

---

## INTRODUCING RELATED ISSUE 2

### TO WHAT EXTENT SHOULD CONTEMPORARY SOCIETY RESPOND TO THE LEGACIES OF HISTORICAL GLOBALIZATION?

---

#### RELATED ISSUE 2 AT A GLANCE

Related Issue 2 focuses on the legacies of historical globalization in today's world. Students explore, analyze, and evaluate various perspectives and points of view on how contemporary societies should respond to these legacies. This exploration, analysis, and evaluation extends students' understanding of the many ways that globalization affects their lives — and provides the underpinnings of the issues and inquiries in subsequent related issues, when students will connect these legacies to the concept of sustainable prosperity and the responsibilities of global citizenship.

Students' exploration, analysis, and evaluation of the legacies of historical globalization will focus on a variety of issues, including the historical impact of cultural contact between Indigenous and non-Indigenous peoples, the legacies of imperialism and ethnocentrism, and contemporary global issues that originated in the policies and practices of post-colonial governments.

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

#### QUICK LESSON PLANNER — RELATED ISSUE 2

##### NOTES

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

<b>Related Issue 2</b> To what extent should contemporary society respond to the legacies of historical globalization?		
<b>General Outcome</b> Students will assess impacts of historical globalization on Indigenous and non-Indigenous peoples.		
<b>Chapter 5 — Foundations of Globalization</b> <b>Chapter Issue — To what extent did early globalization affect peoples of the world?</b>		
Lesson	Lesson Focus	Estimated Time
<b>1</b> Related Issue 2 Opener Chapter 5 Opener (pp. 110–115)	<b>Related Issue Opener</b> Introduce Related Issue 2  <b>Your Challenge</b> Discuss expectations for challenge for Related Issue 2  <b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”	75 minutes
<b>2</b> Why and how did globalization begin? Focus on Skills (pp. 116–119)	<b>IQ 1: Why and how did globalization begin?</b> Explore various points of view and perspectives on the beginnings of historical globalization  <b>Focus on Skills</b> Analyzing Historical and Contemporary Perspectives within and across Cultures	75 minutes
<b>3</b> How did the foundations of historical globalization affect people? (pp. 120–124)	<b>IQ 2: How did the foundations of historical globalization affect people?</b> Explore connections between historical globalization and the rise of the middle class, transportation technologies, mercantilism, and the beginnings of capitalism  <b>Ideas</b> Discuss “cultural imperialism” as a form of colonization	75 minutes
<b>4</b> How did the consequences of historical globalization affect people? Impact (pp. 125–130)	<b>IQ 3: How did the consequences of historical globalization affect people?</b> Explore the effects of contact and slavery on Indigenous peoples  <b>Profile</b> Olaudah Equiano — From Kidnapped Child to Global Citizen  <b>Impact</b> Cheap Labour — The Lifeblood of Historical Globalization	75 minutes

Lesson	Lesson Focus	Estimated Time
<p><b>5</b> How did the consequences of historical globalization affect people? (continued) Think . . . Participate . . . Research . . . Communicate . . . (pp. 131–135)</p>	<p><b>IQ 3: How did the consequences of historical globalization affect people?</b> (continued) Explore the Grand Exchange and the connections between industrialization and social change</p> <p><b>Making Choices</b> William Wilberforce — Spearheading the Campaign to End Slavery</p> <p><b>Points of View</b> Three views on the consequences of historical globalization</p> <p><b>Think . . . Participate . . . Research . . . Communicate . . .</b></p> <p><b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue</p>	75 minutes
<p><b>Chapter 6 — Legacies of Historical Globalization</b> <b>Chapter Issue — To what extent do the legacies of historical globalization affect peoples of the world?</b></p>		
Lesson	Lesson Focus	Estimated Time
<p><b>6</b> Chapter 7 Opener What are some legacies of historical globalization? (pp. 136–141)</p>	<p><b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”</p> <p><b>IQ 1: What are some of the legacies of historical globalization?</b> Explore ethnocentrism and Eurocentrism; the scramble for Africa, and the reign of King Leopold of Belgium in the Congo</p> <p><b>Ideas</b> Discuss experiences of ethnocentrism in students’ lives</p>	75 minutes
<p><b>7</b> Focus on Skills How has cultural contact affected people? (pp. 142–148)</p>	<p><b>Focus on Skills</b> Analyzing and Interpreting Cause-and-Effect Relationships</p> <p><b>IQ 2: How has cultural contact affected people?</b> Explore legacies of imperialism and historical change on Indigenous and non-Indigenous people</p> <p><b>Points of View</b> Three views on the legacies of imperialism</p> <p><b>Profile</b> Chinua Achebe — Things Fall Apart</p>	75 minutes
<p><b>8</b> How has the exchange of goods and technologies affected people? (pp. 149–152)</p>	<p><b>IQ 3: How has the exchange of goods and technologies affected people?</b> Explore the effects of exchange of goods and technologies over time on people in India</p>	75 minutes

Lesson	Lesson Focus	Estimated Time
<p><b>9</b> How are the legacies of historical globalization continuing to affect people? Impact Think . . . Participate . . . Research . . . Communicate . . . (pp. 153–159)</p>	<p><b>IQ 4: How are the legacies of historical globalization continuing to affect people?</b> Explore legacies of cultural changes in India brought about by imperialism</p> <p><b>Impact</b> Aung San Suu Kyi and Dictatorship in Myanmar (Burma)</p> <p><b>Think . . . Participate . . . Research . . . Communicate . . .</b></p> <p><b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue</p>	75 minutes
<p><b>Chapter 7 — Legacies of Historical Globalization in Canada</b> <b>Chapter Issue — To what extent have the legacies of historical globalization affected Canada?</b></p>		
Lesson	Lesson Focus	Estimated Time
<p><b>10</b> Chapter 7 Opener How did historical globalization affect Canada? (pp. 160–165)</p>	<p><b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”</p> <p><b>IQ 1: How did historical globalization affect Canada?</b> Explore the effects of early contact and colonization on Indigenous and non-Indigenous peoples in Canada</p>	75 minutes
<p><b>11</b> Impact Focus on Skills (pp. 166–169)</p>	<p><b>Impact</b> The Governor and Company of Adventurers of England Trading into Hudson’s Bay</p> <p><b>Focus on Skills</b> Comparing Similarities and Differences in Historical Narratives</p>	75 minutes
<p><b>12</b> What are some legacies of historical globalization in Canada? (pp. 170–172)</p>	<p><b>IQ 2: What are some legacies of historical globalization in Canada?</b> Explore legacies of early French and British rule in Canada</p>	75 minutes
<p><b>13</b> How has historical globalization affected Indigenous peoples in Canada? (pp. 174–178)</p>	<p><b>IQ 3: How has historical globalization affected Indigenous peoples in Canada?</b> Explore depopulation of Indigenous peoples, assimilation, and numbered treaties</p> <p><b>Points of View</b> Three views on the value of oral traditions</p> <p><b>Ideas</b> Discuss whether European settlement had any positive outcomes</p> <p><b>Profile</b> Phil Fontaine — Denouncing Residential Schools</p>	75 minutes

Lesson	Lesson Focus	Estimated Time
<p><b>14</b> How do some legacies of historical globalization continue to affect Canada? Think . . . Participate . . . Research . . . Communicate . . . (pp. 180–185)</p>	<p><b>IQ 4: How do some legacies of historical globalization continue to affect Canada?</b> Explore how immigration, multiculturalism, land claims, and the Quiet Revolution in Québec are legacies of historical globalization</p> <p><b>Making Choices</b> Tom Jackson — A Life-Changing Choice</p> <p><b>Think . . . Participate . . . Research . . . Communicate . . .</b></p> <p><b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue</p>	75 minutes
<p><b>Chapter 8 — Living with the Legacies of Historical Globalization</b> <b>Chapter Issue — To what extent have attempts to respond to the legacies of historical globalization been effective?</b></p>		
Lesson	Lesson Focus	Estimated Time
<p><b>15</b> Chapter 8 Opener How effectively have people responded to the legacies of historical globalization? (pp. 186–193)</p>	<p><b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”</p> <p><b>IQ 1: How effectively have people responded to the legacies of historical globalization?</b> Explore Rwanda as an example of responses to historical globalization</p> <p><b>Points of View</b> Three views on the global response to the genocide in Rwanda</p>	75 minutes
<p><b>16</b> Focus on Skills How effectively have governments responded to the legacies of historical globalization? (pp. 194–201)</p>	<p><b>Focus on Skills</b> Expressing and Defending an Informed Position</p> <p><b>IQ 2: How effectively have governments responded to the legacies of historical globalization?</b> Explore United Nations, South African, and Canadian responses to some legacies of historical globalization</p> <p><b>Profile</b> Nelson Mandela — Prisoner and President</p>	75 minutes
<p><b>17</b> How effectively have organizations responded to the legacies of historical globalization? Impact (pp. 202–205)</p>	<p><b>IQ 3: How effectively have organizations responded to the legacies of historical globalization?</b> Explore some ways non-governmental organizations are responding to the legacies of historical globalization</p> <p><b>Impact</b> Muhammad Yunus and the Grameen Bank</p>	75 minutes

Lesson	Lesson Focus	Estimated Time
<b>18</b> How does historical globalization continue to affect the world? Think . . . Participate . . . Research . . . Communicate . . . (pp. 206–209)	<b>IQ 4: How does historical globalization continue to affect the world?</b> Explore the effects of income inequality and foreign aid <b>Ideas</b> Discuss how students can respond effectively to the legacies of historical globalization <b>Think . . . Participate . . . Research . . . Communicate . . .</b> <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes
<b>19</b> Your Challenge Presentations	<b>Your Challenge Presentations</b> Opportunities for students to present their challenges	75 minutes

## LESSON 1

### RELATED ISSUE 2 OPENER

### CHAPTER 5 OPENER

Students will explore how the legacies of the past can colour the present. They will be introduced to the issue and inquiry questions that will guide their exploration, analysis, and evaluation of the points of view and perspectives they will encounter in the chapters of Related Issue 2, and they will examine the challenge for this related issue — a four-corners debate. Students will also begin to explore Chapter 5.

**ESTIMATED TIME:** 75 minutes

#### RELATED-ISSUE QUESTION

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

#### CHAPTER-ISSUE QUESTION

To what extent did early globalization affect peoples of the world?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 2.5.1, Main Ideas and Choices
- Reproducible 2.5.2, Assessing a Four-Corners Debate
- Reproducible 2.5.3, Your Challenge 2 — Checklist for Success
- Reproducible 2.5.4, Your Challenge 2 — Evaluation Rubric

Prepare signs with the headings “Strongly Agree,” “Agree,” “Strongly Disagree,” and “Disagree” and post them in the four corners of the classroom

#### RESOURCES

*Exploring Globalization*, pages 110–115

#### ADDITIONAL RESOURCES

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

[www.education-world.com/a\\_lesson/03/lp304-04.shtml](http://www.education-world.com/a_lesson/03/lp304-04.shtml)

Education World provides a teacher-friendly explanation of the four-corners debate strategy.

[www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab34](http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab34)

History World offers an easy-to-read summary of counting systems and numerals.

#### ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- developing a list of words and definitions
- completing Reproducibles 2.5.1, Main Ideas and Choices, and 2.5.2, Assessing a Four-Corners Debate

## PRIOR LEARNING

Students will draw on their understanding of how the course and the textbook are organized, as well as their experience of debates.

## TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the Related Issue 2 organization chart on page 110 of *Exploring Globalization*. Review with students how the textbook's four related issues are connected to the key issue — To what extent should we embrace globalization? Ask students to identify the titles of the four Related Issue 2 chapters. Then tell them to read the inquiry questions below each chapter's title. Instruct students to record in their notebooks

- words in the titles and inquiry questions that they have encountered and used in Related Issue 1
- words that are new to their study of globalization
- words that are new to them

Ask volunteers to share their word lists. Discuss how various students' lists are the same and how they are different. On the chalkboard, list the words that are new to students and ask volunteers to suggest definitions for these words. Instruct students to keep their word lists for reference as they work through this related issue and to update definitions as required.

2. Ask students to choose a partner — or assign partners. Distribute Reproducible 2.5.1, Main Ideas and Choices. Instruct students to work with their partner to read the section titled “The Big Picture” (pp. 110–111, *Exploring Globalization*) and to use the reproducible, as they read, to

- record the main ideas in the first six paragraphs (e.g., Paragraph 1 — past events affect current choices; Paragraph 2 — some choices are controllable, but others are not)
- list three choices that are available to them (e.g., the clothes they wear, the television shows they watch, who their friends are) and three choices that are not available to them (e.g., where they were born, who their parents and siblings are, who the prime minister of Canada is)

Ask volunteers for their responses. Discuss the difference between minor choices that are available (e.g., clothing) and major choices that are not available (e.g., students' community, obeying the law). Explain that legacies, including those of globalization, present people with choices that are available and choices that are not available.

3. Ask students to turn to “Your Challenge” (pp. 112–113, *Exploring Globalization*). Explain that they will conclude their study of Related Issue 2 by participating in a four-corners debate in response to this question: To what extent should contemporary society respond to the legacies of historical globalization?

If students have had experience with four-corner debates, ask them to review the steps and to speculate on the purpose behind the strategy.

4. Explain to students that they will participate in a mock four-corners debate to become more familiar with the process. Distribute Reproducible 2.5.2, Assessing a Four-Corners Debate, and lead a discussion of the tips contained in the middle column. Tell students that at the end of the exercise, they will use the reproducible to assess the debate.

Model a brief debate on a light-hearted topic: entertainment news, a popular television series, or a school issue. For example, X band (insert your choice here) should be at the top of the music charts, or the school cafeteria should balance serving healthy food from local sources with less healthy — and perhaps less expensive — food.

5. Draw student's attention to the four signs — Strongly Agree, Agree, Strongly Disagree, and Disagree — you posted in the four corners of the classroom. Walk the students through the steps of a four-corners debate (see p. 66): research the issue, take a starting position and go to that corner of the room, present information that supports your opinion, consider the information presented by the students who took different positions, and move to a different corner if your position has changed.  
Using the light-hearted topic you have chosen, guide students through the mock four-corners debate.
6. Draw students' attention to the two columns on either side of the tips in Reproducible 2.5.2, Assessing a Four-Corners Debate. In the left-hand column, they can rate the class as a whole on each of the tips, on a scale of 1 to 5. In the right-hand column, they can rate their own performance.  
When students have filled in their ratings, ask volunteers to share their assessments. Then ask students to suggest areas for improvement, both personally and as a group.
7. Distribute Reproducibles 2.5.3, Your Challenge 2 — Checklist for Success, and 2.5.4, Your Challenge 2 — Evaluation Rubric. Guide students through the items in the checklist and the rubric, highlighting characteristics that might pose problems for some. Explain that the rubric will be used to evaluate their performances at the end of the related issue. Encourage students to discuss the various sections of the rubric, and remind them to keep the checklist and the rubric available as they prepare to complete the challenge.
8. Instruct students to work with their partner to record 10 different ways they use numbers on a daily basis (e.g., prices, phone numbers, time, television channels, locker combinations, addresses, page numbers, age, radio stations, music charts). Ask volunteers to share their lists with the class.
9. Draw students' attention to Figure 5-1 (p. 114, *Exploring Globalization*). Instruct students to read the caption, then ask volunteers to name the numbering systems in the figure.



Ask students to discuss the five questions on page 115 of *Exploring Globalization*. Figure 5-1 includes six different counting systems. Responses to the other questions might include

- trade difficulties such as agreeing on a price, payment, exchange rates, fair value
- benefits such as consistency, fairness, exportability, and cross-cultural and cross-linguistic understanding
- as a system, Indo-Arabic was easy to learn and to use, as well as logical and easy to reproduce
- benefits such as easier trading, increased trust, more exports and imports, and intercultural trade
- easier and increased global trade and promotion of trust contribute to globalization

**More to the Story**

The numerals from 1 to 9 in the Indo-Arabic number system developed in India between 400 BCE and 400 CE, and eventually made their way to Europe in the 10th century. But zero was not used until the ninth century CE — and arithmetic is much easier if you can use zero as a place holder.

10. Direct students' attention to "My Point of View on Globalization" (p. 115, *Exploring Globalization*). Ask students to review the notes they are keeping as they progress through the course and to update their understandings. Ask volunteers what changes they made — and why.

**DIFFERENTIATING INSTRUCTION**

1. Students who are new to English may benefit from vocabulary support. Before students begin to read or make the lists they will be keeping as they progress through this lesson, you could define words that are likely to be difficult. Either post these words in the classroom or help students with their lists.
2. Encourage interested students to investigate other number systems in the world today, noting where the systems developed, the structure of the systems, and the systems' strengths and weaknesses. Ask these students to prepare a poster, display, or brief presentation of their findings for the class.

## LESSON 2

### WHY AND HOW DID GLOBALIZATION BEGIN? FOCUS ON SKILLS: ANALYZING HISTORICAL AND CONTEMPORARY PERSPECTIVES WITHIN AND ACROSS CULTURES

Students will investigate early trade routes and how they contributed to the expansion of early globalization. The skill focus will help students learn how to analyze historical and contemporary perspectives.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

Why and how did globalization begin?

#### GETTING READY

Photocopy reproducibles.

- Reproducible J, Analyzing a Point of View or Perspective
- Reproducible 2.5.5, Placing Points of View or Perspectives

Create an overhead transparency or presentation slide of Figure 5-2 (p. 116, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 116–119

#### ADDITIONAL RESOURCES

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

[www.ciolek.com/PAPERS/trade-routes-enc2005.html](http://www.ciolek.com/PAPERS/trade-routes-enc2005.html)

“Trade Routes,” a scholarly review of the history and uses of early trade routes, was published by Australian researcher T. Matthew Ciolek in 2005.

[www.idrc.ca/en/ev-87930-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-87930-201-1-DO_TOPIC.html)

The International Development Research Centre’s site offers “A Theory of Globalization,” Chapter 2 of Farhang Rajaei’s *Globalization on Trial*.

[www.education-world.com/a\\_curr/curr167.shtml](http://www.education-world.com/a_curr/curr167.shtml)

“Beyond Columbus: Teaching the Lessons of 1492” links to sites that explore the controversies relating to Columbus and the effects of his voyages.

[www.globalpolicy.org/globaliz/cultural/2006/1019threerounds.htm](http://www.globalpolicy.org/globaliz/cultural/2006/1019threerounds.htm)

The full text of Ashutosh Sheshabalaya’s “The Three Rounds of Globalization” (see p. 117, *Exploring Globalization*), from daily online magazine *The Globalist*.

"Teaching Historical Thinking" by Peter Seixas and Carla Beck. *Challenges and Prospects for Canadian Social Studies*. Pacific Educational Press, 2004

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- completing a summary
- completing the reproducibles

## PRIOR LEARNING

Students will build on their knowledge of historical globalization.

## 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 will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Display an overhead transparency or presentation slide of Figure 5-2 (p. 116 of *Exploring Globalization*). With students, explore the map by asking questions such as

- What countries did the Silk Road pass through?
- What are the present-day names of the countries along the Silk Road? (e.g., Persia is now Iran, while Byzantium includes several Middle Eastern countries)
- How long was the Silk Road? (about 12 000 kilometres)
- What goods were carried along the Silk Road? (e.g., silk, spices, pottery, animals)
- What effects did the Silk Road have in the countries it passed through? (e.g., introduced new ideas, new products, new languages, new foods, and new maps — and, later, books)
- In what ways did the Silk Road contribute to historical globalization? (e.g., created a class of international traders, made people want products they couldn't produce for themselves, created relationships between peoples of different cultures)

Ask students to name some items that they can acquire because of international trade (e.g., fresh fruit in winter, electronics, many items of clothing, entertainment). Then ask students to compare the similarities between today's trade routes and the Silk Road (e.g., both bring goods from one country to another, pass through many countries, involve exporters and importers, and depend on transportation systems) and to point out some differences (e.g., speed of delivery, amount of goods carried and distances covered, number of countries involved, types of products, range of products, and means of transportation and packaging).

2. With students, read the question that opens this section of the chapter — Why and how did globalization begin? (p. 116, *Exploring Globalization*). Then ask students to read page 116. Draw students' attention to the first activity icon on page 116 and ask them whether they think it's important to fix the starting date of globalization. Help students understand the significance of this question by asking questions like the following:

- What are some events that you know the exact date of? Students may suggest birthdays, the due date of their next class assignment, or the beginning of the next holiday weekend.

- What are some events that you can't know the exact date of? Students may suggest when the first trader crossed the Silk Road or when someone first used the Mayan or Babylonian numbering system.

Ask volunteers to discuss the questions raised in this activity icon. As each volunteer provides her or his answer, ask for reasons and invite students to discuss these reasons.

### More to the Story

Trading routes were established in many regions of the world. The Web Connection on page 116 of *Exploring Globalization*, for example, notes the grease trails of the Pacific Northwest. The term "grease trails" refers to trade routes for oil that was rendered from a species of small fish called the eulachon, a member of the smelt family. Inland First Nations peoples traded furs, copper, and obsidian — used for making sharp points in the days before metal became widely available — for the grease, which they used as a condiment and for maintaining their health.

3. Instruct students to read the section titled "One Theory of the Evolution of Globalization." (p. 117, *Exploring Globalization*). Then tell students to read "Reflect and Respond" (p. 117). Instruct students to draft their three criteria in their notebooks. You may want to briefly review page 6 of *Exploring Globalization* to refresh students' minds about establishing criteria.

Ask volunteers to read their list of criteria. Students may suggest criteria such as the following:

- is supported by evidence
- has the intellectual support of peers
- is accepted by a significant number of people

Tell students to revise their criteria if they have acquired new ideas from hearing these lists. Then ask students to add one statement to the list of globalization's beginning points. Ask volunteers to read the new beginning point they recorded and ask how their criteria led to and supported their choice. Students' statements should meet the criteria they have established.

4. With students, read "The Concept of Historical Globalization" (p. 117, *Exploring Globalization*). Ask students to add the second starting point to their list of beginning points of globalization and again ask volunteers to read the new statement.

At this point, you may want to go back to the discussion on the importance of knowing a starting date and come to a consensus of the class on this issue.

5. Direct students' attention to Figure 5-3 (p. 117, *Exploring Globalization*). Ask them what they know about Christopher Columbus and record key words from their comments on the chalkboard, organizing the key words so they fit roughly into lists that are positive and negative about the explorer.

Build on students' comments by pointing out that some Indigenous people around the world do not applaud Columbus and his accomplishments. Ask students why that may be so. Responses may include

- many Indigenous peoples died because of diseases brought by the Europeans
- Europeans took land away from Indigenous peoples
- Europeans imposed their religion on Indigenous peoples
- Europeans often viewed the Indigenous peoples as savages
- Europeans sometimes treated Indigenous peoples badly

6. Instruct students to read the introduction to “Focus On Skills: Analyzing Historical and Contemporary Perspectives within and across Cultures” (p. 118, *Exploring Globalization*). Then ask if, at this point, they see Columbus in a positive or a negative light. Explain that it is difficult to develop an informed position from a limited reading — further skills are required.

Divide the class into groups of three or four. Distribute a copy of Reproducible J, Analyzing a Point of View or Perspective, to each student and a copy of Reproducible 2.5.5, Placing Points of View or Perspectives, to each group. Instruct students to use Reproducible J, Analyzing a Point of View or Perspective, to complete the four steps in the skill focus. When they have completed their analysis of each speaker’s words, they will work as a group to place that speaker’s name in the appropriate quadrant on Reproducible 2.5.5, Placing Points of View or Perspectives. You may wish to demonstrate that a speaker who is contemporary and represents the perspective of a large group would go in the lower right quadrant, while a speaker who is contemporary and voices a personal point of view would be placed in the top right quadrant.

7. Instruct the groups to respond to the questions in “Summing Up” (p. 118, *Exploring Globalization*). Ask volunteers from each group to share their groups’ conclusions and the reasons for them. Students’ ideas may include

- balance the celebration by providing educational kits explaining various points of view and perspectives
- expand the celebrations to include the various points of view and perspectives
- ban the celebrations out of respect for the many different and conflicting points of view and perspectives
- allow each community to make its own decision, but provide the decision makers with background information on the controversies relating to the issue
- continue your community’s traditions

8. Remind students of the list of words and definitions they recorded in the first lesson of this chapter and give them time to update their lists. Ask volunteers to share new definitions.

9. Conclude the lesson by reminding students of the related-issue challenge (pp. 112–113, *Exploring Globalization*) and suggesting that they review their preliminary plans and notes to decide whether they wish to pursue any of the ideas discussed in this lesson. Ask volunteers to suggest avenues that could be explored and give students time to update the notes they are keeping.

## **DIFFERENTIATING INSTRUCTION**

1. Some students may prefer to complete the activities in this lesson individually rather than in groups.
2. Students may wish to conduct further research into Christopher Columbus (see “Additional Resources”) and assemble a collection of quotations from primary sources. They could then post their results as a bulletin-board display or a school web page for students to use in the future.
3. Encourage students to create a visual display, such as a poster or computer graphic, to illustrate Ashutosh Sheshabalaya’s three rounds, or phases, of globalization (see p. 117, *Exploring Globalization* and “Additional Resources”). The visuals might focus on changing trade patterns, improvements in communication, technological advances, or globalization’s effects on people’s quality of life.

## LESSON 3

### HOW DID THE FOUNDATIONS OF HISTORICAL GLOBALIZATION AFFECT PEOPLE?

Students will investigate how new ideas and technological and social changes helped reshape European societies and economies and encouraged the new middle classes to expand their wealth by establishing global trade links. Students will also explore the links between mercantilism, cultural imperialism, and colonization.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How did the foundations of historical globalization affect people?

#### GETTING READY

Photocopy reproducible.

- Reproducible 2.5.6, Analyzing Mercantilism

Create overhead transparencies or presentation slides of Figure 5-5 (p. 120, *Exploring Globalization*) and Figure 5-7 (p. 124).

Prepare a handout or sheet of chart paper with terms — such as “European governments,” “strictly controlled trade,” “colonies source of cheap raw materials” — to help students complete written tasks, such as Reproducible 2.5.6, Analyzing Mercantilism (optional).

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

#### RESOURCES

*Exploring Globalization*, pages 120–124

#### ADDITIONAL RESOURCES

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

<http://british-history.ac.uk>

This extensive site, produced by Britain’s Institute of Historical Research and the History of Parliament Trust, allows users to search for primary documents by topic and century.

[www.cbc.ca/news/interactives/gmaps/decolonization/](http://www.cbc.ca/news/interactives/gmaps/decolonization/)

“Imperial Remnants: The World’s Last Colonies” is an interactive CBC map that shows the few remaining colonies of European countries and the United States.

[www.adamsmith.org/smith/won-intro.htm](http://www.adamsmith.org/smith/won-intro.htm)

The site of the Adam Smith Institute provides the full text of Adam Smith’s *The Wealth of Nations*.

#### ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- completing Reproducible 2.5.6, Analyzing Mercantilism

## PRIOR LEARNING

Students will draw on their knowledge of some general patterns of human history, including the establishment of European colonies around the world.

## 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 will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Display an overhead transparency or presentation slide of Figure 5-5 (p. 120, *Exploring Globalization*). Ask students to look carefully at the various elements of this image. Then ask them to infer about London in 1616. Guide students' responses by asking them what they can say about categories such as
  - the natural environment (main feature is the Thames River, a clean-looking city, structures clustered beside the river)
  - buildings and other structures (dominant building appears to be a church, countryside spreads out behind buildings, many piers and wharves, areas in view seem to be prosperous)
  - human activities (focused on the river, indirectly presented through the ships, piers, wharves, and storehouses)
  - distinctive aspects of the drawing (perspective not used, main buildings seem larger than others, Latin text, angels appear to be guarding the city)
  - the purpose of the drawing (to show London in its best light, to show London as a major port and trading city, to "sell" London, to please the person who commissioned the drawing)
2. Ask students to speculate on what people might think of London if this drawing were their only source of information. Students may respond that the city seems clean, rich, safe, pleasant, and calm. Ask students what the reality might have been like. Students may say that the city was crowded, dirty, noisy, unhealthy — with no proper sewer system or clean water supply — and had many slum areas, many unemployed people, and many unsafe areas.
3. With students, read the section titled "The Rise of a European Middle Class" (p. 120, *Exploring Globalization*), pausing to ask students to respond to the questions at the end of the second-last paragraph. Then ask students which communication technologies are contributing to globalization today. Students will probably point to the Internet and the World Wide Web. Ask students how the Internet and the World Wide Web are helping shape the process of and attitudes toward globalization.
4. Instruct students to read page 121 of *Exploring Globalization* and to respond to the activity icon at the bottom of the page. When they are finished, ask volunteers to read the predictions they recorded. Answers may include
  - large, square sails: increase a country's naval power and therefore control of trading routes, speed the delivery and import and export of goods, increase the reach of traders, increase wealth for investment and growth

- improved navigational tools: help provide greater security and therefore more trading successes, increase the reach of traders, help more voyages reach their destinations and thus make higher profits
  - gunpowder: makes it easier to subdue Indigenous populations, provides better defence of trading routes and trading ships, increases power of ships and thus their potential for colonization
5. Write the word “mercantilism” on the chalkboard. Ask students to brainstorm to create a list of words that appear to be related (e.g., merchant, mercantile, merchandise, commerce, commercial). Ask them to define the word in a sentence or two and add it to the list of definitions they’ve been keeping since the start of Chapter 5. Ask volunteers to read their definitions, then ask a volunteer to find the definition in the glossary and read it aloud. Ask students to compare their definitions with the definition in the glossary.
6. Distribute Reproducible 2.5.6, Analyzing Mercantilism. Instruct the students to read page 122 of *Exploring Globalization* and to use the reproducible, as they read, to summarize the information about mercantilism.
- Students’ responses may include
- What is mercantilism? Control of trade by a colonizing nation.
  - What were some factors that made mercantilism work? Powerful armed forces and strong navies and merchant marine fleets.
  - What were some forces that caused mercantilism? The drive for more trade, the colonizing countries’ belief that profits could be assured only if trade was controlled and competition eliminated, the growth of the middle class in Europe, and the discovery of valuable raw materials in lands that could be colonized.
  - What forces led to the decline of mercantilism? Resistance by colonists and new economic ideas.

### More to the Story

During the mercantilist period, military conflicts among European nations were more frequent and more extensive than ever before. To protect their holdings around the world, the imperial powers needed large standing armies and navies, and professional armies and navies replaced the temporary forces that had been raised to deal with specific threats in the past. These ever-growing armed forces required a steady inflow of money for wages, equipment, and the development of more elaborate weapons. Therefore, mercantilism was needed to support the military system that supported mercantilism.

7. Read aloud the question in “Ideas” — Is “cultural imperialism,” which some people define as a non-violent form of imperialism in which one country imposes its values and beliefs on another, nothing but a different form of colonialism? (p. 123, *Exploring Globalization*). Ask students to vote either for or against the statement and record the vote on the chalkboard. Then ask three students to read aloud Deven’s, Gord’s, and Marie’s statements.
- Remind students that respect for other cultures and other ways of doing things is the basis of all discussions in your classroom. Then ask students to discuss the questions in “Your Turn” (p. 123, *Exploring Globalization*). When discussion has come to a natural conclusion, ask students to vote again on the “Ideas” question and note change in the tally. Ask volunteers to explain why they did — or did not — change their vote.

8. Display an overhead transparency or presentation slide of Figure 5-7 (p. 124, *Exploring Globalization*). Read aloud “Dividing Up the World” (p. 123, *Exploring Globalization*). Then ask students questions like the following about the map:

- What projection is used for this map? Polar.
- Why might this projection be used to show information about trading empires in 1770? It shows six continents and the major oceans.
- What are some advantages and disadvantages of using this projection? Advantages: it illustrates routes clearly and shows two sets of data easily. Disadvantages: it distorts shapes of landmasses, and distances are not clearly shown.
- Which parts of the world had been colonized by 1770? North and South America, New Zealand, and the South Pacific Islands.
- Why might these regions have been colonized while other regions were still not colonized? Indigenous peoples in the regions were more willing to trade and more easily subdued, and they seldom had strong central governments; enormous wealth could be derived from the natural resources available.
- What challenges does the map suggest European traders faced as they tried to reach these colonies? Having to go around Africa to reach Pacific colonies and the size of the Pacific Ocean.

9. Instruct the class to read the section titled “Effects of European Colonial Settlement” (p. 124, *Exploring Globalization*) and then to complete the assignment in “Reflect and Respond” (p. 124).

Ask volunteers to share their responses and the reasons behind them. In their names for the conflict, students may take the perspective of First Peoples at the time of the war and refer to loyalty to allies or attempts to keep control of their land and the people’s lives. If they take a contemporary perspective, students may come up with a name indicating that the war did not affect First Peoples in a positive way, no matter which side they supported.

Students’ statements about the three groups may contain elements such as the following:

- The British — Have a long history of power and don’t want to lose their control; have invested in the colonies; may believe a successful rebellion in the Americas could lead to rebellions elsewhere; believe losing the colonies means a major economic loss to the factories of Britain; believe they own the colonies and are defending their possessions
- The rebellious colonists — Have developed a separate culture that needs and deserves independence; believe Britain is imposing laws and regulations on them; believe the colonies are strong enough to be independent; see Britain as taking their resources and preventing development of their economy; believe they are being exploited
- The First Nations — Have lost lands and resources; believe they may be able to make a better deal with a newly independent nation; want to be loyal to past allies; recognize that the rebel colonies may have little chance of defeating the superior British forces; are trying to position themselves as best they can

10. Remind students again of the list of new words and definitions they recorded in the first lesson of this chapter and ask if they want to add or update a definition besides “mercantilism.” Ask volunteers to share their ideas.

11. End the lesson by instructing students to review the challenge for this related issue (pp. 112–113, *Exploring Globalization*) and to note ideas and information from this lesson that might help them prepare for the four-corners debate. Ask volunteers to share their ideas and give students time to update the notes they are keeping.

### **DIFFERENTIATING INSTRUCTION**

1. For reproducibles that require students to find and record information from a written or visual source, provide a list of terms that form the core of the information that must be recorded. The terms can be posted on the chalkboard or a sheet of chart paper, or included on a separate handout. Where students are asked to read page 122 and record points about mercantilism, for example, you could provide terms like “European governments,” “strictly controlled trade,” and “colonies source of cheap raw materials.” Encourage students to add additional terms as their understanding grows.
2. Students may wish to learn more about Adam Smith and his ideas of economic control and free trade (see “Additional Resources”). Students may present the results of their research in the form of an interview with Adam Smith by a popular talk show host, such as Oprah Winfrey, George Stroumboulopoulos, or an interviewer of the student’s choice.
3. Ask students to consider the text, the illustrations, and the FYI feature on pages 120–121 of *Exploring Globalization* and create a concept web that shows how the information is linked. You might want to suggest that the centre of the web be labelled “Technological and Social Change in Europe.” The webs could be presented to the class and then left on display.

## LESSON 4

### HOW DID THE CONSEQUENCES OF HISTORICAL GLOBALIZATION AFFECT PEOPLE?

#### IMPACT: CHEAP LABOUR — THE LIFEBLOOD OF HISTORICAL GLOBALIZATION

Students will begin this lesson by thinking about how they would react if their home were suddenly invaded. Students will then explore some of the ways people around the world were affected by historical globalization and continue to explore slavery, indentured labour, and child labour.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How did the consequences of historical globalization affect people?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 2.5.7, Reacting to Invasion by Colonizing Forces
- Reproducible 2.5.8, The Slave Route, A Memory Unchained

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

#### RESOURCES

*Exploring Globalization*, pages 125–130

#### ADDITIONAL RESOURCES

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

[www.nhc.rtp.nc.us/pds/amerbegin/contact/text7/text7read.htm](http://www.nhc.rtp.nc.us/pds/amerbegin/contact/text7/text7read.htm)

The site of the National Humanities Center offers “Spanish Conquest,” with links to primary documents that provide Indigenous people’s points of view and perspectives on the Spanish conquest of the Americas.

[www.historylink.org/essays/output.cfm?file\\_id=5100](http://www.historylink.org/essays/output.cfm?file_id=5100)

The Online Encyclopedia of Washington State History has an informative essay on the impacts of European diseases: “Smallpox Epidemic Ravages Native Americans on the Northwest Coast of North America in the 1770s.”

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

This site explores the work and writings of Bartolomé de Las Casas.

[www.wsu.edu/~dee/Equiano.html](http://www.wsu.edu/~dee/Equiano.html)

Excerpts from Olaudah Equiano’s book about his life as a slave are included in this Washington State University web site.

<http://unesdoc.unesco.org/images/0011/001113/111347e.pdf>

“The Slave Route, A Memory Unchained” is the focus of the March 1998 issue of *UNESCO Sources*.

[www.cbc.ca/news/interactives/tl-slaveryincanada/](http://www.cbc.ca/news/interactives/tl-slaveryincanada/)

This interactive CBC web site on slavery in Canada provides a timeline that allows users to access information by clicking on a designated year.

Equiano, Olaudah. Edited by Angelo Costanzo. *The Interesting Narrative of the Life of Olaudah Equiano*. Broadview Press, 2001.

A recent edition of the autobiography originally published in 1789.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- completing Reproducible 2.5.7, *Reacting to Invasion by Colonizing Forces*

## PRIOR LEARNING

Students will build on their understanding of mercantilism, imperialism, and industrialization and their effects on relations with Indigenous peoples and labour practices.

## 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 deals with violent events that 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 will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Write the words “mercantilism” and “imperialism” on the chalkboard. Review what students learned in the last lesson about mercantilism and ask volunteers to suggest definitions of “imperialism.” Students may suggest colonization, domination, and exploitation. Tell students to add this word and its definition to the list they are keeping, if it is not already there.
2. Divide the class into small groups and distribute Reproducible 2.5.7, *Reacting to Invasion by Colonizing Forces*. Read aloud the inquiry question that opens this section of the chapter — How did the consequences of historical globalization affect people? — and the first paragraph at the top of page 125 of *Exploring Globalization*. Invite students to use the reproducible to respond to the questions at the end of the paragraph and encourage students to think of creative steps that could be taken. Then instruct the groups to discuss realistic goals for the family. When the groups have finished, ask each group to select a representative to share the responses with the class.

To expand on the idea of the house invasion as a parallel to invasions by colonial powers, guide a class discussion on how Indigenous peoples around the world responded to the arrival of European imperialists. Ask students to draw parallels to the ideas they included in Reproducible 2.5.7, *Reacting to Invasion by Colonizing Forces*.

3. Instruct students to read the rest of page 125 of *Exploring Globalization* and to respond to the activity icon at the bottom of the page by discussing the data in Figure 5-8 (p. 125). Help students recognize that evidence in the statistical table supports the contention that as many as 10 million Indigenous people died as a result of contact — but point out that New Internationalist Publications has a distinct point of view and may produce biased materials as a result.

4. Instruct students to read page 126 of *Exploring Globalization*. As they are reading, write these questions on the chalkboard:

- Why did the imperialist powers behave as they did toward the Indigenous peoples?
- Why did the imperialist powers not think that their actions were wrong or inhumane?
- Are attitudes toward Indigenous peoples the same or different today?

Remind students that these questions are based on generalizations and that not all Indigenous peoples or Europeans shared the same view.

5. Instruct students to answer the questions in their notebooks. Then ask them to choose a partner — or assign partners — and to discuss their responses. Circulate to ensure that the dialogues between the pairs are productive. Then instruct students to repeat the procedure with two other students.

When the discussions are complete, ask students to write two paragraphs. One paragraph will summarize their views on the topic, while the other will summarize what they think of their own skills in discussing a topic like this. Ask volunteers to read their paragraphs for the class. Then ask the volunteers to explain whether — and how — their views changed over the course of their conversations.

This assignment builds towards the challenge for this related issue.

6. Instruct students to read the section titled “Slavery” and the profile of Olaudah Equiano (p. 127, *Exploring Globalization*). Invite volunteers to respond to this profile. Ask them for personal and emotional responses to the story, especially to being captured as a slave and becoming a free person. Ask students why stories like Equiano’s would have been important to the anti-slavery movement in Europe. Students may suggest that his story would create sympathy by showing people in Europe how cruel the slave trade was. Equiano’s story showed that slaves were people and that the slave trade encouraged the worst in everyone.

### **More to the Story**

In November 2006, Governor General Michaëlle Jean visited Elmina Castle in Ghana, where tens of thousands of people were once held before being herded onto slave ships. Jean, who is the Haitian-born descendant of African slaves, prayed — and wept — at the site and said, “My life will never be the same again.” Then she went on to speak against those who practise slavery today.

7. With students, read the introduction to “Impact: Cheap Labour — The Lifeblood of Historical Globalization.” Display an overhead transparency or presentation slide of Figure 5-12 (p. 128, *Exploring Globalization*) and distribute Reproducible 2.5.8, The Slave Route, A Memory Unchained. Explain to students that the reproducible contains excerpts from the UNESCO article from which the map in Figure 5-12 was taken. Ask students to read Reproducible 2.5.8 and to note questions they may have about the map.

With students, review the map’s legend and help them find answers to the questions they noted. Ask students how this map supports Jean-Michel Deveau’s claim that “the slave trade was the greatest tragedy in human history.” How do the reproducible and the map show connections between the slave trade and historical globalization?

8. Instruct students to finish reading “Impact: Cheap Labour — The Lifeblood of Historical Globalization” (pp. 128–129, *Exploring Globalization*) and to respond to “Explorations” (p. 129). In response to the first activity, students may explain that the slave trade, indentured

labour, and child labour provided cheap labour for the plantations, mills, and mines of the imperial powers. Many people in the imperial countries benefited from this labour, including traders and merchants, as well as citizens, who enjoyed a higher standard of living because of it. It took a long time to change laws because the people who benefited were also influential. Governments became interested in abolishing slavery only when abolitionist forces became increasingly vocal and gained widespread support.

The slogans written in response to the second activity should be effective and show that students have understood the effects of slavery, indentured labour, and child labour on workers and societies.

9. Remind students of the list of new words and definitions they recorded in the first lesson of this chapter and ask if they want to add or update a definition besides “imperialism” as a result of today’s lesson. Ask volunteers to read their new definitions.
10. Draw students’ attention to “Think about Your Challenge” (p. 135, *Exploring Globalization*), which reminds students of the four-corners debate they are preparing (pp. 112–113, *Exploring Globalization*). Ask volunteers to offer ideas discussed during today’s lesson and to suggest how they might be useful in their debates. Allow students a few minutes to add new ideas and information to the notes they are making in preparation for completing the challenge.

### DIFFERENTIATING INSTRUCTION

1. Some students may have difficulty reading the map in Figure 5-12 (p. 128, *Exploring Globalization*). Guide these students through using the map by separating its “layers” of information. Draw their attention to features such as
  - arrows – Why are they different colours? Why are they different sizes? Where do they start? Where do they end? What do they show?
  - colours – What part of the world is highlighted by colour? Why?
  - dots – What do the dots show? Why are some places shown but not others? Why are the dots mostly along coasts?
2. Encourage interested students to find out more about Olaudah Equiano. They can begin with the web site listed in “Additional Resources” (another article on Equiano is listed in “Additional Resources” for Lesson 5) and communicate their results by expanding the profile on page 127 of *Exploring Globalization*, holding an interview between Equiano and a pro-slavery supporter, or drafting a speech that Equiano might have given at the United Nations about recent reports of slavery in Africa and China.
3. You may want to help students build parallels between the actions of early imperialists and contemporary globalizing forces — the domination of one group of people by others and for the benefit of others. Some students may wish to provide a response, at this point, to what they see is their role as a global citizen (Related Issue 4). This response may take the form of a dialogue, an interview, a poster, or a blog.

## LESSON 5

### HOW DID THE CONSEQUENCES OF HISTORICAL GLOBALIZATION AFFECT PEOPLE? (CONTINUED)

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

Students will continue to explore the consequences of historical globalization. They will revisit the consequences of slavery, consider the grand exchange, and investigate the connections between the Industrial Revolution and historical globalization. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How did the consequences of historical globalization affect people?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 2.5.9, Expressing Strong Opinions
- Reproducible 2.5.10, Basic Foods in My Diet
- Reproducible 2.5.11, The Industrial Revolution and Social Change

Create overhead transparencies or presentation slides of Figures 5-17 and 5-18 (p. 132, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 130–135

#### ADDITIONAL RESOURCES

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

[www.bbc.co.uk/history/historic\\_figures/wilberforce\\_william.shtml](http://www.bbc.co.uk/history/historic_figures/wilberforce_william.shtml)

This web site has an article on William Wilberforce, with extensive links that include an article on Olaudah Equiano.

[www.antislavery.org/homepage/antislavery/about.htm](http://www.antislavery.org/homepage/antislavery/about.htm)

Founded in 1939, Anti-Slavery International is an international human rights organization. Its web site has information on anti-slavery campaigns and slavery today.

<http://frc.edu/heaney/hist108/Slideshows/Columbian%20Exchange/index.htm>

This Feather River College web site contains a slide show with useful materials for teaching about the grand, or Columbian, exchange.

<http://industrialrevolution.sea.ca/impact.html>

This series of articles details many aspects of the impact of the Industrial Revolution on art, culture, and science, with links to other sources.

[www.ipl.org/div/natam/bin/browse.pl/A142](http://www.ipl.org/div/natam/bin/browse.pl/A142)

A biography of poet Jimmie Durham (see p. 133, *Exploring Globalization*) from the Native American Authors Project.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

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

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

## PRIOR LEARNING

Students will build on their learning about the role of trade and industrialization in historical globalization.

## 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 deals with violent events that 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 will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Read aloud "Making Choices: William Wilberforce — Spearheading the Campaign to End Slavery" (p. 130, *Exploring Globalization*). Write the terms "slavery" and "slave trade" on the chalkboard and ask students to volunteer ideas about the differences between the terms. Students may suggest that slavery implies ownership of human beings while the slave trade is the buying and selling of humans. Suggest that students to add these terms and a definition to the list they are keeping.
2. Discuss with students the idea that Wilberforce was labelled a fanatic for views that today are accepted as right and just. Distribute Reproducible 2.5.9, Expressing Strong Opinions. Draw students' attention to "Explorations" (p. 130, *Exploring Globalization*) and instruct students to work with a near neighbour and use the reproducible to list five constructive and five destructive ways to express strong opinions. When the pairs are finished, ask volunteers to share their responses.
 

Some responses in the constructive column may include cheering for your own team and wearing your school or team colours. Or students may suggest helping raise awareness about a local issue by writing letters, joining lobby groups, and providing information to others. Responses in the destructive column may include being rude to a visiting team and disparaging or damaging another team's players or school property. Or students may suggest rejecting another person's ideas without thought or consideration.
3. Ask students to write a two- or three-sentence summary in response to the second activity in "Explorations" (p. 130, *Exploring Globalization*). Then ask volunteers to read — and defend — their responses. Students' responses will generally fit into one of three categories:
  - a) Trading and owning slaves amounts to the same thing morally because they depend on each other.

- b) Owning is less morally wrong because owners are participating in a system they have little control over, while traders are actively dealing in lives.
- c) Trading is less morally wrong because the traders are just meeting a need. If the owners did not demand slaves, the traders would not need to find them and sell them — and if these traders don't do it, then someone else will.
4. The following activity can be combined with the fourth end-of-chapter activity (see p. 134, *Exploring Globalization*). Distribute Reproducible 2.5.10, Basic Foods in My Diet. Instruct students to list foods they eat regularly, specifying the major components of each dish (e.g., a hamburger may be made up of a beef patty, a bun made with wheat, a slice of tomato, and cheese). Then instruct students to read page 131 of *Exploring Globalization*. Draw students' attention to the foods identified on the map in Figure 5-16 (p. 131). Instruct students to circle foods on their lists that originated in Europe, Asia, or Africa. Ask students questions such as
- What would your life be like if you could not get the circled foods?
  - What would you substitute for the foods that are not available?
  - In what ways might the loss of these foods affect your quality of life?
5. Conclude the discussion by paraphrasing on the chalkboard the statement in the last line on page 131 of *Exploring Globalization*: The grand exchange was a key factor in historical globalization. To help students explore this statement and review their learning in this chapter, ask questions like the following:
- How were the foods shown on the map spread around the world?
  - How did new technologies speed up the process?
  - What role did mercantilism and imperialism play in the grand exchange?
  - What was the connection between slavery and the grand exchange?

**Vocabulary Tip**

The grand exchange is sometimes called the Columbian exchange, especially in American sources. This name ties the beginning of the grand exchange to Christopher Columbus — and also inherits the controversy that relates to his voyages.

6. Ask students to choose a partner — or assign partners. Distribute Reproducible 2.5.11, The Industrial Revolution and Social Change. Instruct students to work with their partner to complete this reproducible by listing their current ideas and information about social change during the Industrial Revolution in the left-hand column, then to fill in the centre column with information they would like to — or believe that they need to — acquire. Ensure that these ideas are realistic, given what students already know and the themes of this chapter.
- Instruct students to read the sections titled “Industrialization and Social Change” and “The Industrial Revolution” (p. 132, *Exploring Globalization*), noting new ideas in the right-hand column, especially information that addresses the topics in the centre column.
- When students have completed their reading and notes, instruct them to compare their ideas with those of another pair of students and to revise their answers if they wish.

**Vocabulary Tip**

In 1812, skilled weavers in England tried to fight against the machines that were destroying their livelihood. They smashed spinning and weaving machines and caused a great deal of damage to factories. The Luddites, as these protesters were called, took their name from their possibly mythical leader, Ned Ludd, and were quickly put down by the authorities. Today, anyone who is against new technology or rapid change may be called a Luddite — and the word has become an insult instead of a description of someone fighting to maintain a way of life that is being forced out of existence.

7. Read aloud the activity icon at the bottom of page 132 of *Exploring Globalization*. Tell students that they will use the figures on this page to help them respond to the questions in this activity and display overhead transparencies or presentation slides of Figures 5-17 and 5-18 (p. 132).  
Ask questions like the following to help students compare these two figures:
  - Who is present in each picture?
  - Who are the workers?
  - What are they doing?
  - What degree of skill do you think the workers in each image would need?
  - What is the working environment in each image?
  - What impression do you have of the family lives of workers in each image?

Then ask students to contribute a sentence, phrase, or word that a home-based weaver might have used in response to the questions in the activity icon.
8. Ask students to read “Points of View” and respond to “Explorations” (p. 133, *Exploring Globalization*). Model how students might summarize the messages by suggesting a summary for the John Stuart Mill quotation (e.g., Hurting the individual while helping the many is acceptable. Colonization of other parts of the world by Europeans benefits a majority of people).  
Students’ responses to the second activity may include the shift in emphasis from Mill’s belief that economic interests are more important than individual rights to a concern for the individual and collective rights of all peoples.
9. Draw students’ attention to “Think about Your Challenge” (p. 135, *Exploring Globalization*), which reminds students of the four-corners debate they are preparing. Ask volunteers to offer ideas discussed during today’s lesson and to suggest how they might be useful in their debates. Allow students a few minutes to add new ideas and information to the notes they are making in preparation for the challenge.
10. Remind students of the list of new words and definitions that they have been keeping and ask volunteers to share their lists with the class. Ask students to compare their lists with the volunteers’ lists and use this opportunity to briefly review the lesson before assigning end-of-chapter activities.
11. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 134–135 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 ACTIVITIES**

1. Pair stronger students with those who are struggling. Then encourage the stronger student to act as a mentor, rather than just completing the assignments for his or her partner.
2. Interested students may wish to know more about foods that were carried around the world by the grand exchange. They can research foods that they think are especially important, such as rice, potatoes, or wheat, and identify the cultural significance of foods in their adopted countries. Encourage students to create maps or other visuals they can use in a bulletin-board or poster display.

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

(pp. 134–135, *Exploring Globalization*)

**Notes**

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

**Answers**

1. Students will recognize the chronological sequence in Sheshabalaya's theory on the evolution of globalization and predict the next round as occurring sometime in the future. They should also recognize that each stage builds on the previous one. Students should be able to explain their predictions and demonstrate a sound understanding of the themes and topics covered in this chapter.
2. Work with students to help them identify some possible perspectives, perhaps starting with “Points of View” (p. 133, *Exploring Globalization*). Students' visual ideas should be effective, and their descriptions and powerful questions should be well-researched and valid. Encourage classmates to provide helpful feedback.
3. Students' responses may include
  - a) colonization — a large part of the world was affected by colonization, some areas in positive ways and others in negative ways; the effects of historical colonization have continued to this day
  - b) the treatment of Indigenous peoples — Indigenous people everywhere have been harmed by colonization; the treatment of Indigenous peoples by Europeans caused hardship and destroyed peoples and societies
  - c) the results of Columbus's voyages — the voyages reshaped the world as people knew it; globalization became a real force once Europeans understood the extent of their world
  - d) his place in history — Columbus is both revered and reviled; he is seen as a hero by those who have benefited from globalization and a villain by those who have suffered from it

Students should structure their short speech in a way that brings out key points and conveys a sense of being in character.

4. Students can use Reproducible 2.5.10, *Basic Food in My Diet*, to record the foods that they eat, before they conduct further research on the origins of foods. Their posters should focus on the impact of these foods on the countries and cultures that adopted them (e.g., the near-total domination of potatoes in the Irish diet before the Potato Famine gave rise to widespread starvation and mass emigration). Their criteria for making their choices may include improvements in nutrition, changes in social customs, and a shift in food production techniques.
5. Students may say that the Adams and Carfagna excerpt shows the vast difference in the values of early Americans and First Nations — and perhaps that the First Nations delegation beat the Virginians at their own game. Students may say that the Smith and Ward excerpt argues that the negative impacts of European expansion are still going on and may even be increased by modern globalization. Students should be able to link these brief readings to the chapter issue by pointing out that deep divisions in worldviews and values have not been resolved and continue to present challenges.

## LESSON 6

### CHAPTER 6 OPENER

#### WHAT ARE SOME LEGACIES OF HISTORICAL GLOBALIZATION?

Students will explore the extent to which the legacies of historical globalization affect people by considering the meaning and consequences of ethnocentrism and Eurocentrism. Students will also explore ethnocentrism in their own lives and in the lives of some of the Indigenous peoples of Africa who lived under imperial rule in the late 19th and early 20th centuries.

**ESTIMATED TIME:** 75 minutes

#### CHAPTER-ISSUE QUESTION

To what extent do the legacies of historical globalization affect peoples of the world?

#### INQUIRY QUESTION

What are some legacies of historical globalization?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 2.6.1, The Economy of Aboriginal Peoples at Contact
- Reproducible 2.6.2, Legacies of Ethnocentric and Eurocentric Attitudes in Africa

Create an overhead transparency or presentation slide of Figure 6-1 (p. 136, *Exploring Globalization*) and Figure 6-4 (p. 140, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 136–141

#### ADDITIONAL RESOURCES

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

[www.un.org/WCAR](http://www.un.org/WCAR)

This web site offers documents and information on the United Nations World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in 2001 in Durban, South Africa.

[www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/arm1\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/arm1_e.cfm)

The Arms of Canada web site is sponsored by the Department of Canadian Heritage. The site includes detailed information on the history, content, and uses of the Canadian coat of arms.

[www.bbc.co.uk/worldservice/africa/features/storyofafrica/11chapter3.shtml](http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/11chapter3.shtml)

This BBC web site provides a well-organized view of Europe's scramble for Africa in the 19th and early 20th centuries.

Hochschild, Adam. *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa*. Houghton Mifflin, 1998.

Adam Hochschild's bestseller depicts King Léopold II of Belgium as a tyrant who exploited the Congo Free State between 1885 and 1909.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- completing Reproducible 2.6.2, Legacies of Ethnocentric and Eurocentric Attitudes in Africa

## PRIOR LEARNING

This lesson builds on students' previous learning about the history and legacies of globalization.

## 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 deals with violent events that 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 will enable you to become more aware of students' concerns and enable students to share with you privately any discomfort they may feel.

1. Display an overhead transparency or presentation slide of Figure 6-1 (p. 136, *Exploring Globalization*). Point out the Canadian coat of arms and ask students to describe the various symbols used. Ask students why they think the Canadian government would have chosen to include these symbols in the coat of arms.

Divide the class into small groups. Ask the groups to read the introduction, then to answer the questions on page 137 of *Exploring Globalization*. You may wish to suggest that, before students respond to the questions, they review the points of view and perspectives expressed in "Points of View" in Chapter 5 (p. 133, *Exploring Globalization*). When the groups finish, discuss their responses as a class.

2. Ask students to scan the opening pages of this chapter (pp. 136–141, *Exploring Globalization*) and suggest ways that these pages themselves reflect legacies of historical globalization. Students may suggest that the language used is English, that most of the flags shown in Figure 6-3 (p. 139) are those of European imperial powers, and that two of the photographs show European monarchs. Some students may offer additional examples, suggesting that the values of Canadian society, the approach to education in Alberta, and even the way the textbook is organized are also legacies of European forms of globalization.

Then ask students to scan the pages to locate items that suggest a shift away from a Eurocentric view. They may suggest, for example, the excerpt from a Zulu poem ("Voices," p. 138), the quotation from an African oral historian (p. 140), and the ethnic mix of the students in "Ideas" (p. 139).

3. With students, read the opening section under the IQ — What are some legacies of historical globalization? — as far as the heading "Ethnocentrism and Eurocentrism" (p. 138, *Exploring Globalization*). Instruct students to create a mind map in response to the activity icon in this section. Encourage them to consider legacies of language, beliefs, family, friends, community, country, and global connections. Remind students that their mind maps can include drawings or sketches, as well as words.

Students will be asked to return to this mind map in the next lesson, so remind them to keep it in their notebooks or some other easily accessible place.

4. With students, read the section titled “Ethnocentrism and Eurocentrism” (p. 138, *Exploring Globalization*). Make sure that students understand the concepts and terms. Remind students that many Europeans who came to North America in the 17th and 18th centuries to trade and make their fortunes had little or no idea about how the Aboriginal peoples on the continent lived.

Distribute Reproducible 2.6.1, *The Economy of Aboriginal Peoples at Contact*, and encourage volunteers to read the paragraphs aloud. Then ask students to brainstorm to create a list of the legacies and values that this description reflects. Ask students how a better understanding of the economy of Aboriginal peoples might have changed the Eurocentric attitudes of some early Canadians of European descent.

Some students may wish to make a short list of values in conflict. Ask them the following questions: Were the Aboriginal economic values compatible with the European economic values of the time? Are the values at all reconcilable? Could European colonizers have understood the aboriginal idea of balance?

5. Refer students to “Ideas” (p. 139, *Exploring Globalization*). Ask three volunteers to read aloud Katerina’s, Gord’s, and Ling’s responses to the question. Ask students what ethnocentrism might look like. Challenge students to identify ways in which ethnocentrism might present challenges in Canadian society. To focus their responses, you might ask a question such as, What are the drawbacks of an ethnocentric society? Discuss their responses to the questions in “Your Turn” (p. 139).
6. Divide students into small groups. Instruct the groups to examine the chart in Figure 6-3 (p. 139, *Exploring Globalization*) and to respond to the activity icon beside the figure. To impress on students how much empires increased in size between 1876 and 1914, ask students to calculate the changes in per cent over that time. The area of the British Empire, for example, increased by 33 per cent and the number of people under British control increased by 36 per cent. Point out that Germany, the United States, and Japan also became imperial powers during the period shown in the table.
7. Display an overhead transparency or presentation slide of Figure 6-4 (p. 140, *Exploring Globalization*). Instruct students to analyze the map. To help them do this, ask questions like the following:
  - What areas were the first to be colonized? What areas were the last?
  - Which imperial power controlled the largest area? Which European countries controlled only small areas?
  - What geographic pattern does the French-controlled region show? What pattern does the British-controlled region show? What pattern do other European-controlled regions show?
  - Which countries remained independent? Why do you suppose they were able to remain independent?
8. Instruct students to read the section titled “The Scramble for Africa” and the first two paragraphs of the section titled “The Arrival of Europeans — An Oral History” (p. 140, *Exploring Globalization*). Then ask a volunteer to read aloud Mukunzo Kioko’s account of the first contact between the Pende people and Europeans (p. 140). Instruct students to respond to the activity icon at the bottom of the page. Remind them to phrase the story as if they are passing it on to the next generation.
9. Distribute Reproducible 2.6.2, *Legacies of Ethnocentric and Eurocentric Attitudes in Africa*. Then, with students, read the section titled “King Léopold and the Congo” (p. 141, *Exploring*

*Globalization*). Encourage students to begin filling in the chart in the reproducible as they read. To help students complete this activity — which encompasses “Reflect and Respond” (p. 141, *Exploring Globalization*) — encourage them to review what they learned in Chapter 5.

An example of an entry appears in “Reflect and Respond.” Entries in the column labelled “Evidence” may include some of the following: the European development of the slave trade; the imperial powers’ policies of promoting mercantilism and global trade; and Eurocentric attitudes that saw nothing wrong with conquering and ruling the Americas, Africa, and Asia. In the column labelled “Continuing Legacy,” students may note the effects of the slave trade on race relations around the world; the global dominance of the European and American economies; the global dominance of music and movie industries that make European and American cultures seem more desirable than local cultures; and the willingness of some countries to interfere in the politics of other countries.

Tell students that they will use this reproducible to help them complete “Focus on Skills: Analyzing and Interpreting Cause-and-Effect Relationships” in a subsequent lesson. To ensure that the reproducibles are available when needed, you may wish to collect them or remind students to store them in a place that is easily accessible.

### More to the Story

King Léopold II of Belgium did his best to prevent the rest of the world from learning of the atrocities he was committing in the Congo. Eventually, word did get out, thanks to an effort led by people such as the Anglo-Polish author Joseph Conrad. Conrad was one of the first outsiders to travel in the Congo. Arriving in about 1890, he witnessed first-hand the horrors of Léopold’s regime and its relentless pursuit of ivory and rubber. In 1902, Conrad published *Heart of Darkness*, a work in which he fictionalized the situation. The ruthless trader Kurtz — whose last words were “The horror! The horror!” — is a character based on Europeans whom Conrad had met in the Congo.

10. Remind students that the challenge for this related issue is a four-corners debate on the issue question — To what extent should contemporary society respond to the legacies of historical globalization (pp. 112–113, *Exploring Globalization*)? Encourage volunteers to suggest aspects of this lesson that might be helpful in preparing for this debate. Give students time to add to the notes they are keeping as they progress through the related issue.

## DIFFERENTIATING INSTRUCTION

1. Two of the activities in this lesson are based on understanding visual sources of information, and these tasks will be challenging for students with visual impairments. You might consider giving these students enlarged copies of the visuals or enabling students to view these images on a high-quality computer monitor. If this is not enough help, pair a sighted student with a student whose vision is impaired, so that the sighted student can describe the images.
2. The ruthlessness of King Léopold makes him one of the world’s most destructive leaders. Some people have identified his regime in the Congo as genocide. It was under his leadership that cutting off people’s ears, hands, or feet to incite terror — a practice used more recently in Sierra Leone — became common. Encourage students to find out more about this monarch and to evaluate his actions, both in Africa and in Belgium.

## LESSON 7

### FOCUS ON SKILLS: ANALYZING AND INTERPRETING CAUSE-AND-EFFECT RELATIONSHIPS

#### HOW HAS CULTURAL CONTACT AFFECTED PEOPLE?

This lesson's skill focus — analyzing and interpreting cause-and-effect relationships — provides students with a series of steps to follow when exploring the relationship between causes and effects. Students will practise this critical-thinking skill as they examine some consequences of cultural contact and further explore the legacies of historical globalization.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How has cultural contact affected people?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 2.6.3, Analyzing and Interpreting Cause-and-Effect Relationships in Historical Globalization
- Reproducible 2.6.4, Analyzing Legacies of Historical Globalization
- Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1

Create an overhead transparency or projection slide of Figure 6-7 (p. 144, *Exploring Globalization*).

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

Collect some large sheets of flipchart paper (optional).

Book a computer with an Internet connection or time in the computer lab (optional).

Gather books, encyclopedias, personal accounts, printouts of articles from the Internet, maps, and videos on the division of Africa in the 19th century (optional).

#### RESOURCES

*Exploring Globalization*, pages 142–148

#### ADDITIONAL RESOURCES

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

<http://web.cocc.edu/cagatucci/classes/hum211/afrstory.htm>

Cora Agatucci's introduction to African storytelling includes background on African proverbs, stories, and oral traditions, as well as an extensive bibliography.

<http://digicoll.library.wisc.edu/AfricaFocus>

"Africa Focus: Sights and Sounds of a Continent," maintained by the University of Wisconsin Digital Collections, provides images and audio, documents and studies on slavery, and links to collections of African art in museums around the world.

[www.africa-research.org/mainframe.html](http://www.africa-research.org/mainframe.html)

The web site of Africa Research Central includes a searchable database of primary sources in African archives, libraries, and museums.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions
- completing the reproducibles
- completing an exercise in rewriting

## PRIOR LEARNING

This lesson builds on students' explorations of languages, culture, identity, slavery, and indentured labour.

## Teaching and Learning Strategies

1. Review the responses that students recorded on Reproducible 2.6.2, Legacies of Ethnocentric and Eurocentric Attitudes in Africa, which they completed during the previous lesson. Tell students that this lesson will build on this information.
2. Instruct students to turn to “Focus on Skills: Analyzing and Interpreting Cause-and-Effect Relationships” (pp. 142–143, *Exploring Globalization*). Read aloud the introduction, pausing to ensure that students understand the question: To what extent did the causes of the imperial powers' division of Africa affect the future of the Indigenous peoples of that continent? Explain that developing strong skills in analyzing and interpreting cause-and-effect relationships is critical both in this course and in life.

With students, discuss the five steps in this skill focus. Then distribute Reproducible 2.6.3, Analyzing and Interpreting Cause-and-Effect Relationships in Historical Globalization, for students to use in Step 2 of the skill focus, or give students large sheets of flipchart paper to develop organizers that can be displayed in the classroom. Give students time to complete this step. Then work with students to complete the analysis in Step 3.

3. In Step 4 of the skill focus, students are asked to research sources of information to gather the evidence needed to complete the analysis. Some of the web sites listed in “Additional Resources” will be useful as they complete this step, and you might assign this research as homework if students have access to the Internet at home. If you have access to the Internet at school, students may work with selected web sites during class time. Or you could make resources — including books, encyclopedias, personal accounts, printouts of articles from the Internet, maps, and videos — available in the classroom. Allow time for students to complete Step 5 of the skill focus and to share their ideas with classmates.
4. Draw students' attention to the IQ — How has cultural contact affected people? — on page 144 of *Exploring Globalization*. Then display an overhead transparency or presentation slide of Figure 6-7 (p. 144).

Instruct students to examine the layers of information in this complicated map and encourage them to ask questions. You may suggest that these questions be grouped under the headings “People,” “Places,” and “Things.” Students' questions may be similar to the following:

- People — Why did Italy have only a few colonies? Why was France focused on Africa?
- Places — What do the parts of the British Empire have in common? Why were North and South America largely independent by 1914?
- Things — What raw materials came from India? What manufactured goods were shipped from the United States to the Pacific region?

Then divide the class into small groups. Instruct the groups to refer to the map on page 144 and to write five questions about the map's contents. Then tell the groups to exchange their questions and to speculate on answers to the questions. Circulate among the groups to listen to their suggested questions and answers.

5. Draw students' attention to the activity icon on page 144 of *Exploring Globalization* and encourage them to respond orally. Ensure that their responses indicate that most parts of Africa and Asia were colonized and that this profoundly affected Indigenous peoples.
6. Point out that the speakers in "Points of View" (p. 145, *Exploring Globalization*) represent three regions — India, Tibet, and Nigeria — that were colonized. Ask students to read the three statements. Then divide the class into pairs or small groups to complete "Explorations." When students rewrite Dadabhai Naoroji's statement, for example, they might say, "India's legacy of British rule includes both good and bad." When responding to the second activity, students may suggest that the colonization process destroys Indigenous economies and cultures; imperial powers are not usually concerned about social and cultural conditions in colonies; and the legacies of colonialism persist for a long time. Students should be able to identify words and phrases that support their judgments.
7. Distribute Reproducible 2.6.4, Analyzing Legacies of Historical Globalization. Instruct students to read the section titled "Legacies and Patterns of Historical Change" (pp. 146–148, *Exploring Globalization*), to look for the main ideas and supporting information, and to jot notes about these in the appropriate area of the reproducible.
8. Direct students' attention to the activity icon on page 146 of *Exploring Globalization* and ask volunteers to answer the questions in this activity.
9. Instruct students to complete the activity icon on page 147. Ask volunteers to explain their reaction to the loss of the legacies they identified in the mind map that they created in Lesson 6.
10. Tell students to read the profile of Chinua Achebe (p. 147, *Exploring Globalization*). Then ask students to describe Achebe's attitudes to the process of historical globalization. Ask students to suggest similar situations elsewhere and guide them through a discussion of the legacies of globalization on the peoples of the world by asking questions such as
  - According to Chinua Achebe, how did historical globalization have a lasting effect on Nigeria?
  - How does Achebe view the process of historical globalization?
  - Is Achebe's description of what happened in Nigeria echoed elsewhere in Africa? In the world?
11. Distribute Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1. Then ask students to read "Reflect and Respond" (p. 148, *Exploring Globalization*).

Instruct students to review the skill focus and the responses they recorded on Reproducible 2.6.3, Analyzing and Interpreting Cause-and-Effect Relationships in Historical Globalization, or on the sheets of flipchart paper. Then tell students to label the "Causes" boxes on Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1, with the following labels: "Language Changes," "Migration," "Displacement," and "Depopulation." Instruct students to use information in this section of the chapter and to conduct research to fill in the boxes. Encourage students to consider the relative importance of the causes in judging which had the greatest effect.
12. Remind students that the challenge for this related issue is a four-corners debate on the issue question — To what extent should contemporary society respond to the legacies of historical

globalization (pp. 112–113, *Exploring Globalization*)? Encourage volunteers to suggest aspects of this lesson that might be useful in their debate. Give students time to add to the notes they are keeping as they progress through the related issue.

### **DIFFERENTIATING INSTRUCTION**

1. The steps in “Focus on Skills: Analyzing and Interpreting Cause-and-Effect Relationships” (pp. 142–143, *Exploring Globalization*) will be challenging for students who are reluctant readers or are learning to read English. Try working with a small group of struggling students, simplifying the language and providing alternative wordings to help students understand the ideas. You may also wish to provide some carefully chosen readings to help them gather information for the organizer.
2. As an extension to the profile on Chinua Achebe, you might suggest that students investigate three other African writers who have found markets outside of Africa. Topics to cover may include each writer’s theme(s) and particular style(s), as well as the impact that the writers have had both in Africa and elsewhere. Students may present their research either in writing or as a presentation to the class.

## LESSON 8

### HOW HAS THE EXCHANGE OF GOODS AND TECHNOLOGIES AFFECTED PEOPLE?

Students will explore how the introduction of new goods and technologies affected the lives of Indigenous peoples in North America and the people of India. The lesson concludes by looking at the role of Mohandas Gandhi as India moved toward independence.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How has the exchange of goods and technologies affected people?

#### GETTING READY

Photocopy reproducibles.

- Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1 (two copies for each student)
- Reproducible M, Reading Photographs

Create an overhead transparency or presentation slide of Figure 6-12 (p. 149, *Exploring Globalization*) and Figure 6-17 (p. 152, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 149–152.

#### ADDITIONAL RESOURCES

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

[www.head-smashed-in.com/home.html](http://www.head-smashed-in.com/home.html)

Head-Smashed-In Buffalo Jump in Alberta is a UNESCO World Heritage Site. The web site of its interpretive centre includes various resources, such as articles on the bison and the Plains peoples and their hunting techniques.

<http://www.texasbeyondhistory.net/redriver/images/rr-whosebuffalo.pdf>

“Whose Buffalo? — Fact Sheet” is produced by the University of Texas at Austin and included in its virtual museum, Texas beyond History. This printable file describes the role of the buffalo in the economies and cultures of First Nations people in the Texas region.

[www.sscnet.ucla.edu/southasia/History/British/Eaco.html](http://www.sscnet.ucla.edu/southasia/History/British/Eaco.html)

This web site on the East India Company is maintained by Vinay Lal of the University of California, Los Angeles. The site presents an Indian perspective on the history and culture of the subcontinent and includes links to articles on ancient India, British India, Gandhi, India after independence, and current issues.

[www.time.com/time/time100/poc/runnerup2.html](http://www.time.com/time/time100/poc/runnerup2.html)

This *Time* magazine web site includes a biography of Mohandas Gandhi, a commentary on his life by Nelson Mandela, a photo essay, and links to other web sites including the Mahatma Gandhi Foundation and the M.K. Gandhi Institute for Non-Violence.

*Half a World Apart . . . and a Lifetime Away*. National Film Board (1996, 52 minutes).

This film documents the journey of a First Nations leader, Grand Chief Ovide Mercredi, to India to meet followers of Gandhi.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions
- completing Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1
- completing Reproducible M, Reading Photographs

## PRIOR LEARNING

Students will draw on their knowledge of the importance the buffalo to Plains peoples and on their exploration of the foundations of historical globalization.

## 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 deals with violent events that 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. Display an overhead transparency or presentation slide of Figure 6-12 (p. 149, *Exploring Globalization*). Remind students of the importance of the buffalo to previous generations of Plains First Nations and Métis peoples, who used every part of the animal.
 

Ask volunteers to point out former uses of the buffalo and to describe items now used in their place (e.g., plastics and synthetic fibres, both made from petroleum, and natural fibres such as cotton are now used to create items, such as clothing, bags, and cases, that were once made from buffalo skins).
2. Draw students' attention to the IQ — How has the exchange of goods and technologies affected people? — that opens page 149 of *Exploring Globalization*. Remind students that Chapter 5 explored ways in which new technologies affected historical globalization.
 

Distribute copies of Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1, and organize a think-pair-share activity (see p. 48). Instruct the pairs to read page 149, then discuss and fill in the central box on the reproducible, as well as the boxes labelled "Causes" and "Effects." Instruct the pairs to join one or two other pairs and compare their responses, then discuss their responses as a class. Provide time for students to revise their responses in keeping with the ideas discussed.
3. Create a T-chart on the chalkboard or a sheet of chart paper. Label one column "Ways of Life without Horses" and the other "Ways of Life with Horses." With students, brainstorm to fill in the chart. Encourage students to consider changes in transportation, hunting, communication with other groups, and status symbols.
4. Instruct students to choose a partner or assign partners. Draw their attention to Figures 6-13 (p. 150, *Exploring Globalization*) and 6-15 (p. 151) and the figures' captions. Ask a volunteer to

summarize what she or he learned about the Silk Road in Chapter 5, then instruct the pairs to consider what the two photographs have in common (e.g., each shows trade goods transported to Europe over the Silk Road). Encourage pairs to share their ideas with the class.

Instruct students to read the section titled “Contact and Cultural Change in India” including the subsection titled “The British East India Company” (p. 150, *Exploring Globalization*). Guide the pairs to respond to the activity icon at the bottom of the page. When considering the effects of a corporate army, encourage students to speculate on how it might affect the people who live where the company is located, as well as competing firms and governments.

5. Distribute Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1, and instruct students to place this label in the central box: “British Ban on Imports of Cloth from India.” Tell the pairs to read the section titled “Cotton and Deindustrialization in India” (p. 151, *Exploring Globalization*) and to use the reproducible to make notes about the causes and effects of the ban.
6. To create a more personal understanding of the effects of deindustrialization on India, instruct the pairs to discuss their responses to the activity icon at the bottom of page 151. Ensure that students’ responses reflect an understanding that the ban destroyed Indian livelihoods, and that this destruction severely affected families and communities. Students’ responses may also refer to weakened cultural ties to weaving and textiles.

#### **Vocabulary Tip**

The term “deindustrialization” may be used in a variety of senses. Today, it often refers to the evolution that occurs when an economy shifts away from manufacturing toward service industries (e.g., health care, education, tourism, and retail). Canada, for example, has been deindustrializing since the middle of the 20th century. This use is different from the way “deindustrialization” is used to refer to the destruction of the Indian textile industry.

7. Display an overhead transparency or projection slide of Figure 6-17 (p. 152, *Exploring Globalization*). Explain that this well-known photograph was taken by a famous photojournalist at a critical time in India’s history. Point out that the image presents a very powerful message.

Distribute Reproducible M, Reading Photographs. Instruct students to identify the photograph as Figure 6-17, Mohandas Gandhi, then to use the reproducible to describe the photograph and draw conclusions based on evidence in the photograph.

Follow up by encouraging students to identify other photographs that have had an important impact at critical times in history. Some of these photographs appear in *Exploring Globalization* (e.g., the photograph on page 319 of a lone protester stopping a line of tanks in Tiananmen Square).

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

Margaret Bourke-White was a photographer for *Life* magazine during and after World War II. The portrait of Mohandas Gandhi (p. 152, *Exploring Globalization*) is one of her most famous works. She photographed Gandhi many times during his non-violence campaigns for India’s freedom. Her final pictures of Gandhi were taken just hours before he was assassinated.

8. On the chalkboard, write these sentences, which are taken from a Gandhi speech that is excerpted on page 152 of *Exploring Globalization*: “I want to save time and labour, not for a fraction of mankind, but for all. I want the concentration of wealth, not in the hands of a few, but in the hands of all.” At this point, do not identify who said these words.

Ask students what these sentences mean. What do they think the speaker is advocating? Then ask volunteers to take turns reading aloud the section titled “The Cotton Trade and Mohandas Gandhi” (p. 152, *Exploring Globalization*), including the quotation by Gandhi that concludes the section. Then ask students again for their interpretation of Gandhi’s words, especially in the light of recent trends in globalization.
9. With the class, discuss responses to “Reflect and Respond” (p. 152, *Exploring Globalization*). Guide students to an understanding that new technologies do not always benefit everyone. As historical examples, students might suggest that the introduction of horses and guns led to the near extinction of the buffalo on the Plains or that technological developments in the textile industry had harmful effects on Indian weavers. Encourage students to identify both short-term and long-term implications, such as the deindustrialization of India as Britain tried to protect its domestic textile industry.

When discussing the contemporary example of downloading music from the Internet, encourage students to recognize that downloaders might benefit in the short term by obtaining music cheaply. In the long term, however, the loss of revenues may mean that the music industry will become reluctant to develop new talent, and this will lead to a decline in the quality and variety of recorded music.
10. Remind students of the challenge. Ask volunteers to suggest how ideas discussed during today’s lesson might be useful in preparing for the debate. Provide students with a few minutes to add new ideas and information to the notes that they are making in preparation for the challenge.

## DIFFERENTIATING INSTRUCTION

1. Some activities in this lesson require students to read extensively. Gather struggling readers and read the passages aloud, emphasizing key ideas and drawing their attention to pertinent points.
2. Some students may be interested in creating a bulletin-board display about Mohandas Gandhi. To help them do this, they may visit the web sites listed in “Additional Resources” or view *Half a World Apart . . . and a Lifetime Away*, the National Film Board documentary. You might build on the idea that Gandhi is considered one of the most influential people of the 20th century, asking students to identify reasons for this honour.

## LESSON 9

### HOW ARE THE LEGACIES OF HISTORICAL GLOBALIZATION CONTINUING TO AFFECT PEOPLE?

#### IMPACT: AUNG SAN SUU KYI AND DICTATORSHIPS IN MYANMAR (BURMA)

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

Students will extend their understanding of historical globalization by exploring some of the challenges faced by people living in former colonies such as Myanmar and India.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How are the legacies of historical globalization continuing to affect people?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 2.6.5, Dates of Independence from Britain: Selected Countries
- Reproducible 2.6.6, Evaluating the Effectiveness of Aung San Suu Kyi's Actions
- Reproducible 2.6.7, Legacies of British Imperialism in India
- Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1 (two copies for each student)
- Reproducible N, Analyzing and Interpreting Cause-and-Effect Relationships — 2 (Optional)

Create an overhead transparency or projection slide of Figure 6-18 (p. 153, *Exploring Globalization*).

Gather sheets of graph paper and coloured markers or pencils.

Make sure a large map of Alberta is available.

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

#### RESOURCES

*Exploring Globalization*, pages 153–159

#### ADDITIONAL RESOURCES

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

<http://whc.unesco.org/en/list/945>

The web site of the UNESCO World Heritage profiles the Chhatrapati Shivaji Terminus in Mumbai (see Figure 6-18, p. 153, *Exploring Globalization*), with links to a visual tour.

[http://nobelprize.org/nobel\\_prizes/peace/laureates/1991](http://nobelprize.org/nobel_prizes/peace/laureates/1991)

The Nobel Prize web site provides details on Aung San Suu Kyi, including a biography, the presentation speech, her acceptance speech, articles, and links to additional resources.

[http://news.bbc.co.uk/hi/english/static/in\\_depth/south\\_asia/2002/india\\_pakistan/timeline/default.stm](http://news.bbc.co.uk/hi/english/static/in_depth/south_asia/2002/india_pakistan/timeline/default.stm)

The BBC News site provides an in-depth report titled “India–Pakistan: Troubled Waters” that is rich with resources on the history of the region since 1947.

<http://edition.cnn.com/SPECIALS/2002/kashmir/index.html>

“Kashmir: Where Conflict Rules” is a special report from CNN News, with links to current news reports, a military map, a timeline, and profiles of political leaders.

[www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/arm1\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/arm1_e.cfm)

The Arms of Canada web site is sponsored by the Department of Canadian Heritage. The site includes detailed information on the history, contents, and uses of the Canadian coat of arms.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- writing rough notes and charts as needed
- completing reproducibles
- completing the activities in “Think . . . Participate . . . Research . . . Communicate . . .”

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

## PRIOR LEARNING

This lesson builds on discussions about India and Africa in the previous lesson and on earlier explorations of mercantilism and indentured labour.

## 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 deals with violent events that 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. Display an overhead transparency or projection slide of Figure 6-18 (p. 153, *Exploring Globalization*). Remind students that architecture can be an expression of cultural identity. Ask students to analyze the station shown in this photograph, examining details such as the materials used in construction and the roofline, decorations, structure, windows, and landscaping. Encourage students to extend this discussion by talking about the relationships between power, architecture, and cultural values.
2. Draw students’ attention to the IQ that opens page 153 of *Exploring Globalization* — How are the legacies of historical globalization continuing to affect people? Remind students that their discussions of the effects of historical globalization in Africa and India have already touched on this question. Instruct students to read the opening section on page 153, as well as the section titled “Cultural Change.”

Ask students to examine Figure 6-19 (p. 153, *Exploring Globalization*). To ensure that they understand the meaning of GDP, direct their attention to the definition in the activity icon. Then distribute Reproducible 2.6.5, Dates of Independence from Britain — Selected Countries, as well as sheets of graph paper. Instruct students to create a bar graph that combines the data

in Figure 6-19 with the information on the reproducible. Suggest that they group the countries that were former British colonies and shade the bars according to when they gained independence. Students might, for example use categories such as “Before 1945,” “1945–1960,” and “After 1960.” Ensure that students include a legend explaining the colours.

3. When students complete their graphs, discuss their responses to the activity icon at the bottom of page 153. They may suggest, for example, that the earlier countries became independent of Britain, the more likely they are to enjoy a higher GDP per person, but this does not hold true in all cases (e.g., Hong Kong and Australia). Ask students to suggest other factors that might be considered (e.g., availability of natural resources, the extent to which a country attracted immigrants, and local economic conditions).
4. With students, read the introduction to “Impact: Aung San Suu Kyi and Dictatorship in Myanmar (Burma)” (p. 154, *Exploring Globalization*). Clarify what it means to be under house arrest and ask students why they think the government would keep Suu Kyi under house arrest rather than take some other action, such as imprisonment or exile.

Then, to establish historical and geographical context, ask students to locate Myanmar on the map in Figure 6-7 (p. 144, *Exploring Globalization*). Ask students which European empire controlled the country in 1914. What effects might British rule have had on the people of Myanmar?

Distribute copies of Reproducible 2.6.6, Evaluating the Effectiveness of Aung San Suu Kyi's Actions. Divide students into small groups and instruct the groups to draft criteria they might use to evaluate the effectiveness of Suu Kyi's actions and to note their criteria on the reproducible.

Tell students that they may wish to change the criteria as they read.

Instruct students to read the feature and jot notes about Suu Kyi's actions on the reproducible as they are reading. Then ask the groups to evaluate Suu Kyi's actions according to the criteria they developed and to record their judgment on the rating scale on the reproducible. In the space provided, they should support their judgment with evidence from their reading. Remind them that they may revise their criteria.

5. With students, discuss responses to “Explorations” (p. 155, *Exploring Globalization*). For the first activity, students may suggest the following:
  - migration — Indian indentured workers were hired by the British; educated Indians were employed in the civil service; Britons filled senior posts in government
  - depopulation — mass executions by British forces; villages burned; people transported to other parts of the country
  - displacement — king was exiled; NLD leaders were arrested or exiled

To help students complete the second activity, you may wish to distribute copies of Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1. Students may suggest causes such as the undermining of traditional leadership during British rule, the loss of Burmese culture, military control of the country beginning in 1962, and the decline in the economy. Students may suggest effects such as Suu Kyi's being placed under house arrest — and winning the Nobel Peace Prize — the military dictatorship tightening its grip on power, and the country's continuing slide into poverty.

To help students complete the third activity, you may wish to distribute another copy of Reproducible L, Analyzing and Interpreting Cause-and-Effect Relationships — 1. Students' identification of causes and effects will vary depending on the central event they choose (e.g.,

Suu Kyi's return to Myanmar in 1988, her first house arrest in 1989, or her winning the Nobel Peace Prize in 1991).

- Distribute copies of Reproducible 2.6.7, Legacies of British Imperialism in India. Instruct students to read "Legacies of Imperialism in India" (pp. 156–157, *Exploring Globalization*). Divide the class into pairs or small groups and instruct them to use the fishbone organizer in the reproducible to record details about the legacies of imperialism in India. Students will not necessarily need an equal number of lines for each topic. The amount of detail they find on each topic will determine the number of lines for that topic.

When students complete the organizer, ask each pair or group to explain its finished product. Encourage students to comment on the short- and long-term effects of the colonial experience on India.

### More to the Story

The number of people migrating between India and Pakistan just before partition was staggering. The United Nations estimated that 14.5 million people left their homes to flee across the partition lines, with about the same number going in each direction. The fledgling governments were unable to deal with the flood of refugees, and many people were slaughtered. Between 200 000 and 1 million people were killed, though 500 000 is often viewed as a reasonable estimate. These refugees were going into foreign territory, in a sense, in that their identity was tied to the region they had left rather than to their identity as Muslims or Hindus or Sikhs — but they were fleeing to save their lives.

- Draw students' attention to the activity icon at the bottom of page 159 of *Exploring Globalization* and to a wall map of Alberta. Encourage students to discuss the questions posed and ask them what groups might want to be consulted if a division of the province were being considered. Ensure that students give reasons to support their opinions.
- Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 158–159, *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.
- Draw students' attention to "Think about Your Challenge" (p. 159, *Exploring Globalization*), which reminds students of the four-corners debate (pp. 112–113, *Exploring Globalization*). Ask volunteers to suggest how ideas discussed during today's lesson might be useful in their debates. Provide time for students to add new ideas and information to the notes they are making in preparation for completing the challenge.

## DIFFERENTIATING INSTRUCTION

- You might simplify the fishbone organizer in Reproducible 2.6.7, Legacies of British Imperialism in India, by adding selected details to the topic lines.
- Invite students to conduct research into some of the causes and effects of the separation of the British territory into India and Pakistan in 1947. Suggest that students might explore who was in favour of and opposed to the partition, Britain's rationale, short- and long-term consequences, and international reaction.

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

(pp. 158–159, *Exploring Globalization*)

**Notes**

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

**Answers**

1. a) Students may point out that every country in Africa has become independent, that the larger areas of European influence have been broken up into a number of countries, that many of the countries are very small by today's standards, and that a number of countries are landlocked.  
b) Students may say, for example, that the haste with which the imperial powers divested themselves of their colonies after World War II resulted in large numbers of newly independent countries that were not well-prepared to govern themselves and run their economies. Students might also say that historical globalization had exacerbated ethnic conflicts that later intensified.  
c) The criteria that students choose could include the magnitude of the legacy's effect — (e.g., the number of people affected), the legacy's long-term political and economic consequences, the degree of difficulty in overcoming the legacy, and the degree of cultural disruption that resulted.  
d) Though students' paragraphs will vary, they should be well constructed and include supporting ideas and evidence.
2. Help students research conditions under King Léopold's rule. Then ask students what conditions might have been like had the area not been subjected to his regime. You may wish to bring in some headlines and subheads from newspapers or online news sources to give students models to use in developing their own.
3. Students may choose a number of examples from the chapter. Students learned, for example, that the British ban on imported Indian textiles — the cause — produced deindustrialization in India — the effect (see p. 151, *Exploring Globalization*). Deindustrialization — the cause— resulted in unemployment and poverty — the effect. Students who are still developing an understanding of cause-and-effect relationships may benefit from graphic organizers such as the one on page 159 of *Exploring Globalization*. Others may choose to make up organizers that reflect the complexities of the relationships they have identified. You may want to distribute Reproducible N, Analyzing and Interpreting Cause-and-Effect Relationships – 2
4. Details about Canada's coat of arms can be found at the Arms of Canada web site (see “Additional Resources”). The site includes detailed information on the history, content, and uses of the Canadian coat of arms. Ensure that students provide reasons for changing — or not changing — the coat of arms.