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## INTRODUCING RELATED ISSUE 3

### TO WHAT EXTENT DOES GLOBALIZATION CONTRIBUTE TO SUSTAINABLE PROSPERITY FOR ALL PEOPLE?

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#### RELATED ISSUE 3 AT A GLANCE

**Related Issue 3** focuses on economic globalization and sustainable prosperity. Students explore, analyze, and evaluate various perspectives and points of view on the extent to which globalization contributes to sustainable prosperity for all people. This exploration, analysis, and evaluation builds on students' understanding of how globalization shapes and is shaped by identity and how contemporary society responds to the legacies of historical globalization. Related Issue 3 also prepares students for the global citizenship issues and inquires they will address in Related Issue 4.

Students' exploration, analysis, and evaluation of the economic, environmental, and other contemporary impacts of globalization will focus on a variety of issues, including the influence of past events on contemporary economic globalization, the factors that contributed to expansion of economic globalization, the challenges and opportunities of balancing economic needs with environmental concerns, and the need to ensure that all people share sustainable prosperity.

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

#### QUICK LESSON PLANNER — RELATED ISSUE 3

##### NOTES

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

<b>Related Issue 3</b> To what extent does globalization contribute to sustainable prosperity for all people?		
<b>General Outcome</b> Students will assess economic, environmental, and other contemporary impacts of globalization.		
<b>Chapter 9 — Foundations of Economic Globalization</b> <b>Chapter Issue — To what extent did world events shape contemporary economic globalization?</b>		
Lesson	Lesson Focus	Estimated Time
<b>1</b> Related Issue 3 Opener (pp. 210–213)	<b>Related Issue Opener</b> Introduce Related Issue 3 <b>Your Challenge</b> Discuss expectations for challenge for Related Issue 3	75 minutes
<b>2</b> Chapter 9 Opener What does economic globalization mean? (pp. 214–218)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization” <b>IQ 1: What does economic globalization mean?</b> Explore various aspects of economic globalization <b>Ideas</b> Discuss what economic globalization means to students	75 minutes
<b>3</b> How did 20th-century world events shape contemporary economic globalization? Focus on Skills (pp. 219–225)	<b>IQ 3: How did 20th-century world events shape contemporary economic globalization?</b> Explore how events between 1914 and 1945 shaped economic globalization <b>Focus on Skills</b> Decision Making and Problem Solving	75 minutes
<b>4</b> What factors laid the foundations of contemporary economic globalization? (pp. 226–231)	<b>IQ 4: What factors laid the foundations of contemporary global economics?</b> Examine factors: events, people, and organizations that influenced contemporary global economics <b>Points of View</b> Three views on whether structural-adjustment loans to developing countries decrease poverty and improve development <b>Profile</b> Milton Friedman — Promoting Free Markets	75 minutes
<b>5</b> Impact Think . . . Participate . . . Research . . . Communicate . . . (pp. 232–235)	<b>Impact</b> Economic Globalization in the People’s Republic of China <b>Think . . . Participate . . . Research . . . Communicate . . .</b> <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

<b>Chapter 10 — Expanding Globalization</b>		
<b>Chapter Issue — To what extent do contemporary factors contribute to expanding globalization?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>6</b> Chapter 10 Opener What factors contribute to expanding globalization? (pp. 236–241)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”  <b>IQ1: What factors contribute to expanding globalization?</b> Explore how communications technologies, trade, transportation, and the media help expand globalization	75 minutes
<b>7</b> Impact How do international agreements and organizations contribute to expanding globalization? Focus on Skills (pp. 242–249)	<b>Impact</b> The Maquiladoras of Mexico  <b>IQ 2: How do international agreements and organizations contribute to expanding globalization?</b> Explore the role of the WTO, NAFTA, and the EU  <b>Focus on Skills</b> Building Consensus	75 minutes
<b>8</b> How do transnational corporations contribute to expanding globalization? (pp. 250–253)	<b>IQ 3: How do transnational corporations contribute to expanding globalization?</b> Examine the influence of transnational corporations, poverty, and corporate responsibilities, using Talisman Energy as an example  <b>Points of View</b> Three views on the challenges and opportunities of expanding globalization	75 minutes
<b>9</b> How do communication technologies contribute to expanding globalization? Think . . . Participate . . . Research . . . Communicate . . . (pp. 254–257)	<b>IQ 4: How do communication technologies contribute to expanding globalization?</b>  <b>Ideas</b> Discuss how personal communications systems make students part of expanding globalization  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

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

<b>Chapter 12 — Sustainable Prosperity — Challenges and Opportunities</b>		
<b>Chapter Issue — To what extent can globalization bring sustainable prosperity to all people?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>13</b> Chapter 12 Opener What is sustainable prosperity? (pp. 278–285)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”  <b>IQ 1: What is sustainable prosperity?</b> Explore various measures and meanings of prosperity and sustainable prosperity  <b>Ideas</b> Discuss changes needed for all people to enjoy sustainable prosperity  <b>Points of View</b> Three viewpoints on water quality and availability	75 minutes
<b>14</b> What political and economic challenges and opportunities are associated with globalization? Focus on Skills (pp. 286–293)	<b>IQ 2: What political and economic challenges and opportunities are associated with globalization?</b> Explore sustainable prosperity and economic growth, trade liberalization, the knowledge economy, privatization, and foreign investment  <b>Focus on Skills</b> Writing for Different Purposes and Audiences	75 minutes
<b>15</b> What choices are associated with sustainable prosperity? Think . . . Participate . . . Research . . . Communicate . . . (pp. 294–299)	<b>IQ 3: What choices are associated with sustainable prosperity?</b> Explore the UN’s millennium development goals, climate change, and changing government policies  <b>Profile</b> William McDonough — Promoting Zero Pollution and Total Recycling  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes
<b>16</b> Your Challenge Presentations	<b>Your Challenge Presentations</b> Opportunities for students to present their challenges	75 minutes

## LESSON 1

### RELATED ISSUE 3 — OPENER

This lesson sets out the purpose, approach, and sequence of explorations of Related Issue 3. Students are reminded of how this unit fits into the structure of the course and are introduced to the challenge for this related issue: a persuasive essay. To help students prepare for the challenge, this lesson offers guidelines to follow in developing and editing their essays.

**ESTIMATED TIME:** 75 minutes

#### RELATED-ISSUE QUESTION

To what extent does globalization contribute to sustainable prosperity for all people?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.9.1, Anticipation Guide: Economic Globalization
- Reproducible 3.9.2, Your Challenge 3 — Steps to Writing a Persuasive Essay
- Reproducible 3.9.3, Your Challenge 3 — Checklist for Success
- Reproducible 3.9.4, Your Challenge 3 — Evaluation Rubric

#### RESOURCES

*Exploring Globalization*, pages 210–213

#### 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.hyperhistory.com/online\\_n2/History\\_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html)

HyperHistory Online presents interconnected timelines — a useful tool for visual learners — as well as short summaries of events, historical figures, cultural changes, music, art, and literature.

[www.library.concordia.ca/help/howto/citations.html](http://www.library.concordia.ca/help/howto/citations.html)

Concordia University Libraries maintains a page titled “Citation and Style Guides” that offers writing guidelines based on a number of style guides, with links to articles on how to avoid plagiarism.

#### ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions
- completing reproducible 3.9.1, Anticipation Guide: Economic Globalization

#### PRIOR LEARNING

In this related issue, students will build on the concepts of globalization developed through the first two related issues of *Exploring Globalization*.

## TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the organization chart on page 210 of *Exploring Globalization*. Use the chart to briefly review what students have studied to this point and relate it to the course's key issue — To what extent should we embrace globalization? Ask students to consult the notes they are keeping for “My Point of View on Globalization.” Then ask volunteers to tell the class their conclusions or current points of view on the first two related-issue questions:

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

Ask students how their point of view has changed — or not changed — now that they are halfway through the course. Then ask why it has changed — or not changed.

2. This activity previews what is to come in the chapter, and it will also help focus students' reading. Distribute Reproducible 3.9.1 Anticipation Guide: Economic Globalization. Tell students that they will be using this reproducible at the end of Chapter 9, as well as in this lesson. Instruct students to complete the left side of the anticipation guide, circling T (true) or F (false) for each statement. Ask for a show of hands on each statement. Do not address students' views at this time.

Ask volunteers to anticipate or predict what they will be studying in this related issue, based on the questions in the anticipation guide. Explain that the ideas contained in the statements, whether true or false, will be found in Chapter 9.

3. With the class, read “The Big Picture” (pp. 210–211, *Exploring Globalization*). Initiate a class discussion of some of the terms used on these pages by asking questions such as

- How would you define prosperity? (Answers may include wealth, health, happiness, or a combination of these.)
- How would you measure prosperity? (Answers may include having lots of money, being happy, being healthy.)
- How would you explain the idea of sustainability? (Answers may include making things last forever, using resources in a way that ensures that the next generation gets full use of them, using only what can be replaced.)
- How do you think your way of life is connected to sustainability? (Students may suggest that their way of life depends on a constant supply of resources and that they use a great many resources. If the resources run out, then their way of life will change drastically.)

4. Complete your introduction to Related Issue 3 by asking students the following questions:

- What is the main idea of the section titled “The Big Picture”? (Students may suggest some variation on the interconnections among prosperity, sustainability, and the health of the environment.)
- How are the pictures on pages 210 and 211 connected to this main idea? (Students may suggest that poor air quality and fossil fuels are connected to industrial growth, which is connected to sustainability and the health of the environment.)
- How do the images on pages 210 and 211 depict prosperity or sustainable situations? (Students may suggest that oil and gas deposits are non-renewable resources, so continuing to use them is not sustainable; environmental degradation creates health problems; no conclusive statement on sustainability can be made.)

5. Draw students' attention to "Your Challenge" (pp. 212–213, *Exploring Globalization*). Read aloud the section titled "Your Persuasive Essay." With students, discuss how they can meet the goals of this challenge: to present a clear message and provide enough evidence to support their position.

Instruct students to read the sections titled "How You Will Develop Your Essay" and "Steps to Writing a Persuasive Essay" (pp. 212–213, *Exploring Globalization*). Ask students to select a partner — or assign partners. Instruct the pairs to work together to generate questions about the purpose, content, process, and product of the challenge. Then encourage students to take turns asking questions until you believe the important aspects have been covered. Be prepared to provide guidance on

- appropriate resources — You may suggest *Exploring Globalization*, computer-based research, local newspapers, class discussions, TV programs and news, and related books and articles.
  - depth of research expected — Give students guidelines to follow, such as using at least three reference sources or quotations for each major point in their essay. You may also require students to submit their rough notes with their essay.
  - approved style for citations — Remind students of the approved style for citing reference sources in your class.
  - note taking and avoidance of plagiarism — See the Concordia University Libraries site in "Additional Resources" for guidelines to help students avoid plagiarism.
6. Distribute Reproducible 3.9.2, Your Challenge 3 — Steps to Writing a Persuasive Essay. This reproducible enables you and the students to set and work to clear timelines for this challenge. Encourage students to set deadlines for themselves to ensure that they complete the essay by the due date. You may also want to take this opportunity to set up teacher–student conferences or peer assessment to help students succeed.
  7. Distribute Reproducible 3.9.3, Your Challenge 3 — Checklist for Success, and Reproducible 3.9.4, Your Challenge 3 — Evaluation Rubric.

Draw students' attention to the checklist for success, which includes the checklist on page 212 of *Exploring Globalization*. Ask volunteers to suggest various ways this checklist can help them plan, research, and develop their essays. Guide students to understand that the checklist and the evaluation rubric will

- show them how their essay will be assessed and evaluated
- provide them with a self-assessment and peer assessment tool they can use to make sure their essay is complete and thorough
- indicate what they need to check and recheck to succeed

As necessary, revisit the value of using the checklist and the rubric as students work through the process of writing their essays.

8. Conclude the lesson by pointing out the two special features on page 213 of *Exploring Globalization*: "Tips for Developing Inquiry Questions" and "Editing Your Essay." Remind students that information about developing and using inquiry questions appears on pages 5 through 9 of the prologue. Suggest they reread those pages before starting to develop their essays.

**DIFFERENTIATING INSTRUCTION**

1. Some students may require guidance in developing inquiry questions and completing their research. You may want to review “The Inquiry Process” (p. 9, *Exploring Globalization*) with students and to be available to review students’ work and make suggestions.
2. Students may benefit from doing preliminary drafts in a medium that incorporates elements other than words, such as a word web or a concept map.

## LESSON 2

### CHAPTER 9 OPENER

#### WHAT DOES ECONOMIC GLOBALIZATION MEAN?

Students will begin to explore contemporary economic globalization by creating a concept map and discussing what economic globalization means to them.

**ESTIMATED TIME:** 75 minutes

#### CHAPTER-ISSUE QUESTION

To what extent did world events shape contemporary economic globalization?

#### INQUIRY QUESTION

What does economic globalization mean?

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.9.5, Factors That Affect the Global Economy

Create an overhead transparency or presentation slide of Figure 9-1 (p. 214, *Exploring Globalization*).

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

Make sure a wall map of the world (political) is available (optional).

#### RESOURCES

*Exploring Globalization*, pages 214–218

#### 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.cbc.ca/news/background/madcow](http://www.cbc.ca/news/background/madcow)

This CBC News In Depth feature, “Mad Cow in Canada: The Science and the Story,” offers background information and links to other sites dealing with this problem.

[www.100milediet.org](http://www.100milediet.org)

The 100-Mile Diet organization was founded in response to concerns about globalization and the environmental impacts of transporting food over great distances. The organization encourages people to eat local foods.

[www.gg.ca/gg/fgg/bios/03/jrs\\_e.asp](http://www.gg.ca/gg/fgg/bios/03/jrs_e.asp)

John Ralston Saul (see p. 218, *Exploring Globalization*) has written and spoken extensively on globalization and its impact on democracy, culture, and the future of Canada. His prose can be dense and difficult for most students, but the site may be useful as enrichment or background for teachers.

Klein, Naomi. *No Logo: Taking Aim at the Brand Bullies*. Vintage Canada, 2000.

Naomi Klein's bestselling book defined and contextualized resistance to the domination of brands and transnational corporations.

Freidman. Thomas L. *The Lexus and the Olive Tree*. Farrar Straus Giroux, 1999.  
 Thomas Freidman sees globalization as the integration of capital, technology, and information across national borders — and as the international system that has replaced the Cold War system.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- writing or presenting responses and a supported position paragraph
- participating in small-group and class discussions and activities
- completing Reproducible 3.9.5, Factors That Affect the Global Economy

## PRIOR LEARNING

Students will build on their understanding of how historical globalization has influenced contemporary society.

## TEACHING AND LEARNING STRATEGIES

1. Write the following question in the centre of the chalkboard and draw a circle around it: How does economic globalization affect you? Encourage students to work together to create a concept map that responds to this question.  
 Remind students that they have already learned about many ways globalization affects them. As they begin Chapter 9 — and Related Issue 3 — how do they think globalization and economics are connected? What differences do those connections make in their own lives? Ask volunteers to offer suggestions and add their suggestions to the concept map on the chalkboard.  
 Students may suggest a wide variety of examples from Related Issues 1 and 2 such as the coltan in their cellphones (pp. 36–37, *Exploring Globalization*), the products that come from transnational corporations (p. 45), the global trade that brings them bananas (pp. 50–55), the languages they speak and don't speak (p. 93), or the fact that their families may have come to Canada from another country (p. 146).  
 Keep the concept map on the chalkboard for future reference.
2. Display an overhead transparency or presentation slide of Figure 9-1 (p. 214, *Exploring Globalization*). Read aloud the figure's caption and the introduction to the chapter on page 215. Ask students to suggest some connections between conflict and globalization. Then, with the class, discuss the questions on page 215. The third question — How do international conflicts arise from competition for economic power? — provides an opportunity to discuss current global events. Students may consider the driving forces or motivation of the countries involved in the invasion of Iraq or the conflict in the Middle East and Afghanistan. Using a wall map of the world (political) would aid visual learners.
3. With students, read the IQs in "Looking Ahead" (p. 215, *Exploring Globalization*). Based on these questions, what events do students think might be explored in the chapter? Draw students' attention to "My Point of View on Globalization" and give students a few minutes to add to the notes they are keeping. Then you may wish to ask volunteers to suggest how their views are evolving — and why — at this point in the course.
4. Ask students to choose a partner — or assign partners — and instruct students to work with their partner to read and discuss pages 216 through 218 of *Exploring Globalization*, including "Voices," "FYI," figures, and captions, but for now to skip over "Ideas."

As students read and discuss, encourage volunteers to add ideas to the concept map on the chalkboard about how economic globalization affects them. Students may suggest access to fresh fruit out of season, oil revenue that pays for hospitals and other services, and the risk to farming careers.

5. When students have finished reading and adding to the concept map, instruct them to summarize what they have learned by creating a T-chart in their notebooks. Their chart should include the advantages and disadvantages of economic globalization. Encourage students to think critically and to try to see relationships among the various aspects of economic globalization in what they have read and discussed.

Figure 9-2 (p. 216, *Exploring Globalization*), for example, illustrates the advantages of importing fruit that cannot grow in the winter months in Canada. Students should also note the other side of the equation. Importing fruit can be seen as an advantage (it provides variety and a healthy diet) and a disadvantage (the fruit industry may exploit people's labour and living conditions in other countries).

Ask volunteers to read some of the entries they made in their T-charts.

6. Distribute Reproducible 3.9.5, *Factors That Affect the Global Economy*. Draw students' attention to the activity icon on page 218 of *Exploring Globalization* and instruct students to use the reproducible to add one more idea to each of the factors shown in the concept map on that page. Point out to students that they could use some of the ideas in the concept map on the chalkboard. A student might, for example, link the risk to farming careers with economic uncertainty.
7. Ask students to turn to "Ideas" (p. 217, *Exploring Globalization*). Ask three volunteers to read Tom's, Gord's, and Ling's responses to the question — What does economic globalization mean in your life? After each character's comment has been read, ask another student to summarize the character's point of view.

Ask students what issues these students are dealing with. Tom, for example, is concerned about whether cattle farming will be sustainable in the future, Gord is concerned about the relationship between social justice and economic globalization, and Ling is concerned about the scars left by a war for economic power.

Instruct the class to respond to the questions in "Your Turn." You may ask them to respond orally, in writing, or a combination of both. Students' responses may include economic, social, political, and environmental impacts.

Point out that Tom, Gord, and Ling are each talking about contemporary issues within their historical context. Tell students that this will be a major theme in the rest of the lessons in this chapter. Why is it important for people to understand the historical context of a decision when they judge the contemporary results of that decision?

8. Instruct students to work independently to complete the reflect-and-respond activity on page 218 of *Exploring Globalization*. Caution students to be ready to explain their position on Ralston Saul's comments.

You could extend this activity into a formative assessment product by asking students to write their response, justify their views, and share their views with others. Or you could instruct students to create a T-chart listing arguments that support and dispute Saul's viewpoint. Or you could have students arrange themselves on a continuum and be prepared to support their position. Any of these exercises could be used to help students build towards the persuasive essay that is the challenge for this related issue.

9. Remind students of the persuasive essay they are preparing (pp. 212–213, *Exploring Globalization*) and ask volunteers to suggest how ideas from today's lesson might be useful in their essays. Give students time to add new ideas and information to the notes they are making in preparation for the challenge.

### **DIFFERENTIATING INSTRUCTION**

1. Suggest that interested students use the web sites of CBC News (see “Additional Resources”) and Google News to research some of the economic issues relating to mad cow disease and what people think ought to be done to respond to this problem. Students could write a short essay to report their findings to the class.
2. For the reflect-and-respond activity on page 218 of *Exploring Globalization*, work one-on-one with selected students to discover which ones, if any, may be struggling with the task. These students may prefer to present a visual response in the form of a mind map or an editorial cartoon, or to tape their response.

## LESSON 3

### HOW DID 20TH-CENTURY WORLD EVENTS SHAPE CONTEMPORARY ECONOMIC GLOBALIZATION? FOCUS ON SKILLS: DECISION MAKING AND PROBLEM SOLVING

Students will explore the impact of selected events on economic globalization and on people in Canada. The skill focus — decision making and problem solving — provides students with a series of steps to follow as they complete the unit challenge and work through the remainder of this course.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How did 20th-century world events shape contemporary economic globalization?

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.9.6, Decision Making: Rebuilding Communities

Create an overhead transparency or presentation slide of Figure 9-9 (p. 220, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 219–225

#### 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.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/thetreatyrev2.shtml](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/thetreatyrev2.shtml)

This BBC web page offers an interactive map showing the main clauses of the Treaty of Versailles.

[http://archives.cbc.ca/IDD-1-71-2359/conflict\\_war/dieppe/](http://archives.cbc.ca/IDD-1-71-2359/conflict_war/dieppe/)

“The Contentious Legacy of Dieppe” is a CBC Archives collection of radio and television broadcasts about the raid on Dieppe. The collection includes reports from the day of the raid and the days that followed, when the scale of the disaster became known.

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

The Canadian Virtual War Memorial offers extensive archival materials on Canadians' service in World War I and World War II.

[www.nfb.ca/enclasse/ww1/index.html](http://www.nfb.ca/enclasse/ww1/index.html)

The National Film Board site offers “Images of a Forgotten War: Films of the Canadian Expeditionary Force in the Great War,” with more than 120 archival films from World War I.

[www.canadianeconomy.gc.ca/english/economy/concepts.html](http://www.canadianeconomy.gc.ca/english/economy/concepts.html)

The Canadian federal government site offers “Economic Concepts,” which provides numerous definitions, as well as information about the impact on the Canadian economy of each of the terms defined, examples, and links to additional information.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participation in small-group and class discussions and activities
- completing Reproducible 3.9.6, Decision Making: Rebuilding Communities

You also may wish to collect and assess students’ completed reproducibles to provide feedback.

## PRIOR LEARNING

Students will build on their understanding of economic globalization and what it means in their lives.

## TEACHING AND LEARNING STRATEGIES

1. To begin the lesson, discuss with the class how the past has shaped the present and will shape the future. The goal of this discussion is twofold: to review material previously studied and to focus students’ attention.

This discussion can have a personal, community, provincial, national, or international context. Elicit answers that include the idea that historical events inform students’ current situation — their past informs who they are and who they want to be. Where they find themselves today is not the result of random events, and their future can, to some extent, be similarly informed and developed.

Conclude the discussion by ensuring that students understand that globalization and their interconnectedness to other parts of the globe is part of their past and their present. They are working through this course to discern the role that globalization should take in their future and to answer the key question: To what extent should we embrace globalization?

2. On the chalkboard, write the heading “20th-Century World Events.” Ask students to keep their textbooks closed and add to the list by writing on the chalkboard or by contributing orally. As ideas are presented, ask students to assess the additions proposed. Ask questions such as
  - What makes an event worthy of the title “world event”?
  - What criteria are being used? How many countries have to be involved to make something a world event? How many people? How widespread an impact?

Instruct students to open their textbooks and apply the same kind of questions to the events listed in Figure 9-6 (p. 219, *Exploring Globalization*).

3. With students, read the first two paragraphs on page 219 of *Exploring Globalization*. Then draw students’ attention to the activity icon and ask students to respond as a class. Encourage students to include the concepts of interdependence and quality of life in their discussion. Students may point out that from the beginning of the 20th century, many Canadians experienced the benefits of preferential trade relations that resulted in significant economic growth, prosperity, and a high quality of life. World War I posed a threat to this relationship — and defending the “mother country” cost many Canadians their lives.

4. Instruct students to read the section titled “The Costs of World War I” as far as the heading “The Russian Revolution” (pp. 119–220, *Exploring Globalization*). Then ask students to name some of the human costs and some of the economic costs of the war. Ask them to imagine that they had been living in that time. How would those human and economic costs have changed their lives and their plans for the future?
5. Display an overhead transparency or presentation slide of Figure 9-9 (p. 220, *Exploring Globalization*) and read aloud the caption. Before asking students to answer the question in the caption, ask questions like the following:
  - What do you see in the two photographs? (You could use the 5 Ws+H questions — who, what, where, when, why, and how — to elicit responses.)
  - What can you infer about the lives of the people who live in these homes? What evidence backs up your inference?
  - What can you infer about the economic lives of the people living in these homes? What evidence backs up your inference?

Ask students if they see examples of disparities like these today. If so, where? In Alberta? In Canada? Internationally? Then ask students what they think the disparities they identified could lead to.

6. Ask students to work with a partner to read the sections titled “The Russian Revolution” and “Communist Russia” (pp. 220–221, *Exploring Globalization*). Then instruct them to respond to the activity icon on page 221. Answers may be presented orally or students may record their responses in their notebooks. Whether students agree or disagree with the statement in this activity, they should offer evidence to support their opinion. You may also ask students to consider which political environment they would expect to provide a better quality of life — and why.

To help students understand the historical context for the rise of communism in Russia, ask them to reexamine the photographs in Figure 9-9. Ask students why it is important for people to understand the historical context of a decision when they judge the contemporary results of that decision.

7. Instruct students to continue working with their partner to read the section titled “The Great Depression” (p. 222, *Exploring Globalization*). When they have finished, work with the class to respond to the activity icons that refer students to Figures 9-11 and 9-12 (p. 222). Ask students what kind of diagram might best serve their purpose for the first activity. Some students may suggest a flow chart or a diagram showing a series of causes and effects. Others may choose a series of drawings showing the effects on people’s lives.

When students have completed their diagrams or drawings, post them around the classroom. Instruct the class to examine the diagrams and suggest that, while they are doing so, they jot notes in response to the following questions:

- What information was included in your diagram or drawings? Why?
- What information was omitted? Why?
- What changes would you make after viewing other students’ diagrams and drawings?

Suggest to students that they keep their notes so they can refer to them when making diagrams in the future.

8. With the class, read the section titled “World War II” (p. 223, *Exploring Globalization*). Ensure that students comprehend the numbers of people killed in this war. To bring the huge numbers into focus, ask a volunteer to read aloud the caption to Figure 9-14 (p. 223), which includes the quotation from Lieutenant-Colonel Dollard Ménard.
 

You may want to ask students to work together as a class to create the three criteria for “Reflect and Respond” (p. 223, *Exploring Globalization*). Criteria might include the cost of reconstruction after wars and revolutions, the area or the number of countries involved, and the number of people involved.
9. Introduce “Focus on Skills: Decision Making and Problem Solving” (pp. 224–225, *Exploring Globalization*) by asking students what decisions they have made so far today. Were most of those decisions fairly simple to make? What alternative choices did they have? Was the decision intended to resolve a problem? If so, what was it? What did they base their decisions on? What kind of consequences do they think those decisions will have?
 

Then ask a volunteer to read the introduction to the skill focus. Ask students what kinds of decisions people in Canada had to make at the end of World War II. What alternative choices did they have? Were the decisions intended to resolve problems? If so, what were they?

Ask students for their initial reaction to the question they are to answer in this skill focus: Should the government use taxpayers’ money to help people in war-torn countries rebuild their ruined communities?
10. Distribute Reproducible 3.9.6, Decision Making: Rebuilding Communities. Instruct students to choose a partner — or assign partners. Then work through Step 1 with the class. Remind students that they are dealing with a policy issue here — a question that involves taking action or making a change — so they will have to think about how their decision will affect the communities involved. At this point, you may wish to briefly review the section titled “What Is an Issue?” (pp. 4–5, *Exploring Globalization*). Then instruct students to work with their partner to complete Steps 2 and 3. When they are finished, ask a few students to report their decision to the class.
 

Suggest that students keep the reproducible and add notes to it as they work through the next two lessons of this chapter. They may also want to use the reproducible and additional notes for the first end-of-chapter activity on page 234.
11. Remind students of the persuasive essay they are preparing (pp. 212–213, *Exploring Globalization*). Ask volunteers whether today’s lesson contained ideas that might be useful in their essays and give students time to update the notes they are making in preparation for the challenge.

## DIFFERENTIATING INSTRUCTION

1. To reduce the amount of reading for those who are struggling, you could organize a jigsaw activity, with one group focusing on World War I, a second group focusing on Russia, a third group focusing on the Great Depression, and a fourth group focusing on World War II.
2. Pair students to work through the skill focus so the pairs cover a range of abilities.
3. Students who are interested in finding out more about the effects of World War I and World War II on Canadians can conduct further research at the Canadian Virtual War Memorial, CBC, and NFB sites (see “Additional Resources”).

## LESSON 4

### WHAT FACTORS LAID THE FOUNDATIONS OF CONTEMPORARY GLOBAL ECONOMICS?

Students will investigate some of the factors, events, people, and organizations that have shaped contemporary global economics. They will explore various points of view and perspectives about economic globalization and present a supported position on one of them.

**ESTIMATED TIME:** 75 minutes

You may want to extend this lesson to two class periods in order to pursue some of the events and feed students' interest.

#### INQUIRY QUESTION

What factors laid the foundations of contemporary global economics?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.9.7, Foundations of Contemporary Global Economics: Public Service Announcements
- Reproducible H, Detecting Bias (optional)
- Reproducible I, Assessing the Authority and Validity of Internet Information (optional)

Create an overhead transparency or presentation slide of Figure 9-18 (p. 230, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 226–231

#### 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.globalissues.org/TradeRelated/SAP.asp](http://www.globalissues.org/TradeRelated/SAP.asp)

Anup Shah's Global Issues site offers an article titled "Structural Adjustment — A Major Cause of Poverty."

[www.econedlink.org/lessons/index.cfm?lesson=em593&page=teacher](http://www.econedlink.org/lessons/index.cfm?lesson=em593&page=teacher)

This U.S. National Council on Economic Education web site provides a lesson titled "Keynes versus Hayek: The Rise of the Chicago School of Economics."

<http://www.pbs.org/wgbh/commandingheights/lo/index.html>

"Commanding Heights: the Battle for the World Economy" is a PBS site based on a six-hour television special that includes analysis of the economic theories of John Maynard Keynes, Frederick Von Hayek, and Milton Friedman.

[www.cbc.ca/ideas/massey/massey2005.html](http://www.cbc.ca/ideas/massey/massey2005.html)

This web site presents an audio clip of the first of the Massey Lectures given by Stephen Lewis in 2005. The lecture, titled "A Race against Time," and a book of the same title talk about Lewis's time as the United Nations special envoy for HIV/AIDS in Africa.

[www.wto.org/english/forums\\_e/students\\_e/students\\_e.htm](http://www.wto.org/english/forums_e/students_e/students_e.htm)

The World Trade Organization's web site for students contains a wide range of short articles with engaging illustrations. The site argues that the WTO is necessary for global economic stability.

[www.imf.org/external/np/exr/st/eng/index.htm](http://www.imf.org/external/np/exr/st/eng/index.htm)

The International Monetary Fund's web site for students provides online exercises that lead students through international money issues and the importance of trade. The site argues that the IMF is necessary for global economic stability.

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

The World Bank offers fewer resources specifically designed for students, but its site provides students with the bank's perspective on global economic issues.

## 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 3.9.7, Foundations of Contemporary Global Economics: Public Service Announcements, and presenting their public service announcements

## PRIOR LEARNING

Students will build on their understanding of the economic causes and effects of major 20th-century historical events.

## TEACHING AND LEARNING STRATEGIES

1. Begin the lesson by writing on the chalkboard the terms "World War I," "Great Depression," and "World War II." Ask students how they think people would have responded to the legacies of these events. What attitude would people have had to economic globalization? What would have been their likely concerns? Students may suggest that people would be asking themselves questions such as
  - Who would pay for the damage caused by the wars? For reconstruction?
  - How could they prevent a third world war?
  - How could they prevent unemployment and losses of wealth and income like what happened in the stock market crash and the Great Depression?
  - What could they do about environmental problems like the ones that occurred with the drought and grasshopper invasions in Alberta during the Depression?

Tell students that this lesson builds on their understanding of what happened to people's attitudes toward economic globalization after World War I, the Great Depression, and World War II.

2. With students, read the IQ — What factors laid the foundations of contemporary global economics? — and the opening section on page 226 of *Exploring Globalization*. Encourage students to imagine that they had been Canadian representatives at the formation of the United Nations. Why would the four bulleted points on page 226 have been important to them? How do students think those goals would help people gain economic prosperity and security?
3. Instruct students to finish reading the rest of page 226 of *Exploring Globalization*. Pause at the activity icon at the bottom of the page and ask students if they want to add anything to

the goals they discussed in Step 2. Remind them that they are in role as someone who was working to achieve those goals in the 1940s and that they might have personally witnessed the devastation in Dresden and Warsaw (see Figure 9-15, p. 226) or Hiroshima (see Figure 9-1, p. 214).

4. With the class, read pages 227 and 228 of *Exploring Globalization*. Tell students they will be making a brief presentation based on their reading and instruct them to pay particular attention to Figure 9-17 (p. 228), which will help them understand the structure of the World Bank and the IMF. Pause as necessary to respond to questions students raise about the content of these pages.
5. Ask students what they know about public service announcements. Tell them that a successful PSA communicates a limited amount of information in a short time — 60 seconds or less — in such a way that the audience will remember it. PSAs can be used to
  - share time-sensitive information (e.g., storm warnings, road closures, flooded areas)
  - raise awareness (e.g., of a rabies clinic for pets or local special events)
  - disseminate information that has value to everyone (e.g., pre-election political party platforms, information with educational value)

Tell students the public service announcement that they will develop in this lesson is designed to disseminate educational information.

Divide the class into six groups and assign one of the following topics to each group:

- the Bretton Woods Conference
- John Maynard Keynes
- Friedrich Hayek
- the World Bank
- the International Monetary Fund
- the General Agreement on Tariffs and Trade.

Distribute Reproducible 3.9.7, Foundations of Contemporary Global Economics: Public Service Announcements. Tell students to begin by identifying the three key ideas presented in *Exploring Globalization* on the subject they have been assigned. When group members agree on the three key ideas, students will record them on their copy of the reproducible, then work as a group to prepare a public service announcement based on the points they recorded.

6. As they prepare their presentations, remind students that the goal of a public service announcement is to communicate information clearly and briefly in a memorable way. While students are developing their PSAs, check that each group has successfully identified three appropriate key ideas. Circulate to make sure that the groups are working on an announcement that is not only memorable but also appropriate for both purpose and audience. Remind students that all members should contribute to the group's preparations. Then ask the groups to select one of its members to give the oral presentation.

Tell students to note on Reproducible 3.9.7, Foundations of Contemporary Global Economics: Public Service Announcements, the key ideas of each PSA as they listen. You may want to give the class the option of hearing each PSA more than once.

When all the announcements have been presented, each student should have completed the reproducible. Confirm that this is the case. If students are missing information, pause to let everyone catch up. Then encourage students to assess the activity during a full-class discussion. If necessary, guide the discussion by asking students about the content and value of each PSA.

7. Read aloud the introduction to “Points of View” (p. 229, *Exploring Globalization*). Ask three students to each read aloud one set of comments, then ask volunteers to express in their own words the essential message of each speaker. Students may suggest that Joseph Stiglitz sees structural-adjustment loans as economically and politically dangerous; David O’Driscoll says they are necessary for sustained economic growth, especially in indebted countries; and Stephen Lewis believes that structural-adjustment loans are not only unhelpful but also damaging to the poorest citizens of the world’s poorest countries.
8. As a class, discuss students’ responses to “Explorations” (p. 229, *Exploring Globalization*). Encourage answers that are supported by information from the readings in this lesson. Note that students may use the same information to agree or disagree that structural-adjustment loans help people in developing countries. For example, one student may use the early goals of the United Nations (see the bulleted list on p. 226) to support structural-adjustment loans, saying that the loans help countries get to a stage where they can trade freely with the rest of the world. Another student may use the same information to say structural-adjustment loans prevent indebted countries from trading freely — if children cannot get an education because of those loans, they can’t learn how to compete in the world market.  
Ask students to consider whether their position on any of the questions in “Explorations” would change if they themselves lived in an indebted country.

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

The Berlin Wall divided the city into two clearly defined zones. The original wall — made of barbed wire — was built during the night on August 12, 1961. Cars, buses, trucks, and trains could no longer cross from one side of the city to the other. People could no longer work or visit across the dividing line. People who tried to climb the wall were forced back by armed East German guards. Over the following days and weeks, the barbed wire was replaced with concrete blocks. Eventually the wall was 3.6 metres high and 106 kilometres long and included more than 300 watchtowers.

9. Display an overhead transparency or presentation slide of Figure 9-18 (p. 230, *Exploring Globalization*). Tell students some of the history of the Berlin Wall (see “More to the Story”) and explain that the wall had become a symbol for the conflict and divisions between the communist countries associated with the USSR and the capitalist countries. To refresh their knowledge, instruct students to look up “communism” and “capitalism” in the glossary.  
Ask students what life would have been like for people in East and West Berlin during the time the wall divided the city. Encourage students to include social and economic aspects of Berliners’ lives in their responses. Then ask students why they think the Berlin Wall became such a powerful symbol to people around the world. What would the destruction of the wall — shown in the photograph on the screen — have meant to Berliners and to people around the world?  
Instruct students to read the section titled “Changing the Foundations of Economic Globalization” (p. 230, *Exploring Globalization*). Ask students to respond to the activity icon on page 230. Some students may suggest that Berliners’ and Germans’ desire to reap the benefits of global trade might have been a factor. Others may say that Berliners wanted to share in the better jobs and higher incomes that seemed to result from the growing interdependence of European countries.
10. With students, read the rest of pages 230 and 231 of *Exploring Globalization*. Remind students of John Maynard Keynes’s comment at the end of the Bretton Woods Conference in 1944 (see

“Voices,” p. 226, *Exploring Globalization*). What had happened to Keynes’ promise of employment and productivity by the 1970s? How successful had governments’ partial control of economies been?

Ask students to explain how Milton Friedman’s thinking about free markets changed as he gathered more experience and a better understanding of economics (see the profile on p. 231). Ask them whether they agree or disagree with Friedman’s idea that in hard times people should not expect to rely on the government. Encourage them to give reasons for their point of view.

### **More to the Story**

Some people believe that Keynes’ idea of manipulating demand — taxing consumers and producers, cutting back government spending when times are good and reducing taxes and increasing government spending when times are bad — makes sense and works if governments follow Keynes’ ideas. Some people believe that Keynesian economics did not fail but rather that governments failed by refusing to cut spending and raise taxes during good times because they feared a backlash at the election polls. Some people believe that this resulted in ballooning national deficits.

11. Remind students of the persuasive essay they are preparing (pp. 212–213, *Exploring Globalization*). Ask volunteers to offer ideas discussed during today’s lesson and to suggest how they might be useful in their debates. Allow students a few minutes to make changes or add new ideas and information to the notes they are making in preparation for the challenge.

## **DIFFERENTIATING INSTRUCTION**

1. None of the individual activities in this lesson needs to be completed entirely. Students whose work is incomplete will still be thinking about this inquiry and will engage in self-reflection and metacognition.  
Encourage students to identify elements from the chapter section studied in this lesson that they could use for this related issue’s challenge — writing a persuasive essay.
2. The activity icon on page 227 of *Exploring Globalization* asks students to investigate the purpose of the student web sites maintained by the World Bank and the International Monetary Fund. To view these sites, students can either follow the links at [www.ExploringGlobalization.ca](http://www.ExploringGlobalization.ca) (see p. 227) or the web sites listed in “Additional Resources.” Distribute Reproducible H, Detecting Bias, or Reproducible I, Assessing the Authority and Validity of Internet Information, before students visit the sites. Ask students to analyze the information they find. Is the site biased? Does it demonstrate valid authority?
3. Encourage interested students to research the influence of Keynes, Hayek, and Friedman on contemporary economic globalization and to report their findings to the class. The “Commanding Heights: The Battle for the World Economy” web site offers a wealth of accessible material for research (see “Additional Resources”).

## LESSON 5

### IMPACT: ECONOMIC GLOBALIZATION IN THE PEOPLE'S REPUBLIC OF CHINA

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

Students will continue to explore globalization by examining some of the social, economic, and environmental implications of China's economic growth. The lesson concludes with the end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.9.8, Map of China
- Reproducible 3.9.9, Decision Making in China (optional)
- Reproducible 3.9.10, Decision Making in Abstainia (optional)

#### RESOURCES

*Exploring Globalization*, pages 232–235

#### 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.cbc.ca/chinarises/intro/index.html](http://www.cbc.ca/chinarises/intro/index.html)

The interactive web site for a four-part television series on modern China titled *China Rises*. Produced by the CBC and international partners, the series explored China's economy, the challenges posed by pollution and a rising population, preparations for the 2008 Olympic Games, and a profile of Shanghai.

[www.pbs.org/kqed/chinainside/educators.html](http://www.pbs.org/kqed/chinainside/educators.html)

"China from the Inside" is based on the PBS television series. The site includes excellent material on modern China, with video clips, lessons and activities, and maps, including an interactive soundscape.

<http://hrw.org/english/docs/2006/01/18/china12270.htm>

This Human Rights Watch report details continuing human rights abuses in China. Human Rights Watch is one of largest and most respected independent groups monitoring human rights issues around the world.

[www.china.org.cn/english/index.htm](http://www.china.org.cn/english/index.htm)

The China Internet Information Center is the authorized government portal. The site gives the official Chinese government position on news and related issues.

#### 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 discussion and activities
- 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 extend their understanding of the concepts and historical events they examined in the previous lessons on Chapter 9.

## **TEACHING AND LEARNING STRATEGIES**

1. With students, review the beliefs of Friedrich Hayek and Milton Friedman (see pp. 227 and 231, *Exploring Globalization*). You may wish to emphasize their belief that markets, not governments, should control a country's economy. Ask students to explain how Canada enjoys elements of a market economy and of government participation in the economy (e.g., free-trade agreements, health care, education, employment insurance). Ask students if they have any personal experience with countries that structure their economies differently. Do they have family or friends who live in the United States, India, China, or Russia? What kind of economic system would students prefer to live under?
2. Assign students a partner for this activity. Tell them that they will soon be reading "Impact: Economic Globalization in the People's Republic of China," but first you want them to explore the geographic context of China today. Remind students that context includes the circumstances or surroundings of an event. You may wish to refer them to page 21 of *Exploring Globalization* to refresh their memory.

Remind students of the IQ for the last lesson — What factors laid the foundations of contemporary global economics? Explain that, in this lesson, they are going to explore some of the factors that laid the foundations for China's role in contemporary global economics.

Distribute Reproducible 3.9.8, Map of China. Instruct students to work with their partner to complete this reproducible by recording events in countries around China that may have influenced changes in China. Tell the pairs to draw lines from the various countries and add a balloon or a box with a brief note identifying the event and suggesting how it might have affected people in China. For example, as students learned in Ling's response in "Ideas" on page 217, Japan invaded China in World War II. Students might suggest that this would make the Chinese people afraid of being invaded.

3. Read aloud the opening paragraph of "Impact: Economic Globalization in the People's Republic of China" (p.232, *Exploring Globalization*). Pause and ask students to suggest what Mao Zedong meant by terms like "Central Government," "Common Program," and "people's democratic dictatorship." Encourage students to compare the role of governments in Canada and this description of the role of government in China.
4. With students, read the sections titled "Dashed Hopes" and "Reforming the Economy" (p. 232, *Exploring Globalization*). Pause from time to time so that students can add further connections to Reproducible 3.9.8, Map of China. Connections with Russia, for example, might include following that country's example by nationalizing businesses, establishing collective farms, and developing industries.

Ask students to imagine that they are collective farmers in China. To help them understand their situation as farmers, ask questions such as

- What if you had to turn over all your produce to the state?

- What if you were then allowed to sell some of your produce and keep your earnings?
  - How would you respond to Deng Xiaoping’s comment, “Plans and markets are simply stepping stones . . . to universal prosperity and riches”?
5. Instruct students to read the sections titled “Taking Part in Global Trade” and “Living in Industrial China” (p. 233, *Exploring Globalization*). Ask students why they think China was closed to international trade after the revolution. Why would the government have wanted to keep international trade to a minimum? And why might the government have changed its policies during the 1980s?
 

Ask a volunteer to read aloud Yi Maosheng’s comment in the last paragraph on page 233. What do these remarks lead students to think about the quality of life in Linfen? About the challenges the Chinese people face as they become more industrialized and prosperous? About the need to balance prosperity and other quality-of-life concerns?
  6. To respond to the first activity in “Explorations,” you may want to have students calculate the differences in imports and exports by asking them to calculate the percentage growth in Canadian exports to China versus Canadian imports from China.
 

For the second activity, you may wish to distribute Reproducible 3.9.9, Decision Making in China. Remind students that they need to take into consideration more than just an increase in average income to make a decision that will create a balanced solution..
  7. To conclude the lessons for this chapter, ask students to return to Reproducible 3.9.1, Anticipation Guide: Economic Globalization. In the first lesson, students completed the left column. Now instruct students to complete the right column, then to revise their earlier answers (1-F, 2-F, 3-F, 4-T, 5-T, 6-T, 7-F, 8-F, 9-F, 10-T). Ask how many students made changes. Remind the class that the objective of this exercise is to see what reading the chapter has helped them absorb.
  8. Give students time to work on their Related Issues 3 Challenge (pp. 212–213, *Exploring Globalization*). Students should have made a start on developing inquiry questions (Step 1). If students have not had any feedback from you or their peers, this would be an appropriate time to provide assessment. Students who have had their inquiry questions edited can move ahead to Step 2. Encourage students to move ahead with this task even if they know their position may change as they acquire new information — this is a necessary step in developing a position that they can write about persuasively.
 

Students could work in pairs or small groups to share their position and points with their peers. If new points are included in the discussion, encourage students to alter their position as necessary.

## DIFFERENTIATING INSTRUCTION

1. “Additional Resources” contains web sites with interactive pages. Students could use these resources independently to further their understanding of China’s economic growth and related issues.
2. Modify the end-of-chapter activities to accommodate students’ needs, strengths and interests. Question 2, for example, asks students to role-play an interview. Some students may prefer to write a newspaper story or prepare a speech.

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

(pp. 234–235, *Exploring Globalization*)

**Notes**

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

**Answers**

1. a) Distribute Reproducible 3.9.10, Decision Making in Abstainia. Group responses should include social, cultural, economic, environmental, and political aspects. Students' completed reproducible should consider pros and cons of the aspects that they have selected. If additional time for research is provided, students should show evidence of applying the research.  
b) Students' reasons for their decision should be consistent with the aspects developed in the organizer. If the students decide to accept the loan, the conditions offered to the World Bank should be consistent with the decision.  
c) If the group rejects the loan, the alternative plan should also be consistent with the group's decision.  
d) Students' statements should be well-thought-out and persuasive.
2. a) Students' powerful questions should show evidence of understanding the different approaches of Hayek and Keynes (see p. 227, *Exploring Globalization*).  
b) Students' follow-up questions should be forward-looking and open-ended, asking the interviewee to predict what will happen next. Students might ask Keynes, for example, what will happen to the world economy if Hayek's ideas form the basis of the Bretton Woods agreement. What if Hayek is wrong? Or vice versa.  
c) Students' answers should remain in character and be effective and persuasive.

The class discussion that follows should cover highlights that may have been missed.

3. You could ask students to begin this activity by rereading and reflecting on the question in “Ideas”: “What does economic globalization mean in your life?” (p. 217, *Exploring Globalization*). Is it true that owning less — or more— makes us more secure and happy? Students' answers will vary, but they should provide reasons for their assessment. Responses to the poems could include identifying what violets, dandelions, and the begging bowl represent. Students' responses should connect an understanding of the poems with globalization issues. Their own verses or raps will vary widely, but they should be appropriate and respectful.

## LESSON 6

### CHAPTER 10 OPENER WHAT FACTORS CONTRIBUTE TO EXPANDING GLOBALIZATION?

Students will explore the challenges and opportunities presented by expanding globalization.

**ESTIMATED TIME:** 75 minutes

#### CHAPTER-ISSUE QUESTION

To what extent do contemporary factors contribute to expanding globalization?

#### INQUIRY QUESTION

What factors contribute to expanding globalization?

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.10.1, Communication Technologies Today — and Tomorrow

Create an overhead transparency or presentation slide of Figure 10-1 (p. 236, *Exploring Globalization*).

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

Assemble chart paper and coloured markers or pencils.

#### RESOURCES

*Exploring Globalization*, pages 236–241

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

Daryl Cagle's Professional Cartoonists Index offers a large collection of current editorial cartoons from around the world, including many from Canada. These cartoons may provide ideas for lesson starters and class discussions — click on “Teacher Guide” on the home page.

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

This web site, maintained by Monash University in Melbourne, Australia, is organized around questions about many of the key aspects of globalization. Each article is extensively researched and well prepared.

#### 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
- completing Reproducible 3.10.1, Communication Technologies Today — and Tomorrow

## PRIOR LEARNING

This lesson builds on students' understanding of economic, technological, political, and media interconnections as both causes and effects of globalization.

## TEACHING AND LEARNING STRATEGIES

1. Invite students to express their point of view on globalization at this point in the course and discuss their responses as a class. Students may wish to consult the notes they are keeping in response to “My Point of View on Globalization.” You may also wish to ask students a pointed question, such as whether they think that globalization contributes to prosperity for all people. When the discussion winds down, provide time for students to record their ideas in their notebooks.
2. Display an overhead transparency or presentation slide of Figure 10-1 (p. 236, *Exploring Globalization*). With the class, read the caption. Instruct students to examine the three cartoons, then ask volunteers to explain the main idea of each cartoon. Ask students to suggest how they think political cartoons help people understand difficult or controversial issues. Do political cartoons help shape values? Lead to actions that help alleviate problems or difficult situations? Or are they just entertainment?
3. With students, read the introduction on page 237 of *Exploring Globalization*. Invite volunteers to respond to the questions about the cartoons. Then ask students whether they think these cartoons introduce the chapter-issue question effectively.
4. Distribute Reproducible 3.10.1, *Communication Technologies Today — and Tomorrow*. Ask students to read page 238 of *Exploring Globalization* and to use the reproducible to respond to the activity icon at the bottom of the page. Students may suggest technologies such as cellphones, computers, television, and MP3 players. They may suggest that cellphones have become more than just phones. By 2007, cellphones had digital cameras, e-mail, and web browsers. In the future, cellphones may have expandable screens and be able to make digital films that people can upload to the Internet.

When students have completed their reproducibles, ask them to choose a partner — or assign partners — to complete the activity by discussing the similarities and differences in their predictions. When they have finished, ask students to share their predictions and record a selection of their responses on the chalkboard. You may wish to discuss some or all of these as a class.

5. Tell students to read the sections titled “Trade” (p. 239, *Exploring Globalization*) and “Just-in-Time Delivery Systems” (p. 241). Direct students' attention to the activity icon on page 239 of *Exploring Globalization* and ask volunteers to respond. Students' responses may include
  - Who do you think will benefit from these changes? Auto and parts manufacturers, auto dealers, and the consumer.
  - What might be some of the benefits? The consumer gets exactly the car she wants in a timely fashion; manufacturers and workers know what — and how much — to do next.
  - What might be some of the drawbacks? If one of the parts manufacturers does not meet the order, assembly will be delayed; manufacturing will go where it is cheapest, so jobs will be lost; consumers cannot take a specific car for a test spin.
  - Answers to whether the benefits outweigh the drawbacks will vary, but students should be able to give reasons.

As a class, discuss the benefits and drawbacks and their implications for the related-issue question — To what extent does globalization contribute to sustainable prosperity for all

people? Time permitting, you may wish to organize this discussion as a continuum debate (see page 65).

6. With the class, read the section titled “Reshaping Trade Patterns” (p. 240, *Exploring Globalization*). Then direct students’ attention to the activity icon at the end of this section. Invite volunteers to respond to the question in the activity. Students may suggest that low wages in developing countries have encouraged transnational corporations to set up factories there.
7. Instruct students to read the section titled “Transportation” (p. 240, *Exploring Globalization*). Tell students to work with their partner to respond to the activity icon at the bottom of page 240. Students may observe that the largest container ports are in Asia, where most goods are manufactured; many shipping routes go through the Atlantic; and most European ports are in the north.
8. Instruct students to read the section titled “The Media” and the caption to Figure 10-6 on page 241 of *Exploring Globalization*. Ask students to respond to the question asked in the caption — Do you think that events like this are newsworthy and should be covered as news stories? — and discuss their responses.
9. Divide the class into groups of four. Distribute chart paper and coloured markers to each group and instruct students to use these tools to complete the reflect-and-respond activity on page 241 of *Exploring Globalization*. Post the mind maps around the classroom and ask students to walk around the room and examine the mind maps as if they were at an art gallery. Then ask students to identify ideas that are common to most of the mind maps and interesting ideas unique to a particular mind map. Discuss the responses as a class.
10. Write the following terms on the chalkboard: “outsourcing,” “convergence,” “just-in-time delivery,” and “containerization.” Give students time to review pages 238 through 241 of *Exploring Globalization* if necessary, then ask volunteers to write a definition and example for each term on the chalkboard. Instruct students to record the definitions and examples in their notebooks.
11. Remind students of the essay they are preparing for this related issue’s challenge (pp. 212–213, *Exploring Globalization*). Ask volunteers to suggest how ideas discussed during today’s lesson might be useful in their essays. Give students time to update the notes they are making in preparation for the challenge.

## DIFFERENTIATING INSTRUCTION

1. Instead of a mind map for “Reflect and Respond” (p. 241, *Exploring Globalization*), ask students to make point-form notes, then write an essay about how communication technologies, trade, transportation, and the media contribute to expanding globalization.
2. Tell students to survey news broadcasts from three different networks. Ask them to record how many items they think are traditional news stories and how many are entertainment presented as news. Ask students to determine the criteria by which they decide whether a story is news or entertainment. Instruct students to graph the results of the survey and write a paragraph that explains the relationship between the media, news, and entertainment and the way different networks identify events as news or entertainment.
3. When pairing and grouping students for the activities in this lesson, ensure that the groups include students with a range of abilities. In Step 7, for example, a student who reads maps well can help one who struggles with visual and geographical relationships.

## LESSON 7

### IMPACT: THE MAQUILADORAS OF MEXICO

### HOW DO INTERNATIONAL AGREEMENTS AND ORGANIZATIONS CONTRIBUTE TO EXPANDING GLOBALIZATION?

### FOCUS ON SKILLS: BUILDING CONSENSUS

Students will examine the maquiladoras as one facet of expanding globalization. They will also explore trade liberalization in the context of specific trade agreements, such as the North American Free Trade Agreement, and organizations — the World Trade Organization and the European Union — and assess their role in creating sustainable prosperity for all people. The chapter's skill focus will provide them with steps to follow in building consensus, in the classroom and everyday life.

**ESTIMATED TIME:** 75 minutes

### INQUIRY QUESTION

How do international agreements and organizations contribute to expanding globalization?

### GETTING READY

Photocopy reproducibles.

- Reproducible 3.10.2, Liberalizing Trade in Clothing
- Reproducible 3.10.3, Building Consensus
- Reproducible 3.10.4, Ideas behind the Creation of the WTO, NAFTA, and the EU

Assemble chart paper and coloured markers or pencils.

### RESOURCES

*Exploring Globalization*, pages 242–249

### 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.corpwatch.org/article.php?id=1528](http://www.corpwatch.org/article.php?id=1528)

[www.udel.edu/leipzig/texts2/vox128.htm](http://www.udel.edu/leipzig/texts2/vox128.htm)

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

Perspectives on the maquiladoras of Mexico.

[www.dfait-maeci.gc.ca/nafta-alena/menu-en.asp](http://www.dfait-maeci.gc.ca/nafta-alena/menu-en.asp)

The complete text of NAFTA and other related materials can be found on this site maintained by the Department of Foreign Affairs and International Trade. The text of the agreement is long and dense, but students may find brief quotations of interest.

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

At the web site of the World Trade Organization, click on “Resources for Students.”

[http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm)

At the home page of the European Union, click on “Easy Reading Corner” for a variety of materials explaining what the EU is and what it does. From here, you may wish to click on “Young people,” which has materials for teachers.

[www.ilo.org/global/index.htm](http://www.ilo.org/global/index.htm)

The home page of the International Labour Organization, a UN agency that attempts to bring governments, organizations, businesses, and individuals together to create “decent work” for the world. The site has links to a variety of resources.

[www.freethechildren.com/index.php](http://www.freethechildren.com/index.php)

Free the Children, begun in 1995 by Canadian Craig Kielburger and 11 friends, is now a world-wide NGO working on sustainable community development projects. The organization’s focus is on making families and communities prosperous enough that children can attend schools.

[www.unicef.org/crc](http://www.unicef.org/crc)

UNICEF’s web site on the Convention on the Rights of the Child, with links to the convention’s text and definitions of key terms.

Kielburger, Craig and Marc Kielburger. *Me to We: Finding Meaning in a Material World*. Toronto: Simon and Schuster, 2006.

A bestselling book by two brothers who became award-winning social advocates and leaders when they were teenagers.

## 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
- completing the reproducibles

## PRIOR LEARNING

This lesson builds on students’ understanding of expanding globalization and trade agreements and their implications for workers and consumers.

## TEACHING AND LEARNING STRATEGIES

1. Remind students of the exercise they completed in Lesson 5 of the first related issue, when they checked the labels of their clothing, books, jewelry, and shoes and completed Reproducible 1.1.12, Personal Global Connections, to ascertain where items came from. Ask them to check these items again and write on the chalkboard the names of the countries they find. Invite students to go to the chalkboard to tally how many countries are represented. Discuss the results — and the reasons for these — as a class.

Chances are that at least one student will be wearing a garment from Mexico. By this point in the course, students should be able to identify some of the reasons a clothing manufacturer would set up a factory in Mexico (e.g., cheap labour, limited government regulation, less stringent or no environmental controls, and proximity to large markets in North America).

2. With the class, read “Impact: The Maquiladoras of Mexico” on pages 242 and 243 of *Exploring Globalization*. Pause after the section titled “Pros and Cons of Maquiladoras” and ask students to briefly discuss what they have just read. Which provides them with a more compelling perspective — the arguments in favour of or in opposition to this working environment?

Draw students’ attention to Figure 10-8 (p. 242, *Exploring Globalization*). Ask students if they can identify any disadvantages of maquiladoras for foreign-owned companies. Ask students what advantages there might be for consumers of goods manufactured by BMW,

Volkswagen, Fisher Price, Ford, General Motors, Honda, Nissan, IBM, and Mattel (see the fourth paragraph in the section titled “How Maquiladoras Began”).

3. Finish reading the feature with the class, then instruct students to choose a partner — or assign partners — and tell them to work together to respond to the activities in “Explorations” (p. 243, *Exploring Globalization*). The class discussion has already covered much of Activity 1. For Activity 2, ask students to draw the continuum in their notebooks and mark their initial view on whether the benefits of maquiladoras outweigh the costs. To help students understand the issues raised here, ask questions like the following:

- What would the lives Mexican workers be like without the maquiladoras? (For some workers, their own and their family’s survival depends on these jobs.)
- What do you think should be done to help the maquiladora workers? (Students will likely suggest paying them higher wages, encouraging unions, and banning toxic chemicals.)
- What do you think would happen to the cost of your maquiladora-made shoes and clothing if the workers were paid higher wages, formed unions, and had the same environmental protections as Canadian and American workers? (Students will have to consider what it might actually cost them if workers had the same advantages as workers in more developed countries.)
- What do you think the transnational companies would do if they were forced to pay their Mexican workers the same wages as they pay Canadian and American workers? (Students may suggest that the companies would close their factories in the maquiladora zone.)
- What would happen to the workers in these factories? (They would lose their jobs.)

Then ask students to revisit the continuum. Ask how many would change their judgment — and why.

4. Instruct students to read pages 244 and 245 of *Exploring Globalization*. Distribute Reproducible 3.10.2, Liberalizing Trade in Clothing, and instruct students to use the reproducible to respond to the activity icon on page 244.

When students have completed their reproducibles, ask them for a show of hands of those in favour of and those against liberalization of trade. Ask volunteers why they voted as they did and briefly discuss their reasons.

5. Tell students to work with their partner to respond in their notebooks to the activity icon on page 245 of *Exploring Globalization*. Then ask volunteers to present their five-step plan to the class.

6. With the class, read the introduction to “Focus on Skills: Building Consensus” (pp. 246–247, *Exploring Globalization*). Tell students that, as with any other type of groupwork, the key to building consensus is to remain respectful of others. You may also wish to point out to students that this approach can be used elsewhere in this course and in future studies, as well as in everyday life.

Divide students into small groups and distribute Reproducible 3.10.3, Building Consensus. Instruct students to read pages 246 and 247 of *Exploring Globalization*, then to follow the steps on page 246, using the reproducible to help them keep track of their progress. Remind them to note areas of agreement and disagreement, and to refer to the “Tips for Making Consensus Building Work” on page 247 as they work through the steps. Circulate to ensure that the groups stay on track and help groups that are having trouble by walking them through the options in the section titled “When Consensus Cannot Be Reached” (p. 247).

7. Instruct students to read pages 248 and 249 of *Exploring Globalization*. When they finish reading, ask them to discuss similarities and differences between the North American Free Trade Agreement and the European Union. With the class, discuss whether they think the WTO, NAFTA, and EU contribute to prosperity for all people. To focus this discussion, you may draw students' attention to Figure 10-15 (p. 249), for example, and ask them to comment on the data it contains.
8. Instruct students to work with their partner to respond to the activity icon on page 248 of *Exploring Globalization*. When students have completed the activity, ask volunteers to present their description of their attitudes toward NAFTA. This activity will highlight for students areas where more data, inquiry, and research are required.
9. Draw students' attention to "Reflect and Respond" on page 249 of *Exploring Globalization*. Distribute Reproducible 3.10.4, Ideas behind the Creation of the WTO, NAFTA, and the EU. Tell students to use the reproducible to make point-form notes to respond to this question: Whose ideas do you believe were most influential in the creation of these organizations? While students are making their notes, write the names "John Maynard Keynes," "Friedrich Hayek," and "Milton Friedman" on the chalkboard.

Ask students to share the responses they recorded on the reproducible and write a selection of these on the chalkboard. Then ask students how they think these ideas are shaping contemporary economic globalization. Remind students to provide reasons.
10. Remind students of the persuasive essay they are preparing (pp. 212–213, *Exploring Globalization*) and encourage volunteers to suggest aspects of today's lesson that might be useful in their essays. Allow students a few minutes to update the notes they are making as they prepare for the challenge.

## DIFFERENTIATING INSTRUCTION

1. Students with behavioural disorders may find working with others to complete the skill focus difficult. Be sure that the structure of this exercise is clear and that these students are grouped with other students who have the social skills required to help students with behavioural difficulties play a part in building consensus — or work with these students yourself.
2. Students who are interested in free-trade agreements might investigate recent or continuing trade disputes and report back to the class. For the complete text of NAFTA, for example, see "Additional Resources."
3. You could extend the discussion of maquiladoras by asking students to conduct further research (see "Additional Resources") and compare them to factories in China or elsewhere. Students could present their findings in a bulletin-board display or make a brief presentation to the class.

## LESSON 8

### HOW DO TRANSNATIONAL CORPORATIONS CONTRIBUTE TO EXPANDING GLOBALIZATION?

Students will use a concept map to examine the role of transnational corporations in expanding globalization. They will also explore the connections between transnationals, power, and poverty as well as how companies fulfil their corporate responsibilities. Talisman Energy will provide a focus for these explorations. Students will also examine three points of view on the challenges and opportunities that go along with globalization.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How do transnational corporations contribute to expanding globalization?

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.10.5, Transnational Corporations and Expanding Globalization

#### RESOURCES

*Exploring Globalization*, pages 250–253

#### 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.pbs.org/wgbh/pages/frontline/shows/walmart/view/](http://www.pbs.org/wgbh/pages/frontline/shows/walmart/view/)

This PBS site offers footage from the 2005 *Frontline* episode titled “Is Wal-Mart Good for America?” and a variety of additional materials, including a teacher’s guide.

[www.walmartstores.com/GlobalWMStoresWeb/navigate.do?catg=316](http://www.walmartstores.com/GlobalWMStoresWeb/navigate.do?catg=316)

Wal-Mart’s web site. Look for the slide show on the company’s sustainability and corporate responsibility projects.

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

The web site for the award-winning documentary *The Corporation*. The site includes links to a wide range of educational resources, including teachers’ resource material prepared by TVOntario and the Ontario Institute for Studies in Education.

[www.talisman-energy.com](http://www.talisman-energy.com)

The corporate web site of Talisman Energy Inc. Links include “News,” “Environment,” and “Corporate Responsibility.”

#### 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 3.10.5, Transnational Corporations and Expanding Globalization

## PRIOR LEARNING

This lesson builds on students' previous explorations of transnational corporations, the interdependence of globalization and trade, and ways that globalization affects workers and consumers.

## TEACHING AND LEARNING STRATEGIES

1. With students, read the IQ — How do transnational corporations contribute to expanding globalization — that opens this section (p. 250, *Exploring Globalization*). To refresh students' memories about what a transnational corporation is, ask them to look up the term in the glossary. Remind students that they were introduced to transnational corporations and their relationship with global trade in Chapter 2 (p. 45, *Exploring Globalization*).
2. Instruct students to read silently as far as the heading “The Influence of Transnational Corporations” (p. 250). Then draw their attention to the bulleted points in the first paragraph on the page. Ask students what role people play in each of the factors that are so important to transnational corporations. Students may respond that people provide the labour to extract resources and make parts, and then provide markets by buying finished products. Guide further discussion by asking questions such as
  - What are some of the challenges and opportunities that people face because of transnational corporations?
  - How have transnational corporations affected people's lives around the world?
3. Distribute Reproducible 3.10.5, Transnational Corporations and Expanding Globalization, and tell students that they will use the concept map to help them respond to the IQ for this section of the chapter, which is at the centre of the concept map.
 

Divide the class into small groups and instruct the groups to select four transnational corporations. During this lesson, they will list four ways in which these corporations contribute to expanding globalization. Students may select companies mentioned in Figure 10-17 (p. 250) or on pages 250 to 252 of *Exploring Globalization*. Or they may select some of the corporations mentioned on page 45: Wendy's, Wal-Mart, Nike, Coca-Cola, McDonald's, Microsoft, Dole, Del Monte, and Daishowa.
4. Instruct students to read “The Influence of Transnational Corporations” (p. 250, *Exploring Globalization*), including Figure 10-17, Top 25 Transnational Corporations, 2005. Ask students what business the top five transnational corporations are in (Wal-Mart is a retailer; BP, Exxon Mobil, and Royal Dutch/Shell Group are energy companies; and General Motors is a car manufacturer). Then ask students questions like the following:
  - How is globalization a factor in the size of these companies?
  - How do these and the other corporations on the list contribute to expanding globalization?
  - How are globalization and the revenues of these corporations connected?

### Vocabulary Tip

Revenue is the total amount that a corporation receives for the goods it sells or the services it provides during a certain time. Revenue includes all sales, exchanges of assets, and interest earned. A corporation's expenses are subtracted from its revenue to calculate its net income.

5. Write the numbers 1 to 10 in a column on the chalkboard. To respond to the activity icon on page 250, ask students to rank the effects of the growth in the number of transnationals. Remind students that a score of 1 is highly negative and a score of 10 is highly positive, and record the tally. Ask volunteers to explain the reasons for their ranking.

Ask students to choose the top three effects that might shape their positions on the growth of transnational corporations. Suggest that students record the effects in their notebooks in the “My Point of View on Globalization” section.

6. Ask four volunteers to read aloud the four paragraphs in the section titled “Transnational Corporations and Poverty Reduction” (p. 251, *Exploring Globalization*). Pause to elicit students’ responses to the questions at the end of the second paragraph. Read aloud “Voices” on this page before asking students to respond to the activity icon on the page. Then ask students what they think would happen to people in developing countries if transnational corporations ruled the world. Does it seem likely that the rule of transnational corporations would bring greater prosperity to all people?

You could extend this activity by asking students questions like the following:

- To what extent should governments be the supporters — or the controllers — of transnational corporations?
  - What responsibilities should governments have to the general well-being of their publics?
  - What if the general well-being is perceived to be harmed by the growth of transnational corporations?
7. Ask students to examine Figure 10-18 and its caption (p. 250, *Exploring Globalization*). Then ask them to examine Figure 10-20 and its caption (p. 251). Ask students to speculate about how the two events shown in the photographs are related. How did a project that was hailed as positive for the Sudanese people in 1999 make Talisman a target for protests by 2002?

### **More to the Story**

From the late 19th century to 1956, Sudan was ruled by Britain and Egypt. For most of the years since the country gained independence, the people of Sudan have been involved in civil wars as various factions tried to gain power. In the 1970s and 1980s, famines caused massive migrations that displaced millions, and hundreds of thousands died. In Darfur, a western region of Sudan, a separate war began in 2003. It has been estimated that more than two million people had fled that conflict by October 2006, and hundreds of thousands had died. In 2007, the life expectancy for the Sudanese was less than 50 years, 40 per cent of the population was living under the poverty line, and the purchasing power parity figure was only \$2400 (U.S.) per person. Sudan is also home to a notorious guerilla group called the Lord’s Resistance Army that kidnaps children and forces them to become soldiers.

8. Instruct students to read the sections titled “Talisman Energy — A Canadian Transnational” and “Talisman and Corporate Responsibility” (pp. 251–252, *Exploring Globalization*). Return to the questions you asked in Step 7 and ask students whether their point of view has changed. How do they think the people shown in Figure 10-18 (p. 215) might have felt when they learned that Talisman was selling its stake in Sudan? Would the sale have made a difference to them? To whom do students think Talisman sold its stake? Talisman sold its stake to India’s state-run Oil and Natural Gas Corporation Ltd. (ONGC).

9. Remind students of the related-issue question — To what extent does globalization contribute to sustainable prosperity for all people? — and ask them how they think globalization can present both an opportunity and a challenge to people all over the world.

Ask three volunteers to read the three points of view on page 253 of *Exploring Globalization*. Then ask students to respond to “Explorations.”

As they complete Activity 1, encourage students to look carefully at the words used by each speaker. What values and attitudes do the word choices suggest? Students may suggest, for example, that Maude Barlow’s use of phrases like “Everything is for sale” and “all-out assault” place her on the pessimistic end of the scale.

For Activity 2, encourage students to base their questions on the chapter-issue question — To what extent do contemporary factors contribute to expanding globalization? — and the related-issue question — To what extent does globalization contribute to sustainable prosperity for all people? Students’ questions will vary, but be sure they give reasons.

For Activity 3, you may want to remind students that all ideas should be respectfully considered in a brainstorming session. As they work toward consensus, tell students to review the skill focus on pages 246 and 247 of *Exploring Globalization* and to pay particular attention to the “Tips for Making Consensus Building Work” on page 247.

10. Draw students’ attention to “Think about Your Challenge” on page 257 of *Exploring Globalization*. This reminds students of the essay they are preparing for this related issue (pp. 212–213, *Exploring Globalization*). Encourage volunteers to suggest how ideas they encountered in today’s lesson could be used in their essays. Jot their suggestions on the chalkboard or a sheet of chart paper and give students time to update their notes.

## **DIFFERENTIATING INSTRUCTION**

1. Encourage students to predict the role that transnational corporations are likely to play in expanding globalization in the future. Which companies might be the top 10 transnationals in 2025? In 2050? What factors might influence the growth of the industries represented by those corporations? As they work on this activity, students might find it helpful to review “Skill Focus: Predicting Likely Outcomes” on pages 94 to 95 of *Exploring Globalization*.
2. This lesson asks students to examine visual material. You may wish to prepare enlargements of the figures they are asked to examine or to pair a student with a visual impairment with a student who can describe the material to them.

## LESSON 9

### HOW DO COMMUNICATION TECHNOLOGIES CONTRIBUTE TO EXPANDING GLOBALIZATION?

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

Students will continue their exploration of contemporary factors that contribute to expanding globalization by investigating issues associated with the digital divide and the effects of e-commerce and personal communications systems. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How do communication technologies contribute to expanding globalization?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.10.6, Mobile Phone and Internet Use in Developed and Developing Countries
- Reproducible C, Ten Steps to Preparing Research (optional)

#### RESOURCES

*Exploring Globalization*, pages 254–257

#### 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://e-com.ic.gc.ca/epic/site/ecic-ceac.nsf/en/home>

“The Digital Economy in Canada” is an Industry Canada site, with links to e-commerce policies and Canadian and international development issues.

[www.witiger.com/ecommerce/benefits-limitations.htm](http://www.witiger.com/ecommerce/benefits-limitations.htm)

A web page on the benefits and limitations of e-commerce, presented by University of Toronto professor Tim Richardson.

[www.unctad.org/en/docs/sdteecb20061\\_en.pdf](http://www.unctad.org/en/docs/sdteecb20061_en.pdf)

The United Nations Conference on Trade and Development’s *Information Economy Report 2006: The Development Perspective* presents details of how the digital divide is affecting developing countries.

[www.mail-archive.com/telecom-cities@googlegroups.com/msg00642.html](http://www.mail-archive.com/telecom-cities@googlegroups.com/msg00642.html)

“Computer Chips Send Jabber to Tokyo Strollers in Technology Project” is an Associated Press story on the embedded computer chip project in Tokyo (see Figure 10-23, p. 254, *Exploring Globalization*).

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

The Skoll Foundation was established by Jeffery Skoll, the founder of eBay, to support social entrepreneurs in countries around the world.

## 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 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 the digital divide.

## TEACHING AND LEARNING STRATEGIES

1. Start the lesson by asking students to indicate by a show of hands how many of them have sent or received a message on a social networking web site today. Ask a few volunteers why they use this form of communication. As the discussion progresses, ask students if they think their use of communication technologies is typical of Canadians. Is it typical of teenagers in other parts of the world?
2. With students, examine Figures 10-21, 10-22, and 10-23 and read the captions (page 254, *Exploring Globalization*). Ask questions such as
  - What do all three photographs have in common? (They show people benefiting from information and computer technologies.)
  - What benefits of technology do the photos present? (Figure 10-21 — people can buy and sell online, and Skoll has become very wealthy; Figure 10-22 — Fletcher is able to perform his duties as an MP with the help of a computerized chair; Figure 10-23 — people in Tokyo will be able to navigate more easily and understand the city better.)
  - Where were the photographs taken? (Figure 10-22 — Ottawa; Figure 10-23 — Tokyo; Figure 10-21 — no location, but Skoll is described as Canadian.)
  - What can people in Canada and Japan do that people in developing countries may not be able to do? (They have access to new technologies; they have more money to buy them and better infrastructure for using them.)
3. Read the IQ that opens this section of the chapter — How do communication technologies contribute to expanding globalization? — and ask students to read the opening paragraphs on page 254 of *Exploring Globalization*. Then ask them what they already know about the digital divide. You may wish to ask them to review page 69 of *Exploring Globalization*, where the concept was introduced.
 

Encourage students to briefly discuss the disadvantages people might experience as a result of lack of access to communication technologies (see the question at the end of the second paragraph). Then ask them how wide they think the digital divide really is. Distribute Reproducible 3.10.6, Mobile Phone and Internet Use in Developed and Developing Countries, and ask questions like the following:

  - How has the use of mobile phones and the Internet changed between 2001 and 2005 in developed countries? In developing countries?
  - What trends can you infer from these statistics?

- How would the differences shown in these charts affect people's prosperity in developing countries? In developed countries?
4. Instruct students to read the section titled "E-Commerce" (p. 254, *Exploring Globalization*). While students are reading, draw on the chalkboard a T-chart with the headings "Advantages of Online Shopping" and "Disadvantages of Online Shopping."  
When students have finished reading, direct their attention to the activity icon on page 254. Ask for a show of hands in response to the first question: Have you or members of your family shopped online? Then encourage students to go to the T-chart on the chalkboard and add brief notes on the advantages and disadvantages of shopping online.
  5. Divide the class into small groups. Tell students to work in their groups to answer the final question in the activity icon on page 254: How are online shopping and expanding globalization linked? Then instruct the groups to select a spokesperson to report their findings to the class. As a class, discuss the responses.
  6. Ask students to read the section titled "E-commerce and Prosperity" (p. 255, *Exploring Globalization*) and then to respond to the activity icon at the end of this section. Students will likely note that the usage rate levelled off at about 80 per cent in 2004 and 2005. Ask them why they think this has happened. What factors might lead Canadian businesses to use — or not to use — the Internet?
  7. Draw students' attention to the question that introduces "Ideas" — How do my personal communication systems make me part of expanding globalization? (p. 255, *Exploring Globalization*). Divide the class into groups of three and instruct one member of each group to assume the role of Tom, Ling, or Deven and to read aloud their character's comments. Instruct students to briefly discuss the challenges and opportunities referred to by each of the characters. Tom, for example, enjoys being able to find out about people and places around the world, but he is sometimes overwhelmed by information overload. Ling appreciates the advantages she has, but she worries about the impact of the digital divide. Then instruct the groups to respond to the questions in "Your Turn." Circulate to check on the groups' progress and ask groups with interesting predictions of communication challenges, for example, to share their remarks with the class.
  8. Remind students of the challenge for this related issue — a persuasive essay that responds to the related-issue question: To what extent does globalization contribute to sustainable prosperity for all people? (pp. 212–213, *Exploring Globalization*). Encourage volunteers to suggest aspects of this lesson that might be useful in their essays. Give students time to add to the notes they are keeping as they progress through the related issue.
  9. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 256 and 257 of *Exploring Globalization*. Because the curriculum outcomes are visited and revisited many times throughout *Exploring Globalization*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.

## **DIFFERENTIATING INSTRUCTION**

1. Modify the end-of-chapter activities to accommodate students' needs, strengths and interests. Question 1, for example, asks students to write a paragraph. Some students may prefer to make a presentation or create an annotated diagram.

2. Interested students may wish to conduct further research on e-commerce. They could start with the web sites listed in “Additional Resources” — including the Skoll Foundation — and make a presentation to the class on their findings.
3. Ask students to conduct a survey of how their community uses information and communication technology. They could design a set of questions to ask classmates, friends, family, school officials, the local newspaper, local merchants and businesspeople, and elected representatives. Then they could illustrate the results with a series of graphs or diagrams that can be posted in the classroom.

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

(pp. 256–257, *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. It may be useful to direct students to make two charts — one for Kenya and one for Alberta — before attempting to write the paragraph. Because Kenya is a developing country, students could also use the statistics in Reproducible 3-10-6, Mobile Phone and Internet Use in Developed and Developing Countries, as a resource for this activity. Students’ responses should include direct and indirect effects, as well as similarities and differences. The effects students discuss should make links with the forces of globalization, as opposed to more local influences, and students’ paragraphs should include well-thought-out reasons for the similarities and differences.
2. The quotation lends itself to a variety of approaches, and students may suggest a wide range of views. Look for brainstorming sessions that generate more than one suggestion — preferably alternatives, but perhaps even contradictory ideas. The class discussion could be contentious, but it should remain respectful. You may want to ask students to open their books to “Tips for Making Consensus Building Work” (p. 247, *Exploring Globalization*) while they try to achieve consensus.
3. Distribute Reproducible C, Ten Steps to Preparing Research, and suggest that students follow these steps when preparing their audio report. They can also use the reproducible for the next two activities.

Encourage students to include a minimum of five positive and five negative effects in their T-charts. The effects may include energy efficiency, disposal of industrial waste, loss of habitat, exploitation of renewable and non-renewable resources, and the funding of reclamation and reforestation projects. Students should consider social, cultural, and economic elements.

The five questions that students create should relate directly to the effects they identified, and the research should answer the questions. Look for consistent and complete bibliographic citations from a variety of sources and media. The final audio report should be precise

and effective and have a clear introduction and conclusion, as well as specific arguments supported by evidence.

4. a) The extent of students' notes will depend on how much time you allot for this activity and whether you allot time out of class for research. At this point in their study of globalization, students should be able to quickly brainstorm notes for each of the topics.  
b) Students' questions should flow from their point-form notes. Remind students to make their questions open-ended. Their questions should also be answerable. Suggest that students check their work by posing their questions to partners.
5. Research materials should answer the four questions asked in this activity. Remind students to use a variety of current sources and media representing a range of points of view and perspectives. With students, review how to identify bias (see pp. 56–57, *Exploring Globalization*) and how to establish the authority and validity of Internet information (see pp. 79–80).

The format and the time allotted to presentations will be up to you. Consider the strengths and weaknesses of the class and individual learners. You may also want to work with students to create an assessment tool that outlines expectations. The presentation is, in effect, a position paper. Therefore, it should clearly state a position (e.g., "I support the FTAA because . . .") and present clear arguments and evidence to support this position.