based approach to the topic of globalization. But what is an issue? With students, recall the key issue question for the course — To what extent should we embrace globalization? — and explain that this is considered an issue question. Ask students why this might be so and record their responses on the chalkboard.

Students may suggest reasons such as

- people may respond to this question in different ways
- no single, correct answer can be given
- responding to the question requires people to gather information and think carefully
- an answer, decision, or action is required

Instruct students to read the description of issue questions on page 4 of the prologue, then discuss how closely the suggestions you recorded on the chalkboard match this description. Distribute copies of Reproducible TOT 2, Practise Identifying and Asking Issue Questions, and instruct students to work with a partner to read the section titled “Elements of Issues” (pp. 4–5, *Exploring Globalization*), then answer the questions on the reproducible.

8. Point out that responding to issue questions requires students to consider evidence and use clear criteria when formulating responses. You may either discuss the important role of establishing criteria when making judgments or instruct students to read page 6 of the prologue. Be sure to draw their attention to the vocabulary tip, which explains the difference between the singular (“criterion”) and the plural (“criteria”).

Distribute copies of Reproducible TOT 3, What Criteria Would You Use? Instruct students to complete this activity either on their own or with a partner. To gauge students’ ability to

work in small and larger groups and to assess how much groupwork practice may be necessary, you may wish to organize this as a think-pair-share activity (see p. 61).

9. Draw students' attention to the section titled "Habits of Mind" (p. 7, *Exploring Globalization*). Ask them to skim this page to pick out three habits of mind that they believe they already possess. Then ask them to pick out three habits of mind they believe they should develop further. Suggest that they record these in a notebook or portfolio as goals for the course. Make a note to remind students to return to these goals as the course progresses so they can monitor their progress.
10. Explain that many of the questions students have already encountered in this lesson are classified as powerful questions. Distribute copies of Reproducible TOT 4, Practise Identifying and Asking Powerful Questions, and instruct students to work with a partner to read the section titled "Powerful Questions" (p. 8, *Exploring Globalization*) and complete the activities.
11. Conclude the lesson by displaying an overhead transparency or presentation slide of Figure P-4, The Global North and the Global South. Discuss the terms "developed country," "developing country," "global North," and "global South." Ask students to identify and point out some countries (e.g., Canada, Australia, South Africa, India) that belong to the global North and global South. If necessary, refer them to the wall map.

Explain that students will also encounter many other terms as they progress through this course and draw their attention to the section titled "Globalization: The Word" (p. 10, *Exploring Globalization*). Analyze this word's structure with the students or assign the reading as homework. Encourage students to engage in wordplay by making up their own -ization words (e.g., cellphonization), explaining the meaning of their coinages and predicting their chances of gaining widespread acceptance.

Distribute copies of Reproducible A, Francophone References, and Reproducible B, Aboriginal References. This course takes a "multiple perspectives" approach to exploring and examining issues, and as one of the core concepts of the course is citizenship and identity in the Canadian context, the place and role of Francophones and Aboriginal peoples in Canada will be included in our exploration of issues. Discuss these usages with the students and instruct them to store these pages in their notebook or portfolio for future reference.

12. Ask students to prepare for the next lesson by going home and finding out the name of a relative or someone else who was alive 100 years ago (e.g., in 1907). Tell them to find out where the person they selected was in 1907.

DIFFERENTIATING INSTRUCTION

During this first lesson, circulate as students are working on their own, with partners, and in small groups to begin assessing the kinds of accommodations that will be necessary. You might also collect students' worksheets to assess the quality of their written work. Begin making notes about students who will require differentiated learning opportunities (see pp. 56–60).

ANSWERS TO REPRODUCIBLES

Reproducible TOT 1, Getting to Know *Exploring Globalization*

1. To what extent should we embrace globalization?
2. Complete the following chart.

Question	Answer
How many chapters are included in <i>Exploring Globalization</i> ?	16
Which chapter looks the most interesting? Explain.	Responses will vary.
How many related issues are included in <i>Exploring Globalization</i> ?	Four
Which related issue seems to have the most to do with you? Why?	Responses will vary.
How many challenges are included in <i>Exploring Globalization</i> ?	Four
Which challenge do you think you will enjoy the most? Explain.	Responses will vary.

3. The index.
 4. The checklist for success on the first page of each challenge.
 5. The top of the second page of each chapter opener. (Students may also suggest that they can look at the right-page footer in each chapter or in the table of contents.)
- Answers to questions 6 to 8 will vary. In each case, ensure that students provide reasons for their choices.

Reproducible TOT 2, Practise Identifying and Asking Issue Questions

I Although students' answers will vary, the following are some ideas that can be explored during the discussion. Other responses are acceptable, provided students' judgments are justified and demonstrate understanding of the concepts.

1. To what extent is globalization creating a single, homogenized world culture?
fact (Is it true that globalization is creating a single, homogenized world culture?), definition (defining and understanding the terms "globalization," "homogenized," and "world culture")
2. Is imperialism an acceptable outcome of historical globalization?
values (judging acceptability), history (examining merits of past actions), definition (defining the terms "acceptable," "imperialism," and "historical globalization")
3. Should Canada develop free-trade agreements with other countries?
policy (What should the government do?), values (judging whether free-trade agreements will improve quality of life)
4. Is it a good idea for all cultures to be assimilated into a single global culture?
values (judging whether a single global culture is desirable), definition (defining "assimilation" and "global culture")
5. Is globalization simply "Americanization" by another name?
fact (What is true?), definition (defining "Americanization")

II Although students' questions will vary, ensure that they demonstrate understanding of the concepts.