

LESSON 9

CHAPTER 15 OPENER

HOW DOES GLOBALIZATION CHANGE COMMUNITIES?

As students explore the idea of community and how this concept is being transformed by the forces of globalization, they will consider the effects of corporate globalization on communities and analyze the effects of this.

ESTIMATED TIME: 75 minutes

CHAPTER-ISSUE QUESTION

To what extent do global connections affect people?

INQUIRY QUESTION

How does globalization change communities?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.15.1, Effects of Corporate Globalization on Communities
- Reproducible 4.15.2, Analyzing Immigration Statistics
- Reproducible 4.15.3, Our Changing Community (one copy for each pair)

Ensure that Reproducible 4.13.1, Anticipation Guide, is available.

Create an overhead transparency or presentation slide of Figure 15-6 (page 349, *Exploring Globalization*)

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

RESOURCES

Exploring Globalization, pages 344–349

ADDITIONAL RESOURCES

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

Mander, Jerry. *The Case against the Global Economy and for a Turn towards the Local*, 2nd revised edition. Earthscan Publications, 2nd revised edition, 2001.

The 43 essays in this collection comprise a point-by-point analysis of globalization and its consequences, suggesting that the future may not be as bright as business leaders predict. Several authors outline alternatives to the global economy based on “bioregional” principles of local self-sufficiency.

Reingold, Howard. *The Virtual Community*, revised edition. MIT Press, 2000.

Howard Reingold argues that “the changes we initiate regarding tools and communications have grown increasingly abstract, and have increasingly disruptive impacts on what had been former models of ‘community.’”

Stalker, Peter. *The No-Nonsense Guide to International Migration*. Verso, 2001.

People migrate for many reasons. Often, they have few opportunities at home, and so may be lured by promises of work in rich countries seeking cheap labour. *The No-Nonsense Guide to International Migration* examines issues such as who migrates and why and who benefits from this migration.

Wal-Mart: The High Cost of a Low Price. Brave New Films (2005, 98 minutes).

Directed by Robert Greenwald, this film examines the personal stories of individuals and communities that have been affected by Wal-Mart.

ASSESSMENT AND EVALUATION ACTIVITIES

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

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

PRIOR LEARNING

Students will draw on their earlier learning about identity, communities, collectives, transnational corporations, immigration, multiculturalism, and pluralism.

TEACHING AND LEARNING STRATEGIES

1. With students, examine the images in Figure 15-1 (p. 344, *Exploring Globalization*) and read the caption. Ask a volunteer to read aloud the introductory paragraphs on page 345, then divide the class into small groups. Assign two or three of the questions on page 345 to each group. Tell group members to discuss their responses and appoint a spokesperson to share the results of their discussion with the class. Encourage other students to comment on or ask questions where group's conclusions.

With students, return to Reproducible 4.13.1, Anticipation Guide, and ask whether they wish to change any of the predictions they made for Chapter 15. Invite volunteers to explain whether they will — or will not — make changes. Tell students to set aside their anticipation guides so that they can return to them at the end of this chapter. You may wish to collect them in a file folder for future reference.

Provide time for students to update the comments they have been keeping in response to “My Point of View on Globalization.”

2. Ask students what the word “community” means to them. Record their responses on the chalkboard, then draw their attention to the IQ — How does globalization change communities? — that opens page 346 of *Exploring Globalization*. Tell them to read as far as the heading “Transnational Corporations and Communities” to find out whether any of the ideas recorded on the chalkboard are mentioned.

When students finish reading, encourage them to compare their experiences of and thoughts about virtual communities. Ask what virtual communities they belong to. Invite students to share their experiences of interacting with people from other cultures, whether through relationships, travel, eating, music, theatre, film, or another medium.

3. Tell students to close their eyes and listen as you describe the following scenario:
You have travelled to a special cultural site in a country far away (e.g., historic towns in Brazil; ancient temples in Angkor, Cambodia; the Taj Mahal in Agra, India; the Great Wall of China; Chartres cathedral in France; and the Acropolis in Athens, Greece). You are looking forward to the visit because this place is in one of the most beautiful and pristine areas in the country, and it has been a crucial component of the community for hundreds of years. On your way to the site, you must pass through a busy area filled with stalls selling tourist souvenirs. A familiar symbol suddenly catches your eye, and you turn to see the golden arches of a McDonald's restaurant amid all the unfamiliar sights.

Ask students to respond to the following in their notebook or learning log:

- From your point of view, would the McDonald's restaurant be a comforting or jarring presence in this particular context? Why or why not?
 - From the perspective of an anthropologist, would the presence of McDonald's have a positive or negative effect on the community? Why?
 - Speculate on how you think the people in the community feel about the presence of McDonald's.
 - Think about the changes that have occurred so far in your understandings of globalization. Predict ideas that you might encounter in these final chapters and how they might change your point of view again. Use words or images to record your predictions.
4. Distribute copies of Reproducible 4.15.1, Effects of Corporate Globalization on Communities, and tell students to choose a partner. Tell the partners to take turns reading aloud the section titled "Transnational Corporations and Communities," including the section titled "Wal-Mart and Communities" (p. 347, *Exploring Globalization*).

As students read, they should discuss and fill in point-form notes on the Venn diagram on the reproducible. If they encounter an effect that has both negative and positive effects, tell them to record this in the space where the two circles overlap. Remind the partners to be sure they can justify their entries, as they will be asked to explain their reasoning.

5. Once students have completed this activity, ask volunteers to briefly share some of their responses. Then ask students to suggest other ways that globalization affects communities. Guide their responses toward mention of the migration of people from other parts of the world, then draw their attention to the section titled "The Effects of Immigration on Communities" (p. 348, *Exploring Globalization*).

Ask students to read page 348 as far as "Ideas," then to summarize the ideas in this section. Pay particular attention to the question that ends the first paragraph: Why might economists believe that population growth is essential for a healthy economy? Help students understand that a growing population is necessary to pay the taxes that help build infrastructure and provide services such as education and health care.

6. Tell students to finish reading about immigration, then display an overhead transparency or presentation slide of Figure 15-6 (p. 349, *Exploring Globalization*) and distribute Reproducible 4.15.2, Analyzing Immigration Statistics. Draw their attention to the activity icon on page 349, and work with the class to discuss patterns and inconsistencies in the data. As you discuss these with the class, tell students to fill in the reproducible.

As a pattern, for example, students may suggest that all the cities listed show only a small percentage of immigrants from Oceania and other. They may suggest that cold Canadian winters are a reason for this. In addition, a relatively small percentage of immigrants come from the United States, a statistic they may attribute to the relatively high standard of living and freedoms that encourage Americans to stay put.

As an inconsistency, for example, students may suggest that Toronto and Montréal attract a considerably higher number of immigrants from the Caribbean and Bermuda than Vancouver, Calgary, and Edmonton. They may suggest that places that already boast high populations of immigrants from a particular group tend to attract other immigrants from the same group because they feel a sense of community. Students may also cite Montréal's high Francophone population as a drawing card for immigrants from French-speaking Caribbean countries such as Haiti. Another inconsistency they may note is the high East Asian population of Vancouver.

As a reason, they may cite Vancouver's location on the west coast.

7. Encourage students to share their ideas about the effects of globalization on their community, then draw their attention to "Ideas" (p. 348, *Exploring Globalization*). Ask volunteers to read aloud the comments of Gord, Ling, and Deven, then encourage students to respond orally to the questions in "Your Turn."

Return to the notes about community that you recorded on the chalkboard at the beginning of this lesson. Ask students whether they wish to change or add to these ideas.

8. With students, review the activity in "Reflect and Respond" (p. 349, *Exploring Globalization*). Tell students to choose a partner — or assign partners — and distribute a copy of Reproducible 4.15.3, *Our Changing Community*, to each pair. Remind students of the prologue, which introduced the concept of powerful questions, and with the class, brainstorm to create a list of appropriate questions for the interview.

Give the pairs time to develop their questions, then ask students to complete this assignment for homework. Or they may plan to invite a guest to the classroom.

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

DIFFERENTIATING INSTRUCTION

1. Pair struggling readers with proficient readers who can help them through the readings involved in this lesson. The pairs may continue working together to complete the various activities in this lesson.
2. Suggest that students examine Figure 15-4 (p. 347, *Exploring Globalization*). Ask students to consider the message of this cartoon and to assess how effectively this cartoon sends its message. Suggest that they create their own cartoon commenting on the issue of virtual communities. Remind students that the most effective political and social cartoons combine humour, usually satire, with a strong point of view or perspective on an issue.

LESSON 10

HOW DOES THE GLOBAL NEED FOR RESOURCES AFFECT PEOPLE?

IMPACT: FORT MCMURRAY — COPING WITH GLOBALIZATION

As students focus on exploring and analyzing the challenges and opportunities that globalization presents in the area of resource development, they will consider, in particular, the world's need for oil and how this affects sustainability.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How does the global need for resources affect people?

GETTING READY

Photocopy reproducible.

- Reproducible 4.15.4, Tar Sands Development: 1788–Today

Create an overhead transparency or presentation slide of Figure 15-7 (p. 350, *Exploring Globalization*)

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

Gather sheets of chart paper (one for each pair).

RESOURCES

Exploring Globalization, pages 350–354

ADDITIONAL RESOURCES

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

<http://dynamiccities.squarespace.com>

The Dynamic Cities Project is a non-profit organization that creates energy transition strategies in response to oil depletion and climate change. The group's web site includes many resources for thinking through future resource-related scenarios.

http://www.getloud.ca/en/gpi_issues.asp

War Child Canada has launched an initiative called “Get Loud.” This extensive online resource helps students and teachers become informed about and involved with issues related to global conflict. The site's issue pages provide accessible information on resource wars, oil, and colonialism.

Drohan, Madelaine. *Making a Killing: How and Why Corporations Use Armed Forces to Do Business*. Lyons Press, 2004.

Canadian investigative journalist Madelaine Drohan focuses on Africa in this critical examination of multinational corporations that forge ties with armies, warlords, militias, and mercenaries. She traces the roots of corporate armed force to Cecil Rhodes and the British South Africa Company and describes some of the atrocities that continue today.

The End of Suburbia: Oil Depletion and the Collapse of the American Dream. Electric Wallpaper Co. (2004, 78 minutes).

Directed by Gregory Green, this film examines how declining world oil production has already begun to affect life in North America. Expert scientific opinion is balanced with on-the-street portraits from an emerging global movement of citizens' groups that are confronting the challenges of resource depletion.

Oil Crash. Lava Productions (2006, 90 minutes).

Directed by Basil Gelpke and Ray McCormack, this film tells the story of how the world's dependence on oil places it on a collision course with geology. The filmmakers interview the world's top experts and argue that industrial society, built on cheap and readily available oil, must be completely transformed.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions and group activities
- completing Reproducible 4.15.4, Tar Sands Development: 1788 – Today

PRIOR LEARNING

Students will draw on their previous learning about sustainability, historical globalization, imperialism, and colonization.

TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the IQ — How does the global need for resources affect people? — that introduces this section (p. 350, *Exploring Globalization*). Then ask students to describe the myriad ways in which oil is essential in their everyday lives. They may, for example, mention cars, the school bus, energy to heat their home, petroleum and plastic products, and transporting needed items around the world and within their community.
With students, read the first paragraph on page 350 of *Exploring Globalization* and encourage them to respond to the question that concludes this paragraph. They are likely to suggest examples that they have studied earlier (e.g., rubber in the Congo, tea in India and Sri Lanka).
2. Ask students to scan pages 350 and 351 of *Exploring Globalization*, focusing on the headings, visuals, and other items that pop out. They are likely, for example, to note the boldface phrase "blood oil."

Vocabulary Tip

The combination of the word "blood" or "conflict" with a resource indicates that the resource has been obtained through the use of violence, bloodshed, or human rights violations — or all three illegal activities. The term has been most prominently used when referring to diamonds. *Blood Diamond*, a major Hollywood film starring Leonardo DiCaprio, was released in 2006, and rap star Kanye West explored this global reality in his hit "Diamonds Are Forever." "Blood" or "conflict" resources include oil, diamonds, coltan, timber, and most recently, water.

3. Divide the class into three groups and tell each group to read one of the following sections of pages 350 to 351. Explain that at this stage, students do not need to complete the activity icons, but tell them to summarize their findings and appoint a spokesperson to report them to the class.

- Group 1 — “Oil in Africa”
- Group 2 — “Iraq, Oil, and War,” including Figure 15-7 and the subsection titled “The United States Leads an Invasion of Iraq”
- Group 3 — “Alberta and Oil”

When the groups finish reporting, discuss similarities and differences in their findings. As a similarity, for example, students may cite the role of foreign governments and transnational corporations in developing oil resources around the world. As a difference, they may suggest that resource development in Africa and Iraq has been marred by violence, while in Alberta, development has been peaceful. Guide an exploration of the reasons for the differences, asking questions such as

- What role do you think imperialism and colonization played in oil development around the world?
- Did oil development in Alberta take place differently because Canada was already independent and had a stable government when oil was discovered here? If so, how much of a difference do you think these factors might have made?

Display an overhead transparency of Figure 15-7 (p. 350, *Exploring Globalization*). Ensure that students understand the meaning of the term “nationalized” and encourage discussion by posing critical questions like the following:

- What developments and technological innovations have sparked an ever-increasing need for oil?
- What pattern(s) do you see in this timeline? When have other countries become involved in Iraq?
- Considering this timeline, as well as what you have read, how strongly do you think resource development and conflict are connected?

Then encourage students to respond orally to the activity icons on page 351.

4. Ask a volunteer to read the introduction to “Impact: Fort McMurray — Coping with Globalization” (p. 352, *Exploring Globalization*). Ask students what challenges rapid population growth might present for a community and record their responses on the chalkboard.

Then instruct students to read the feature to find out whether their ideas are mentioned. You may wish to organize this as a directed reading-thinking activity (see p. 49).

When students finish reading, distribute copies of Reproducible 4.15.4, *Tar Sands Development: 1788–Today*, and instruct them to complete Activity 1 in “Explorations.” Then discuss responses to Activities 2 and 3. As links to historical globalization, students may suggest Alexander Mackenzie’s explorations and the Hudson’s Bay Company post. As an example of contemporary globalization, they may mention the world’s need for oil to feed the movement of products and people. They may also mention the effects on the Aboriginal people of the area.

In response to Activity 3, students may suggest that the municipal councillors would talk about the need for infrastructure, such as roads, hospitals, and schools, as well as the need for workers and environmental protection. Oil company officials might talk about the need for workers and for accommodations for workers, as well as the need to develop more efficient and environmentally sustainable extraction practices. As students respond, encourage them to consider how the needs of the municipal council and the oil companies overlap. As voices that are not represented at this meeting, students may suggest Aboriginal people, oil workers,

service organizations, and businesspeople not involved in the oil industry. Ask them whether the needs of people in these groups overlap with the needs of the municipal council and oil company officials.

6. Remind students of the concept of sustainability, which they explored in Chapters 11 and 12. Then instruct them to read the section titled “Sustainability” (p. 354, *Exploring Globalization*) and to examine Figure 15-14. Ask them whether they believe that sustainability and resource development can be balanced. What can they do to promote sustainability?
7. Tell students to choose a partner — or assign partners — and distribute a sheet of chart paper to each pair. Instruct the pairs to complete the activity in “Reflect and Respond,” then post their flow chart on a wall or bulletin board and direct students to tour the classroom to view and discuss the flow charts of others. When they finish, ask pairs to identify elements of others’ flow charts that they believe were particularly effective and that could be incorporated into their own flow charts. Give the pairs time to revise their flow charts in keeping with this discussion.
8. Remind students of the challenge for this related issue (pp. 302–303, *Exploring Globalization*), and instruct them to record ideas that developed out of this lesson in the journal or blog they are keeping. Ask volunteers to share their ideas.

DIFFERENTIATING INSTRUCTION

1. When completing the timeline on Reproducible 4.15.4, Tar Sands Development: 1788–Today, some students may benefit by selecting events from a list you have prepared ahead of time. This list may include the following. For some students, you might include only the dates and ask the students to fill in the events; for others, you might include only the events and ask the students to fill in the dates; and for still others, you might include both the dates and the events.
 - 1788 — Alexander Mackenzie discovers “bituminous fountains”
 - 1870 — Fort McMurray is a Hudson’s Bay Company post
 - 1925 — People first try to extract oil
 - Early 1960s — Fort McMurray’s population: 2000
 - 1967 — Oil-sands plant opens
 - 1981 — Fort McMurray’s population: more than 30 000
 - 1990s — New wave of construction begins and new wave of workers starts to flood in
 - 2006 — Infrastructure can’t keep up with demand for services
2. When organizing the group activity relating to oil development in Africa, Iraq, and Alberta, ensure that proficient readers are assigned to Group 2, whose members will be expected to read a longer section: “Iraq, Oil, and War,” including the subsection titled “The United States Leads an Invasion of Iraq” and Figures 15-7 and 15-8.
3. Encourage interested students to create a list titled “10 Things We Can Do to Promote Sustainability” and post this in the classroom.

LESSON 11

HOW DOES GLOBALIZATION AFFECT PEOPLE'S HEALTH?

As students explore how globalization affects people's health, they will consider past and present pandemics and the role of globalization in contemporary health crises.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How does globalization affect people's health?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.15.5, Comparing Global Pandemics
- Reproducible 4.15.6, HIV/AIDS in Africa

Create an overhead transparency or presentation slide of Figure 5-8 (p. 125, *Exploring Globalization*).

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

RESOURCES

Exploring Globalization, pages 355–358

ADDITIONAL RESOURCES

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

<http://www.who.int/hiv/en>

The World Health Organization's HIV/AIDS web site provides comprehensive information about the status of the epidemic in a variety of countries, as well as measures that are being taken to control its spread.

www.stephenlewisfoundation.org

The Stephen Lewis Foundation is an organization dedicated to alleviating the HIV/AIDS crisis in Africa at the grassroots level.

Lewis, Stephen. *Race against Time*. House of Anansi Press, 2005

Stephen Lewis recounts how in 2000, global leaders agreed to eight millennium development goals, promising the poor essentials such as primary education, basic health and a solution to the AIDS crisis by 2015. This book is based on a series of lectures that examine the gap between vision and current reality, and also offers attainable solutions to the HIV/AIDS pandemic.

Nolan, Stephanie. *28: Stories of AIDS in Africa*. Walker & Company, 2007

Canadian journalist Stephanie Nolan recounts 28 powerful stories that put a human face on the HIV/AIDS crisis in Africa.

ASSESSMENT AND EVALUATION ACTIVITIES

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

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

PRIOR LEARNING

Students will build on their earlier learning about historical globalization and the spread of diseases.

TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency of Figure 5-8 (p. 125, *Exploring Globalization*). Ask students what the chart shows and what event is linked to the year 1492. Remind them of their earlier learning about the reasons Indigenous populations in the Americas decreased after 1492. Ensure that one of the reasons students mention is the introduction of European diseases.
With students, turn to page 125 of *Exploring Globalization* and read aloud the first two paragraphs of the section titled “European Diseases.” Ask students what can happen when people are exposed to diseases against which they have no natural immunity. Then pose this question: Could this happen in Canada today? Encourage students to think about contemporary diseases (e.g., SARS, West Nile virus, AIDS, and bird flu) and the role of globalization in spreading them.
2. Draw students’ attention to the IQ — How does globalization affect people’s health — that opens this section (p. 355, *Exploring Globalization*). Point out the word “pandemic” and read the first paragraph.

Vocabulary Tip

The word “pandemic” originated in two Greek words: “pan” meaning “all” or “every,” and “demos,” which means “people.” A pandemic is an outbreak of an infectious disease that affects people in a very large area or region, such as a continent, or even the world.

Ask students to suggest other words containing “pan” (e.g., panorama, pandemonium, pan-American) and “demos” (e.g., democracy, demographics, epidemic) and ask them to relate the current meaning of the words to their Greek roots.

To show the difference between a pandemic and an epidemic, explain that “epidemic” contains the prefix “epi,” which means “upon.” An epidemic is a disease that spreads among a human population within a specific locale, such as a city, province, or country. A pandemic is an epidemic that has spread to a much wider area.

3. Divide the class into home groups of four and organize a jigsaw activity (see p. 61). Distribute Reproducible 4.15.5, Comparing Global Pandemics, and explain that each expert group will explore one of the following pandemics:
 - the Black Death (p. 355, *Exploring Globalization*)
 - Spanish flu (p. 355)
 - SARS (p. 356 — top)
 - AIDS (p. 356 — bottom as far as the activity icon)

Tell members of the expert groups to read their assigned section of the chapter and to discuss what to include in their section of the reproducible. When they have finished, tell students in the expert groups to return to their home groups, where students will take turns explaining their findings. As they do this, other members of the home groups should fill in the blank sections of their reproducible.

4. When students finish, draw their attention to the activity icon at the bottom of page 356 of *Exploring Globalization* and encourage them to respond orally. They may suggest, for example, that improvements in travel technology mean that more people can travel to more parts of world more quickly, that visiting other areas of the world is easier today than ever before, that migration has increased dramatically, and that increased population densities resulting from urbanization allow diseases to spread more quickly.
5. Instruct students to read “Responses to Health Crises,” including the subsection titled “Centers for Disease Control” (p. 358, *Exploring Globalization*). When they finish reading, organize a think-pair-share activity (see p. 48) to help students complete the activity in “Reflect and Respond.” Discuss their responses as a class.
6. With students, turn to “Points of View” (p. 357, *Exploring Globalization*). Invite volunteers to read aloud the words of each speaker, then organize a think-pair-share activity to help students respond to Activity 1. Distribute copies of Reproducible 4.15.6, HIV/AIDS in Africa, and instruct the pairs to complete Activity 2.
7. Remind students of the challenge for this related issue (pp. 302–303, *Exploring Globalization*), and provide time for them to record ideas that developed out of this lesson in the journal or blog they are keeping. Ask volunteers to share their ideas.

DIFFERENTIATING INSTRUCTION

1. When assigning students to the expert groups for the jigsaw activity, ensure that struggling readers are assigned the shortest reading: “The Spanish Flu.” You may also wish to sit in with this group as its members complete the reproducible so that you can ensure that their information is accurate.
2. Invite interested students to refer to the remarks of Stephen Lewis, Louis Binder, or Thembi Ngubane to create a 15- to 30-second public service announcement (p. 280, Step 5) providing information designed to educate people about HIV/AIDS. Tell students to present their announcements to the class.

LESSON 12

HOW HAVE PEOPLE RESPONDED TO GLOBAL ISSUES?

FOCUS ON SKILLS: COLLABORATING IN GROUPS

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

As students explore how various individuals and groups have responded to global issues, they will develop their understanding of the globalization process and their role in it. They will also participate in a group activity designed to promote collaborative skills.

ESTIMATED TIME: 75 minutes

INQUIRY QUESTION

How have people responded to global issues?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.15.7, Our Group at Work (one for each group)
- Reproducible 4.15.8, Assessing Our Group Collaboration Skills
- Reproducible 4.15.9, Assessing My Contribution to the Group
- Reproducible 4.15.10, Voices (optional)

Remind students to have on hand their copy of Reproducible 4.13.1, Anticipation Guide.

RESOURCES

Exploring Globalization, pages 359–365

ADDITIONAL RESOURCES

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

<http://www.charityvillage.com/cv/research/rsta22.html>

This article on the Charity Village web site debunks some myths about civil society groups and who they are.

www.classroomconnections.ca/en/takingaction.php

This resource for a program titled Cultivating Peace — Taking Action is available free for teachers. The program encourages youth to recognize their individual power to support a culture of violence or to build a culture of peace.

Hawken, Paul. *Blessed Unrest: How the Largest Movement in the World Came into Being and Why No One Saw It Coming*. Viking, 2007.

Paul Hawken's book traces the history of the civil society movement and examines the large number of civil society organizations and their connections.

Narmada: A Valley Rises. Peripheral Visions Film & Video (1994, 86 minutes).

Directed by Ali Kazimi, this film documents a 200-kilometre non-violent Gandhian march involving 6000 people while raising critical questions about human rights, social justice, and development within a democracy.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions and group activities

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

PRIOR LEARNING

Students will build on their earlier learning about a variety of issues related to globalization and how individuals and groups have responded.

TEACHING AND LEARNING STRATEGIES

1. Write the term “civil society” on the chalkboard and guide students through a brainstorming session to develop possible meanings for this term. As students make suggestions, record them on the chalkboard.

Vocabulary Tip

The word “civil” developed from the Latin word *civis*, which means “citizen.”

The London School of Economics defines “civil society” as “the arena of uncoerced collective action around shared interests, purposes and values. In theory, its institutional forms are distinct from those of the state, family and market, though in practice, the boundaries between state, civil society, family and market are often complex, blurred and negotiated. Civil society commonly embraces a diversity of spaces, actors and institutional forms, varying in their degree of formality, autonomy and power. Civil societies are often populated by organizations such as registered charities, development non-governmental organizations, community groups, women's organizations, faith-based organizations, professional associations, trade unions, self-help groups, social movements, business associations, coalitions and advocacy groups.”

Then draw students' attention to the IQ — How have people responded to global issues? — that opens this section (p. 359, *Exploring Globalization*). Tell students to read pages 359 and 362 of *Exploring Globalization* as far as “Profile: Samantha Nutt — Caring for the Children of War.” Explain that, as they read, they should keep in mind their ideas about the meaning of the term “civil society.” When students finish reading, work with them to check and expand on their definition of “civil society.”

Continue this discussion by asking questions such as the following:

- What civil society organizations do you, your friends, or family members belong to?
 - Do you consider yourself a member of civil society?
2. Focus students' attention on “Profile: Samantha Nutt — Caring for the Children of War” (p. 362, *Exploring Globalization*) and organize a think-pair-share activity (see p. 48). Tell the pairs to read the profile, then discuss responses to the following questions:
 - How has Samantha Nutt contributed to civil society?
 - How is an organization like War Child Canada a response to globalization?
 - What globalization-related issues does this organization deal with?
 - Do you believe that one person or one small organization can make a meaningful difference?

3. With students, read the introduction to “Focus on Skills: Collaborating in Groups” (pp. 360–361, *Exploring Globalization*). Then divide the class into groups and instruct the groups to follow the steps to develop a social responsibility statement for the school.
 Tell each group to select one group member to observe the group in action. Give this person a copy of Reproducible 4.15.7, *Our Group at Work*, so that she or he can monitor the contributions of individual group members.
 Distribute copies of Reproducible 4.15.8, *Assessing Our Group Collaboration Skills*, and 4.15.9, *Assessing My Contribution to the Group*. Discuss the questions with students and explain that, at the end of the session, you will ask them to use the criteria on the reproducibles to assess both their group’s performance and their individual contributions.
 As the groups work, circulate to offer guidance and help. When you notice a group using a particularly effective technique or strategy, you may wish to ask group members to demonstrate their approach for the class. Do this sparingly, however, as too many interruptions can interfere with progress.
 When groups finish, ask them to share their statements and post these on a wall or bulletin board. Tell them to discuss the monitor’s assessment and the group assessment, then to complete their individual assessments. You may wish to collect their assessments and include them as an element of your own assessment of their collaboration skills.
4. Ask students what groups (e.g., governments, corporations) are not included in civil society. Then ask whether the fact that these groups are not included means that their goals are different from those of civil society.
 Tell students to read page 363 of *Exploring Globalization* and to be prepared to identify some of the things governments and corporations are doing to make the world a better place. Ask students whether they think these actions are enough.
5. With students, return to Reproducible 4.13.1, *Anticipation Guide*. Provide time for students to rethink this material and make changes if they wish. Ask volunteers to share some of their ideas, then remind students to store this reproducible, as they will refer to it again at the end of Chapter 16. You may wish to collect them in a file folder for future reference.
6. Remind students of the challenge for this related issue — to develop a class consensus in response to the key course question: To what extent should we embrace globalization? Refer students to “Think about Your Challenge” (p. 365, *Exploring Globalization*) and encourage them to complete the activity. Ask volunteers to share their responses.
7. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 364 to 365 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. When assigning roles for the collaborative activity in the skill focus, you may wish to ensure that students are matched with roles that conform to their needs, interests, and abilities. At the same time, however, you may wish to encourage some students to go beyond their comfort level by trying out a role that they wouldn’t normally choose.
2. Interested students may wish to conduct research into the work of particular civil society groups and present their findings to the class.

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

(pp. 364–365, *Exploring Globalization*)

Notes

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

Answers

1. Though students' visuals will vary, ensure that they include appropriate global connections. If students choose a sports community such as a soccer team, for example, they might include connections relating to where the equipment and uniforms are manufactured, where the game originated and is popular, how the game is watched by people around the world, how the game promotes interest among people from many cultures, and how it encourages team members — who may be from diverse backgrounds — to collaborate.
2. Though responses will vary, ensure that students' predictions extend appropriately from their research.
3. Though responses will vary, students may suggest criteria such as
 - Will my response make me and my family safer?
 - Will my response protect the environment?
 - Will my response ensure the freedoms of Canadians?
4. To help students complete Activity 4, distribute Reproducible 4.15.10, *Voices*. Though students' choice of topic and quotations will vary, ensure that the quotations appropriately illustrate how global connections affect people.
5. Students' plans of action will vary. You may wish to make additional copies of Reproducible 4.15.7, *Our Group at Work*, 4.15.8, *Assessing Our Group Collaboration Skills*, and 4.15.9, *Assessing My Contribution to the Group*, to help students assess the effectiveness of their performance in completing this activity.
6. Though students' responses will vary, they are likely to suggest that the cartoonist is saying that people are too selfish to take steps to stop global climate change or to contribute to sustainability for future generations. As global connections, they may suggest that emissions from SUVs are linked to climate change and that the characters portrayed in the cartoon are reading about global issues because of changes in communication technology.

When placing themselves in the cartoonist's shoes, students may suggest that he would say that globalization enables people to become aware of worldwide issues, that global issues affect everyone, or that people ignore global issues at their peril.

LESSON 13

CHAPTER 16 OPENER

WHAT DOES GLOBAL CITIZENSHIP MEAN?

Students develop their understanding of global citizenship, interdependence, and what it means to live in a globalizing world. They explore the meaning of global citizenship and consider whether it is practical or logical to contemplate a withdrawal from it.

ESTIMATED TIME: 75 minutes

CHAPTER-ISSUE QUESTION

To what extent should I embrace global citizenship?

INQUIRY QUESTION

What does global citizenship mean?

GETTING READY

Photocopy reproducible.

- Reproducible 4.16.1, Aspects of Global Citizenship

Create an overhead transparency or presentation slide of Figure 16-1 (p. 366, *Exploring Globalization*).

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

Place a selection of current magazines, newspapers, and other print media in a central location in the classroom (optional).

Have on hand chart paper and coloured pens or pencils.

RESOURCES

Exploring Globalization, pages 366–370

ADDITIONAL RESOURCES

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

www.oxfam.org.uk/coolplanet/teachers/globciti/index.htm

The Oxfam Great Britain “Cool Planet for Teachers: Global Citizenship” web site provides an overview of what global citizenship is and why it is important to teach the concept to students. This site includes activities and lessons on globalization and global citizenship.

<http://cide.oise.utoronto.ca/globalcitizenship.php>

“Educating for Global Citizenship in a Changing World,” from the Ontario Institute of Studies in Education at the University of Toronto, offers a range of ideas and practices for teaching and learning about citizenship in a global context.

www.thestar.com/news/globalvoices

The “Global Voices” web site maintained by the *Toronto Star* is designed for youth and is moderated by Craig and Marc Kielburger. The site offers articles and updates on global citizenship issues and social justice issues.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions
- completing Reproducible 4.16.1, Aspects of Global Citizenship

PRIOR LEARNING

This lesson builds on students' awareness of how globalization affects quality of life and the extent to which global connections affect people.

TEACHING AND LEARNING STRATEGIES

1. Write the following quotation from Marshall McLuhan on the chalkboard, "There are no passengers on spaceship earth. We are all crew." Display an overhead transparency or presentation slide of Figure 16-1 (p. 366, *Exploring Globalization*). Give students a few minutes to silently view the image and think about McLuhan's words. Then divide the class into groups of three and ask the groups to briefly discuss McLuhan's comment and how it relates to the image and the idea of interdependence. Students will likely suggest that crew members have to keep a ship afloat; passengers are just along for the ride.

Direct the groups to read page 367 of *Exploring Globalization* and use the four questions on that page to direct their thinking. Ask them to create a definition of the term "Spaceship Earth." Invite groups to share their responses with the class. List some of the key words and phrases on the chalkboard under the McLuhan quotation.

Students' definitions will vary but will likely contain words and ideas such as the following: all together on Earth, flying through space, self-contained, no boundaries, must be crew and passenger at the same time, fragile, no training to be crew or passenger, all on the one Earth just like the moon or Mars or any other object in space, nowhere to go if something goes wrong on Earth.

More to the Story

Buckminster Fuller coined the term "Spaceship Earth" in his ground-breaking book *Operating Manual for Spaceship Earth*, published in 1963. Fuller's use of the term reflected his concern about how people were using the limited resources available on Earth and about whether humanity would be able to live in a sustainable manner on the planet.

2. Direct the groups to read page 368 of *Exploring Globalization*. Ask them to suggest three additional examples of rights and responsibilities of citizenship. Then ask them to complete the activity icon on this page: developing a statement that encompasses what they think the rights and responsibilities of a Canadian citizen are. When they are finished, ask volunteers to share their statements with the class. List examples on the chalkboard. Student ideas and suggestions will vary but may contain such examples as the following:
 - Rights: free, good education; a healthy and safe environment; good, affordable health care; peace; being free to speak out and be heard on important issues. A sample statement might be, Citizens have the right to live a free, healthy, safe, and involved life.
 - Responsibilities: to participate positively in school; to help create safe environments; to be responsible about my actions regarding the environment; to lead a healthy life; to keep the

- peace; to act in a safe and responsible manner; to participate in the society. A sample statement might be, Citizens have the responsibility to help create a country that affords each citizen the ability to live a fruitful, healthy, and safe life.
3. Distribute Reproducible 4.16.1, Aspects of Global Citizenship. Instruct students to look at Figures 16-2, 16-3, and 16-4 (p. 368, *Exploring Globalization*). Ask students to consider the experiences of the three people represented in the photographs. They are different ages and come from different backgrounds. Nyungura and Wiesel have taken actions that show evidence of their global citizenship. Joshua will need to decide what such models will mean to him in the future. Using the reproducible to record their responses, ask students how these three people represent various aspects of global citizenship.
 4. Instruct students to return to their groups of three. Direct the groups to read “Taking Action” (p. 369, *Exploring Globalization*). In response to the activity icon in the second paragraph, ask students to discuss among themselves the implications of withdrawing from global citizenship. Suggest that they include Martin Luther King Junior’s comments (“Voices,” p. 369) in their discussion. What light does his statement throw on the statement, “I do not wish to be a global citizen”?

Note: Remind students of the rules of respect for others and their responsibility to avoid stereotyping that apply in the classroom.
 5. Ask each student in the groups of three to read either Gord’s, Ling’s, or Katerina’s response to the “Ideas” question: What does global citizenship mean? (p. 369, *Exploring Globalization*). When they are ready, direct students to write a reply to the speaker whose comments they just read. Each reply should include a précis of the speaker’s ideas and several points that agree or disagree — or both — with the speaker’s position. Students’ précis may vary but should contain some or all of the following ideas:

Gord: People must take on personal responsibility and act to reduce hunger, poverty, and inequality globally.

Ling: There are so many complex and interconnected decisions that have to be made, I don’t know where to start.

Katerina: People need to recognize that differences are the norm and that an individual can affect great change by acting as a responsible global citizen.

Ask volunteers from each group to share their responses with the class, focusing on one character at a time. Ask students to provide reasons for their positions. Note and explore similarities and differences in the responses.
 6. Still in their groups, instruct students to read silently “Identifying the Global Citizen” on page 370 of *Exploring Globalization*.

More to the Story

Oxfam International is a confederation of 13 organizations, including Oxfam Canada and Oxfam Québec, working together with over 3000 partners in more than 100 countries to find lasting solutions to poverty, suffering, and injustice. Oxfam’s stated goals include seeking increased worldwide public understanding that economic and social justice are crucial to sustainable development; striving to be a global force promoting the awareness and motivation that come with global citizenship; and seeking to shift public opinion so that equity is accorded the same priority as economic growth.

Instruct the groups to respond to the activity icon (p. 370, *Exploring Globalization*). Ask volunteers to share their ideas. Examples from the groups may include,

- knowing more about others increases self-knowledge
- understanding problems more widely encourages better solutions
- recognizing that everyone is important adds importance to everyone's life
- helping others fulfill their lives creates a sense of well-being in yourself
- seeing the world as one unit makes each person both a member of the crew and a passenger on spaceship Earth
- accepting responsibility for our own actions increases our chance of survival as a species.

7. Focus the attention of the groups on "Reflect and Respond" at the bottom of page 370 of *Exploring Globalization*. Distribute chart paper and coloured pens or pencils. Instruct the groups to work cooperatively to develop a mind map that illustrates their connections to others around the world. Remind students that their maps should go beyond ideas about commodities and should also include ideas of interconnectedness and the rights and responsibilities of global citizenship.

Draw students' attention to the print media, such as magazines and local and national newspapers, that you have placed in the classroom.

As an alternative to using outside print media material, you could ask students to provide examples of global events and list them on the chalkboard. The groups could then choose an event from those listed to use in the activity. The events could include natural disasters, conflicts around the world, new global aid initiatives, and environmental concerns and actions.

Ask each group to select a volunteer to review the media material and choose one event related to their idea of global citizenship. Alternatively, the group could select an example from those listed on the chalkboard. Explain to students that they are to record responses to how the event might affect them and to describe one action they might take as global citizens to respond to and influence the event.

When students have completed the task, instruct them to post their mind maps and media responses around the classroom. Conduct a gallery tour of the different groups' responses. When students return to their seats, ask them to reflect on and share two things they learned from the other groups' responses.

Though students' mind maps will differ, they should illustrate students' connections to others and go beyond ideas and examples of commodities to interconnections related to human rights, responsibilities of citizenship, environmental concerns, social justice issues, and personal responsibility and actions.

Examples of actions students might take as global citizens could include:

- writing letters to the editor or government officials
- attending a protest about the issue
- donating or raising money for a specific cause
- conducting an awareness-raising campaign in the school
- organizing a petition-signing event

8. Focus students' attention on "Think about Your Challenge" (p. 381, *Exploring Globalization*). Ask volunteers to suggest some criteria students might use when taking a position on the key course issue and note these on the chalkboard or chart paper. Provide time for students to review the journals or blogs of their classmates.

DIFFERENTIATING INSTRUCTION

1. Provide opportunities for students to pair up to share reading and work together to complete activities. When pairing students or forming small groups, ensure that struggling students work with stronger students who are willing to assume mentoring roles.
2. Some students may wish to respond to the quotation from Martin Luther King Jr. in “Voices” on page 369 of *Exploring Globalization* or the quotation from Buckminster Fuller on page 370. Their responses could be a journal entry indicating whether they agree or disagree with the speaker’s point of view — and why.

LESSON 14

WHAT DOES A GLOBAL CITIZEN DO?

FOCUS ON SKILLS: DEVELOPING CROSS-CULTURAL UNDERSTANDING

Students will examine civil societies and global responsibilities, as well as develop some understanding of cross-cultural differences. The inquiry question — What does a global citizen do? — leads students to explore how civil society groups have made a difference in the global community. Students will participate in a tag debate.

ESTIMATED TIME: 150 minutes

INQUIRY QUESTION

What does a global citizen do?

GETTING READY

Photocopy reproducibles.

- Reproducible 4.16.2, Habits of Mind of a Global Citizen
- Reproducible 4.16.3, Self-Examination: Cross-cultural Understanding
- Reproducible 4.16.4, Factors to Consider when Reconciling Cross-cultural Differences

Create an overhead transparency of Figure 16-6 (p. 371, *Exploring Globalization*)

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

Visit www.peterrussell.dreamhosters.com/Odds/WorldClock.php or another reliable source to obtain the most current figure for global population.

RESOURCES

Exploring Globalization, pages 371–375

ADDITIONAL RESOURCES

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

www.freethechildren.com/index.php

The Free the Children organization, founded by child rights activist Craig Kielburger, is funded and driven by children and youth to create positive social change.

www.muslim-refusenik.com

Irshad Manji's site provides additional background about Manji, including information about her books and her campaign to promote *Project Ijtihad*.

www.peterrussell.dreamhosters.com/Odds/WorldClock.php

Peter Russell's dynamic web site captures the continual changes in birth rates, death rates by specific disease, pollution, species lost, world average temperature, and dozens of other globally related facts.

<http://geography.about.com/od/populationgeography/a/onechild.htm>

This web site provides details and links to other sites that explain and discuss China's one-child policy.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participation in class discussions
- participation in the tag debate
- completing reproducibles

PRIOR LEARNING

This lesson builds on the ideas about the qualities of — and the need for — global citizenship.

TEACHING AND LEARNING STRATEGIES

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

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

1. Write the number 6 000 000 000 on the chalkboard. Tell students that the world's population reached six billion in late 1999. Above it, write the current global population, which you can find at Peter Russell's web site (see "Additional Resources" for this lesson). On August 5, 2007, the population number was 6 650 600 000. Ask a volunteer to subtract the two numbers. The difference is the growth in global population since the year 2000. Allow time for students to reflect on the size of this number. (**Note:** It will be greater than 600 000 000.)

Ask students to divide the difference by the number of years since 2000 to see how many more people, on average, are joining the human race each year. For example, for 2010, divide the difference by 10. The answer will be greater than 60 000 000. Ask students to use these numbers to project what the global population will be when they are 20 years old.

2. Display an overhead transparency or projection slide of Figure 16-6 (p. 371, *Exploring Globalization*). Ask students what the cartoonist's message is. What concerns does the cartoonist have? Then ask a volunteer to read the caption for this figure and encourage students to respond. List students' responses in point form on the chalkboard near the population figures. Some suggestions of challenges may include feeding everyone, finding a place for everyone to live, mass migrations, increases in global conflict because of reduced resources, lower standards of living for everyone, more crowding, a greater divide between the haves and have-nots, and more people to educate.
3. With the class, read the IQ — What does a global citizen do? Briefly discuss with students their initial responses to this question. Then instruct them to read page 371. Distribute Reproducible 4.16.2, *Habits of Mind of a Global Citizen*. Tell students to work with a partner — or assign partners — and use the reproducible to respond to the activity icon on page 371. Help them get started by asking them to turn back to page 7 of *Exploring Globalization* and review the characteristics of the various habits of mind listed there.

Ask volunteers to share their attributes with the class. List them on the chalkboard, and discuss common themes as they arise. Ask why students chose these specific attributes. How might they alleviate one or more of the challenges students identified earlier? Students may

suggest, for example, that an open-minded and empathetic global citizen would learn about others, which could reduce tensions and lessen conflicts. An active-thinking global citizen could promote specific foreign policies that would alleviate suffering in other countries, or could start a project like Wangari Maathai's Green Belt Movement. A collaborative global citizen would be willing to work with others to deal with differences and increase friendly relationships among peoples. A flexible global citizen would be willing to change his or her ideas, opinions, and positions to find solutions to complex problems.

You can either have students complete this list now or suggest that they add to it as they continue to explore global citizenship in this chapter. Students could also use their completed reproducible as a resource for the challenge they are to respond to at the completion of Related Issue 4.

4. Read aloud the title of the skills focus for this chapter — “Developing Cross-Cultural Understanding.” To illustrate just how complex cross-cultural communications can be, remind students of some of the strange situations that arise when a slogan or an idea is translated from one language to another. You may want to have students look back to the “FYI” on page 29 of the textbook, which relates the difficulties some large companies encountered when translating advertising slogans. Or refer them to the “FYI” on page 24, which details some of the Inuit words for snow. Explain that language is just one part of a culture and that traditions, perspectives, attitudes, and customs are also difficult to “translate.”

More to the Story

Various cultures use gestures and colours differently. For example, in many Asian cultures, white is the colour of mourning. Brides would never wear white. In some cultures, showing up at a festive occasion dressed in white could be seen as an insult to the family. In some Eastern European cultures, young people are taught to lower their eyes when being reprimanded. To look directly at the face of an authority figure is seen as insolence. By contrast, in some North American cultures, a young person's failure to look at the person in authority may be seen as an admission of guilt.

5. Divide the class into pairs. Direct the partners to turn to “Focus on Skills: Developing Cross-Cultural Understanding” (pp. 372–373, *Exploring Globalization*). With the class, read the box at the bottom of the page, “Dos and Don'ts of Successful Cross-cultural Communication.” Make sure that students understand each point.
Direct the pairs of students to complete the four steps of the skill focus. Distribute Reproducible 4.16.3, Self-Examination: Cross-Cultural Understanding. Tell students that they are to use this reproducible to record their performance during the role play and write a brief report after the role play.
When all students have completed the assignment, ask volunteers from each pair to share their reports. List on the chalkboard tips for future negotiators. Help students relate these tips to improving cross-cultural understanding and global citizenship.
6. Direct students to read “Making Choices” (p. 374, *Exploring Globalization*) and to respond to the “Explorations” questions.

More to the Story

Project Ijtihad, started by Irshad Manji, promotes the spirit of *ijtihad* and supports a positive vision of Islam that embraces diversity of choices, expression, and spirituality. To achieve this, Project Ijtihad aims to build an inclusive global network of reform-minded Muslims. While Manji has been praised for her Project Ijtihad, she has also been criticized for what some call her attacks on the Quran (the holy book of Islam) and for going too far in her criticisms of Islam and Muslims. The term “Muslim refusenik” is a phrase Manji coined and uses to characterize independent-minded, liberal, anti-fundamentalist Muslims. “Refusenik” is an English-Russian word first used for Russian Jews who were refused permission to emigrate, and then for Israeli conscientious objectors who refused to do army service on the West Bank.

When the class is ready, ask for volunteers to share their responses. In response to the first “Explorations” activity, students may say that Manji is *not* displaying the qualities of global citizenship because she causes cross-cultural strife when she differentiates Muslims in the West from those in the Middle East and Asia; she presents a very one-sided view of Islam and does not share the views of many learned Muslims; and she opens up a religion to ridicule when she shows only its negative aspects.

Other students may say that Manji is displaying the qualities of global citizenship because she provides a positive role model for change — she is a woman speaking out for women; she is a strong voice for women because she believes in their economic empowerment; and she opens up religious debate and re-establishes an old tradition of critical thought.

In response to Activity 2, some students may suggest that Manji’s ideas are in conflict with more traditional thought; that reform is not always acceptable to those in positions of power; and that change is difficult for most people.

7. Direct students’ attention to the activity icon on page 375 of *Exploring Globalization*. Explain that they will use what they read in “Civil Society” (pp. 374–375) to provide support for either the government or civil society groups being best to act in the interests of all citizens.

Tell students they will participate in a tag debate (see p. 65). Divide the class in half. Assign to one half of the class the position: Governments that are empowered to act in the interests of all citizens are more likely to achieve the goals of global citizenship. Assign to the other half of the class the position: Civil society groups acting for a specific purpose are more likely to achieve the goals of global citizenship.

Instruct students to read pages 374 and 375 (*Exploring Globalization*), excluding “Making Choices.” As they read, they should make notes to support their assigned position. They may also want to discuss various examples they have explored earlier in the course. When both sides are prepared, initiate the tag debate.

After the debate, ask the questions posed in the activity icon again. With students, discuss situations where governments and civil society groups can act together to achieve a common goal. What strategies might students suggest could be used to resolve any conflicts that might arise between the two sides?

8. Instruct students to complete “Reflect and Respond” (p. 375, *Exploring Globalization*). Distribute copies of Reproducible 4.16.4, Factors to Consider when Reconciling Cross-cultural Differences, to use when completing the second part of the activity and draw students’ attention to the example on page 375.

Students may interpret the statement by the Carnegie UK Trust as including some of the following ideas: Since there is such a wide diversity of peoples, cultures, and perspectives throughout the world, we may never be able to fully understand and agree on how to best live our lives. But we must remain open-minded and accept diversity to learn to work together for the benefit of all.

Students' flow charts in Reproducible 4.16.4 should reflect the example shown on page 375 of the textbook. Key factors for reconciling cross-cultural differences may include some of the following: understanding another's point of view, respecting others by listening to and acknowledging their points of view, learning about the histories of other peoples and cultures, communicating with individuals, avoiding stereotypes, and accepting that there are many ways to do something successfully and more than one solution to a problem.

9. Focus students' attention on "Think about Your Challenge" (p. 381, *Exploring Globalization*). Ask volunteers to suggest some criteria students might use when taking a position on the key course issue and note these on the chalkboard or chart paper. Provide time for students to update their journals or blogs.

DIFFERENTIATING INSTRUCTION

1. For the tag debate, struggling students can be paired with stronger students and work as a pair rather than individually.
2. Interested students may want to research China's one-child-per-couple policy introduced in 1979 in an effort to reduce China's exploding population growth (see "Additional Resources"). They could report back to the class some of the problems that could arise from such a law (e.g., increased emigration to countries where the policy is not in effect, which would deprive the country of many bright, able people; disruption in the balance between males and females in the general population, which would make marriage in later years more difficult).
3. Some students may wish to expand the Margaret Mead quote in "Voices" (p. 375, *Exploring Globalization*). They can conduct research to find examples of groups of citizens in various parts of the world who have brought about positive change. They could invite a speaker from a civil society group to explain his or her work to the class.

LESSON 15

WHAT IS MY ROLE IN A GLOBALIZING WORLD?

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

Students will review various viewpoints on responses to globalization and global citizenship. They will examine the actions of global citizen groups and develop a sense of their own role as global citizens in a globalizing world. Students will participate in a four-corners debate on the statement: We should fully embrace globalization. The lesson concludes with end-of-chapter activities.

ESTIMATED TIME: 150 minutes

INQUIRY QUESTION

What is my role in a globalizing world?

GETTING READY

Photocopy reproducible.

- Reproducible 4.16.5, Globalization and Global Citizens

Prepare four large signs: Strongly Agree, Agree, Strongly Disagree, and Disagree.

RESOURCES

Exploring Globalisation, pages 376–381.

ADDITIONAL RESOURCES

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

www.motherjones.com/news/qa/2005/05/jeffrey_sachs.html

An interview with Jeffery Sachs, author of *The End of Poverty: Economic Possibilities for Our Time*, in which he lays out his strategies for eradicating poverty by 2025.

<http://www.naomiklein.org/main>

Naomi Klein's web site includes articles and discussions of her films and books.

www.transfair.ca/en

TransFair is an NGO that promotes and educates the public about fair trade.

Rethinking Globalization: Teaching for Justice in an Unjust World. Bigelow, Bill, and Bob Peterson eds. Rethinking Schools: 2002.

The Take. National Film Board (2001, 121 minutes). Directed and co-produced by Avi Lewis and written and co-produced by Naomi Klein.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions
- completing Reproducible 4.16.5, Globalization and Global Citizens

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 explorations of global citizenship in this and other chapters of *Exploring Globalization*.

TEACHING AND LEARNING STRATEGIES

1. Tell students that they will begin this lesson by completing the first of the “Think . . . Participate . . . Research . . . Communicate . . .” activities (p. 380, *Exploring Globalization*). Encourage students to use their “My Point of View on Globalization” notes that they have added to at the beginning of each chapter in the textbook.

Instruct students to respond to parts a) and b) of the activity individually, part c) with a partner, and parts d) and e) within a small group. Tell them that you will announce when they are to move from individual work to partners and then to small groups. Give the students a set time to complete each section of this activity, perhaps 10 minutes for parts a) and b), 5 minutes for part c), and 15 minutes for parts d) and e).

Once the small groups have developed understandings and a definition of globalization that is supported by consensus, ask students to share their understandings and definitions with the class. Discuss similarities and differences among the definitions.

Students’ definitions may reflect a continuum from positive to negative. Their definitions may include the following ideas and concepts about globalization:

- the interconnectedness and interdependence of people, economic systems, and the environment
 - the breaking down of barriers to communication through the use of modern technology
 - environmental destruction and abuse of human rights by transnational corporations in the pursuit of profit
 - opportunities for expanded prosperity for all people
 - increased self-awareness through greater understanding of others
 - increased contact creating opportunity for the development of new and better ideas, products, and solutions to global challenges
 - a growing disparity between developed and developing countries
 - global connections increasing — or decreasing — quality of life for more people
2. Now that students have defined globalization, initiate a four-corners debate based on the following statement: We should fully embrace globalization. Write the statement on the chalkboard and ask a volunteer to read it aloud to the class. Post four signs — Strongly Agree, Agree, Strongly Disagree, and Disagree — in corners of the classroom:

Instruct students to reflect on whether they strongly agree, agree, disagree, or strongly disagree with the statement. Instruct students to individually take time to review their definitions of globalization and their thoughts and concerns about globalization. For future reference, ask them to write quick notes on the reasons for their position on the debate statement.

Direct students to move to the sign that most closely corresponds to their point of view about the debate statement. Once students are in position, record on the chalkboard the number of students in each of the four corners. Ask students to debrief with the groups they find themselves in, sharing some of the arguments that they wrote in response to the debate statement.

Ask for several representatives from each group to share their points of view with the class.

After all viewpoints have been heard, invite students to switch corners if they have changed their minds. When all students who wish to move have done so, once again record the number of students in each corner.

As a class, discuss the majority position taken in the debate and why that may be so.

3. Direct students to return to their seats and ask three volunteers to read “Points of View” on page 376 of *Exploring Globalization*. Distribute Reproducible 4.16.5, Globalization and Global Citizens. Direct students to complete the reproducible. Ask volunteers to share their answers with the class. Students may suggest that Michael Collins supports globalization and argues that boundaries are artificial. From space, Earth is one, undivided home for humans. Rick Salutin opposes fully embracing globalization because individuals and their identity get lost in globalization. Steven Pinker supports globalization, arguing that it brings out the best in humanity over time and that global citizenship enhances human moral codes.

Wrap up the activity by holding a class discussion on whether there can be a definitive position on globalization or if the definition depends on who is talking and what they are talking about.

Note: The activity in “Explorations” on page 376 asks students to use resources that may not be readily available in the classroom. These resources can be replaced by having the students use *Exploring Globalization* as the sole source for other points of view on globalization. Among many possibilities are the following examples:

- Satya Das, Kofi Annan, or Long Litt Woon (“Points of View,” p. 39)
- Tyler Cowen or Benjamin Barber (“Points of View,” p. 59)
- Gwynne Dyer (“Voices,” p. 96)
- Muhammad Yunus (“Voices,” p. 206)
- Cheng Siwei (“Voices,” p. 216)
- William K. Tabb (“Voices,” p. 217)
- Ed Broadbent, Maude Barlow, or Kofi Annan (“Points of View,” p. 253)

4. Draw students’ attention to the IQ — What is my role in the globalizing world? — at the top of page 377 of *Exploring Globalization*. Briefly discuss the differences between this question and the other two IQs for this chapter: What does global citizenship mean? and What does a global citizen do? Focus on the change from the general to the specific with the words “my role.”

With students, read the first two paragraphs on this page, pausing to respond to the question at the end of the first paragraph. Ask students to think about the meaning of Mother Theresa’s words and to share their ideas with a partner. Discuss students’ thoughts as a class.

As a class, read the section “Active Citizens” (p. 377, *Exploring Globalization*). Discuss how the actions of these two individuals effected change on a global scale.

5. With students, read the section “Active Students” (p. 377, *Exploring Globalization*). Ask students to suggest how this club, Breaking Borders, reflects traits of a positive global citizen. How are these individual students trying to embody goals of global citizenship? Students may respond that Breaking Borders members do this by showing concern for others, by trying to learn about various cultures, and by breaking down ignorance and misunderstanding.
6. As a class, read the section “Active Consumers” (p. 378, *Exploring Globalization*). Remind students that a boycott is the act of voluntarily abstaining from using, buying, or dealing with someone or an organization as an expression of protest.

More to the Story

In the 20th century, one of the most notable boycotts was the Montgomery Bus Boycott of 1955, which was a political and social protest campaign that began in Montgomery, Alabama against racism. This boycott forced the city to end its policy of racial segregation on its public transit system. Another important boycott was aimed at forcing the apartheid regime in South Africa to change (see p. 197, *Exploring Globalization*).

Ask students what they consider the upside and the downside of boycotts. Students may suggest that boycotts can cause changes in unacceptable behaviour, help people who are in need, and sometimes bring about positive global changes. On the downside, students may point out that boycotts can hurt unintended victims, they may be a broad tool used to achieve a narrow goal, and a boycott doesn't guarantee continued change.

7. Direct the class to read the section titled "Active Corporations" (p. 378, *Exploring Globalization*). Remind students of the explorations of fair trade they completed in Chapter 14 of *Exploring Globalization*.

As a class, discuss why corporations, which are run by people who have to live on Earth too, sometimes make damaging environmental and social decisions. Students may suggest that corporations need to keep making higher profits or that sometimes the people who make the decisions and those who have to live with the outcomes become disconnected. Some corporate officials view the corporation as more important than people.

8. Instruct students to read the section titled "Active You" (p. 379, *Exploring Globalization*) but not to do the activities in the activity icons. When the reading is complete, focus attention to the question posed in the first activity icon, "Has this course helped expand your understanding of the need for a global education?" Remind students that there is no correct answer to the question. Ask for a show of hands for the yes and no sides of the question. Ask for volunteers to share their reasons for their voting position.

Instruct students to complete the last part of their Reproducible 4.13.1 Anticipation Guide. Ask for volunteers to share changes in their thinking because of the ideas developed in this chapter.

9. Ask volunteers to answer the question posed in the last activity icon: Would you have chosen a different question to pursue? Remind students that the question — To what extent should we embrace globalization? — is the key issue for the course. Write students' responses on the chalkboard. Explore the similarities and differences between the students' suggestions and the official course question. Ask each volunteer to explain the reasons behind their question.
10. Remind students to review their challenge (see "Think about Your Challenge," p. 381, *Exploring Globalization*). Allow students time to review and reflect on their learning in this chapter and to complete their blog or journal and finalize their informed position on the related issue: To what extent should I, as a citizen, respond to globalization? Ask students to share their prepared statement either with you privately or with the class in preparation for their challenge presentations and building a class consensus on the key issue.
11. To conclude the lesson, assign one or more of the end-of-chapter activities on pages 380–381 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.

DIFFERENTIATING INSTRUCTION

1. Modify the end-of-chapter activities to accommodate students' needs, strengths, and interests. Question 2, for example, could be completed as an individual activity rather than as group work.
2. Some students may show greater interest in the Breaking Borders Club. Direct them to reread the "Voices" and the text corresponding to Figure 16-12 on page 377 of *Exploring Globalization*. Ask them to respond to the following questions, Do you think the logo effectively expresses the group's aims? Explain. Does your school have a club like this? If not, how could your school benefit from such a club? What are the steps you would take to establish a club like Breaking Borders? Who in the school must you consult to begin to organize such a club?

These students may wish to speak with the class as a whole with the aim of gaining support for organizing such a club.

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

(pp. 380–381, *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. The response to this activity is included as Step 1 in the Teaching and Learning Strategies for this lesson.
2. The key element of this activity are the criteria developed and used by the students. The criteria will vary but may contain some ideas such as the following:
 - Do the actions of the organization help improve the situation (e.g., access to clean water)?
 - Are the aims of the organization focused mainly on profits?
 - Does the organization leave the environment better or worse after its members leave an area?
 - Does the world need this organization?
 - Are there better ways to achieve the organization's aims?
3. Encourage students to read the want ad very carefully to look for CGI's requirements. Key words and phrases in the ad should guide the hiring committee's criteria and questions, as well as the applicant's letter and notes for the job interview. The hiring committee, for example, may use the following questions as criteria. Does the applicant bring an understanding of globalization to the table? Does the applicant display positive habits of mind? Does the applicant demonstrate an appreciation of some of the challenges and opportunities of globalization?

As the job applicant, students should focus on demonstrating — in their letter and their interview notes — that they are active global citizens and that they understand the challenges and opportunities that GCI faces as a transnational corporation.

4. Students' responses may include some of the following points.
 - a) Map 1 shows a shift in focus from the Atlantic to the Pacific Ocean. Map 2 represents the standard map that students are accustomed to seeing in atlases, in their classrooms, and in the media. Map 3 shows an upside-down version of what the students will likely consider the standard map.
 - b) Depending on their country of origin, students may choose any of the three maps as the most appropriate. Someone from South America, for example, may view Map 3 as the most appropriate since it puts that continent on top of the world and at the centre of the map.
 - c) Tell students that the standard map used throughout the world is based on the Mercator projection which was developed by Gerhardus Mercator, a Flemish cartographer, in 1568. This projection puts Europe at the top and centre of the map and was used by colonial powers in their explorations and conquests of Asia, Africa, and the Americas. Students' responses may reflect this history in their own words. Other factors may include the fact that the dominant cartographers and map publishers have historically been based in Europe and so have further disseminated this Eurocentric bias.
 - d) Examples of other maps that show different views of the world could include the Peters projection map which shows a more correct representation of size and area of the continents. Some people believe the Peters projection map may better represent the realities of a globalizing world. Another example is a map that appears to be upside-down and with Australia in the centre. Students may suggest using various maps for purposes such as measuring distances between countries, comparing size and area of countries or continents, and portraying a country or continent of interest in the centre.
 - e) It is most likely that one's view of Central and South America would shift because of the seeming importance of those two regions on the map, as suggested by their central and higher positions relative to other regions of the world.
 - f) Map 1 would most likely be used in school textbooks since it shows North America on top and in a more central location than the other maps, thereby giving North America greater dominance and importance.
 - g) Students should support their responses with information and the history of maps discussed in the other parts of this question.

LESSON 16

YOUR CHALLENGE PRESENTATIONS

The first part of the challenge for Related Issue 4 requires students to prepare and present a journal or a blog addressing the related-issue question: To what extent should I, as a citizen, respond to globalization? The second part of the challenge requires the class to reach a consensus response to the key issue question for the course: To what extent should we embrace globalization?

This lesson provides students with an opportunity to present their journals and blogs, the ideas behind them, and the factors that led students to their conclusions. Students will also participate in a consensus-building activity to choose one statement to represent the position of the class on the key course-issue question.

ESTIMATED TIME REQUIRED: 75 minutes

If more time is needed, allocate a second or third period.

RELATED-ISSUE QUESTION

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

KEY-ISSUE QUESTION

To what extent should we embrace globalization?

GETTING READY

Photocopy reproducible (optional).

- Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric

Create an overhead transparency or presentation slide of Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric

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

RESOURCES

Exploring Globalization, pages 300–381

ADDITIONAL RESOURCES

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

ASSESSMENT AND EVALUATION ACTIVITIES

You will evaluate students' journals, blogs, and contribution to building a class consensus using Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric. You may also wish to incorporate peer feedback into your evaluation. Follow up by providing specific feedback to individual students on how they could improve their research, writing, and organization skills in their journals and blogs, and their participation, listening, compromising, and negotiating skills in their contributions to consensus building.

TEACHING AND LEARNING STRATEGIES — JOURNALS AND BLOGS

Notes

- Each of the following strategies can be used independently or in conjunction with one or more of the others.
- No matter which strategy(ies) you employ, you should read and review each completed journal and blog.
- You may ask students to submit their rough notes (for example, a list of their criteria and their notes made during interactions with you and classmates) along with their completed materials.
- Students who have prepared blogs for this challenge should save them on disk and submit them for evaluation.

1. Display the slide or overhead transparency of Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric. You may also wish to distribute copies of the reproducible. Students received this reproducible when they began to work on the Related Issue 4 challenge (pp. 302–303, *Exploring Globalization*). Remind students that there are three sections to the evaluation. The first two sections will be used to evaluate their journals and blogs; the third will be used to evaluate their participation in the development of the class consensus. Focus attention on the first two sections, “Knowledge and Understanding of the Issue” and “Selection, Analysis, and Evaluation of Information.”

Instruct students to read silently the categories and the criteria for evaluating the challenge. Ask students if they have any questions about the criteria. How, for example, will students know if they have been open to new ideas and points of view? Suggest this can be done by assessing and evaluating how a student responds to suggestions and questions from classmates and from you.

2. Divide the class into pairs. Partner A will walk partner B through his or her journal or blog. Partner B will use Reproducible 4.13.2, Your Challenge 4 — Evaluation Rubric, as a guide for assessment and feedback. The roles of the partners will then be reversed. At the end of this exercise, each student will have a peer review of her or his journal or blog. Students can respond to this review in one of two ways:
 - They can prepare a response in point form. In their response, they should state whether they agree or disagree with the assessment and give reasons for their judgment.
 - They can make changes to their journal or blog to incorporate suggestions that they agree with. Students should note changes that were made as a result of peer feedback.

You may wish to examine the journals and blogs as they are being presented between partners.

3. Ask each student to assess her or his journal or blog, based on Reproducible 4.13.2. Students may make brief notes on a separate piece of paper, indicating their personal overall assessment and explaining why they have assessed their projects as they have.
4. Ask volunteers to read the criteria they used in developing their journal or blog. After each reading, encourage the class to ask questions such as the following:
 - Why do you think that piece of evidence is important?
 - What is the connection between your criteria and the inquiry question?
 - Is there one criterion you think is key to your presentation?
 - What critical habit of mind does this criterion reflect?

As the questions are posed and responded to, instruct the class to assess the criteria according to the levels on Reproducible 4.13.2. Provide time and opportunity for the class to discuss the assessments.

Ask volunteers to state their position on the related issue question, To what extent should I, as a citizen, respond to globalization? After each statement, encourage the class to ask questions such as the following:

- How is your position reflected in your evidence?
- What was the main reason you decided to take your position?
- Is there anything that could make you rethink your position?

As the questions are posed and responded to, instruct the class to assess the position of the presenter according to the levels on Reproducible 4.13.2. Provide time and opportunity for the class to discuss the assessments. Collect the journals, blogs, and self-assessments for your evaluation.

TEACHING AND LEARNING STRATEGIES – BUILDING CONSENSUS

1. Ask students to write their position statements on the chalkboard, one under the other. Number the statements for easier reference. The next series of steps are aimed at reducing the number of options.

Review the statements and eliminate those that are very similar.

Identify any statements that are very different from the majority. Ask the students who posted those statements questions such as the following:

- What is the main idea behind your statement?
- Do you see that main idea reflected to any degree in any of the other statements?
- Can you change your statement in any way that you would feel comfortable with but that would align it more closely with one of the other statements?
- Would you be willing to withdraw your statement in favour of one of the others?

2. Identify those statements that are still quite close to one another. Identify points that make them different. Question students about bringing the statements into congruence using questions such as the following:

- Is there a word or two that can be added or subtracted from any of the statements to make them the same or similar to others?
- Can any of the statements be joined together?
- Is anyone willing to withdraw his or her statement in favour of one of the others?

3. Repeat the process until there are either only a few statements left or no further change is likely. When it is obvious that no more statements will be withdrawn from consideration, use the following steps to come to a final consensus.

- Ask students to select the statement they are most comfortable supporting. If there are six statements left at this point, there will be six groups of supporters.
- Count the number of statements left and divide by three. The quotient is the number of votes assigned to each group member. If the number of statements left is six, for example, each group member can vote twice ($6 \div 3 = 2$).
- In this scenario, each student can vote for her or his top two choices. This may be done by a show of hands that you tabulate on the chalkboard beside the statements.

- The statement with the highest number of votes is the one that is chosen as the class statement on the key course issue.
4. You may wish to use students' consensus statement for a further activity such as
 - sending a letter to a local paper or the school paper
 - preparing a poster for display in the main foyer of the school
 - sharing the consensus statement with other classes in your school or with students in other schools
 - inviting the principal to your class for a presentation of the consensus statement, the process involved in reaching consensus, and the reasons for your class decision on choosing the statement

DIFFERENTIATING INSTRUCTION

1. Some students may feel uncomfortable presenting any part of their material to classmates and should be allowed to observe the process rather than actively participate in it.
2. Some students may prefer to submit their presentation without preparing a self-assessment or submitting to a peer assessment.
3. Some students may wish to join students from other schools, either in person or online, to develop a consensus statement from a broader population.
4. Submit the consensus statement to the publisher of *Exploring Globalization* — McGraw-Hill Ryerson, www.mcgrawhill.ca — with a request that it be posted on the Additional Resources web page. In this way, schools can share over time and distance the results of various students' thinking on globalization.

CD-ROMS
EXPLORING
GLOBALIZATION

THE CD-ROMS FOR *EXPLORING GLOBALIZATION*

The CD-ROMs that accompany this teacher's resource for *Exploring Globalization* include

- a complete version, in PDF format, of this teacher's resource
- all reproducibles in this teacher's resource
- all of the figures that appear in *Exploring Globalization*

USING THE REPRODUCIBLES

The reproducibles on the CD-ROM for *Exploring Globalization* are presented in two versions: PDF and Microsoft Word.

The Word version enables you to adapt and tailor the reproducibles to the particular approach you are using in your classroom and to meet the needs of the students in your classes. With students who need extra support, for example, you may wish to open the Microsoft Word version of a specific reproducible and add labels to a graphic organizer or include more examples on a chart.

USING THE IMAGES

You can readily identify the images on the CD-ROM by checking the figure numbers in the *Exploring Globalization* textbook. The colour images on the CD-ROM for *Exploring Globalization* include

- all photographs, paintings, illustrations, and editorial cartoons
- all charts and graphs
- all maps

These colour images are included to enable you to enhance your lessons by displaying overhead transparencies or presentation slides that can be discussed by small groups or the entire class. In many cases, specific strategies for using overhead transparencies or presentation slides created from the images on the CD-ROM are included in the "Teaching and Learning Strategies" for chapter lessons.

The overhead transparencies or presentation slides can be used in a variety of ways:

- to help activate students' previous knowledge and stimulate discussion as you introduce lessons
- to enhance class discussions by enabling the whole class to view and interact with a particular feature of *Exploring Globalization*
- to allow small groups to view and work with particular features as you work with students to develop specific skills (e.g., reading graphs or reading maps)
- as a follow-up or review of lessons