

## INTRODUCING RELATED ISSUE 1 TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

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### RELATED ISSUE 1 AT A GLANCE

**Related Issue 1** focuses on identity, both individual and collective, as students explore, analyze, and evaluate how identity shapes, and is shaped by, globalization. This exploration, analysis, and evaluation lays the groundwork for many of the concepts and issues that will be explored in this and subsequent related issues, as identity and its relationship to globalization are integral to developing understandings of people's points of view and perspectives on the globalization process.

Students' exploration, analysis, and evaluation of identity and globalization will touch on a variety of issues, including the role played by factors such as language, beliefs, culture, and traditions — and how these factors are affected by globalization, how globalization can both challenge people's identity and present opportunities for them to affirm and promote their identity, and how people have responded to these challenges and opportunities.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the related-issue question — To what extent should globalization shape identity? — 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 1

#### 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 to varying degrees reflected in every chapter of each related issue.
3. Skills and processes are listed in the curriculum congruence chart (pp. 27–42).
4. IQ stands for “inquiry question.”
5. Differentiated-instruction strategies are discussed on pages 56 to 60

<b>Related Issue 1</b> To what extent should globalization shape identity?		
<b>General Outcome</b> Students will explore the impacts of globalization on their lives.		
<b>Chapter 1 — Globalization and Identity</b> <b>Chapter Issue — To what extent does globalization shape your identity?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>1</b> Related Issue 1 Opener (pp. 14–17)	<b>Related Issue Opener</b> Introduce Related Issue 1  <b>Your Challenge</b> Introduce idea of challenges and specifically discuss expectations for challenge for Related Issue 1	75 minutes
<b>2</b> Chapter 1 Opener Who are you? (pp. 18–22)	<b>Chapter opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”  <b>IQ 1: Who are you?</b> Develop concept of individual identity; explore and expand on factors that shape identity	75 minutes
<b>3</b> How do you express who you are? How do collectives express who they are? (pp. 23–31)	<b>IQ 2: How do you express who you are?</b> Explore how students express their identity  <b>Ideas</b> Discuss whether identity changes when students speak another language  <b>IQ 3: How do collectives express who they are?</b> Expand on the concept of identity to incorporate collectives and how they express themselves	75 minutes
<b>4</b> Impact Focus on Skills (pp. 32–35)	<b>Impact</b> The Struggle of the Lubicon Cree to Affirm Their Identity  <b>Focus on Skills</b> Developing an Informed Position  These two features are connected and form an interrelated lesson.	75 minutes
<b>5</b> How are identities connected through globalization? Think . . . Participate . . . Research . . . Communicate . . . (pp. 36–41)	<b>IQ 4: How are identities connected through globalization?</b> Explore connections between individual and collective identity and world events  <b>Profile</b> Aysha Wills — Global Citizen  <b>Points of View</b> Explore three views on globalization and identity  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

<b>Chapter 2 — Identity and the Forces of Globalization</b> <b>Chapter Issue — To what extent do identity and the forces of globalization shape each other?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>6</b> Chapter 2 Opener What are some forces of globalization? (pp. 42–49)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”  <b>IQ 1: What are some forces of globalization?</b> Explore trade, transportation, communication technology, and the media as forces of globalization  <b>Ideas</b> Discuss whether ideas expressed by the word “glocal” are reflected in students’ identity	75 minutes
<b>7</b> How is identity affected by some economic, political, environmental, and social dimensions of globalization? (pp. 50–55)	<b>IQ 2: How is identity affected by some economic, political, environmental, and social dimensions of globalization?</b> Explore banana production and trade to illustrate various dimensions of globalization  <b>Making Choices</b> Guillermo Touma — Speaking Out about the Banana Trade	75 minutes
<b>8</b> Focus on Skills How do some forces of globalization present challenges to identity? (pp. 56–60)	<b>Focus on Skills</b> Detecting Bias  <b>IQ 3: How do some forces of globalization present challenges to identity?</b> Discuss the Métis people and challenges presented by acculturation and accommodation  <b>Points of View</b> Two views on globalization and cultural diversity	75 minutes
<b>9</b> How do some forces of globalization provide opportunities to affirm and promote identity? Think . . . Participate . . . Research . . . Communicate . . . (pp. 61–65)	<b>IQ 4: How do some forces of globalization provide opportunities to affirm and promote identity?</b> Explore cultural revitalization by focusing on the Métis and Bolivia  <b>Profile</b> Evo Morales — Peace with Social Justice  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

<b>Chapter 3 — Identity, the Media, and Communication Technology</b> <b>Chapter Issue — To what extent is identity affected by communication technology and the media in a globalizing world?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>10</b> Chapter 3 Opener How is identity affected by opportunities to communicate with people around the world? (pp. 66–71)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”  <b>IQ 1: How is identity affected by opportunities to communicate with people around the world?</b> Explore various aspects of communication technology and identity; use APTN as example  <b>Making Choices</b> Nicholas Negroponte — One Laptop per Child  <b>Profile</b> Marshall McLuhan — Living in the Global Village	75 minutes
<b>11</b> How is diversity influenced by the media and communication technologies? (pp. 72–75)	<b>IQ 2: How is diversity influenced by the media and communication technologies?</b> Explore challenges and opportunities presented by international media and communication technologies  <b>Points of View</b> Views on IT and its effects on young people	75 minutes
<b>12</b> How is identity affected by media coverage of world events? Focus on Skills (pp. 76–81)	<b>IQ 3: How is identity affected by media coverage of world events?</b> Explore various world events and how media coverage affects identity  <b>Focus on Skills</b> Assessing the Authority and Validity of Internet Information	75 minutes
<b>13</b> How is diversity affected by the dominance of American media? Think . . . Participate . . . Research . . . Communicate . . . (pp. 82–87)	<b>IQ 4: How is diversity affected by the dominance of American media?</b> Explore challenges and opportunities presented by American and international media  <b>Ideas</b> Discuss whether what students choose to watch on TV affects their point of view on diversity  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

<b>Chapter 4 — Affirming Identity, Language, and Culture</b>		
<b>Chapter Issue — To what extent can people respond to globalizing forces that affect identity?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>14</b> Chapter 4 Opener How do people affirm and promote their language in a globalizing world? (pp. 88–93)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Point of View on Globalization”  <b>IQ 1: How do people affirm and promote their language in a globalizing world?</b> Explore the importance of language to culture and identity, and the dominance of English	75 minutes
<b>15</b> Focus on Skills How do people affirm and promote their culture in a globalizing world? Impact (pp. 94–100)	<b>Focus on Skills</b> Predicting Likely Outcomes  <b>IQ 2: How do people affirm and promote their culture in a globalizing world?</b> Explore cultural revitalization  <b>Ideas</b> Discuss whether museums should return Aboriginal artifacts to the people who originally created and used them  <b>Impact</b> Ladakh — Responding to Globalization	75 minutes
<b>16</b> How do governments affirm and promote languages and cultures in a globalizing world? (pp. 101–103)	<b>IQ 3: How do governments affirm and promote languages and cultures in a globalizing world?</b> Explore roles and responsibilities of governments in affirming and promoting culture and language  <b>Profile</b> Bobby Kenuajuak — Telling His People’s Stories	75 minutes
<b>17</b> How do international organizations affirm and promote languages and cultures in a globalizing world? Think . . . Participate . . . Research . . . Communicate . . . (pp. 104–109)	<b>IQ 4: How do international organizations affirm and promote languages and cultures in a globalizing world?</b> Explore how international organizations such as UNESCO, the International Network for Cultural Diversity, la Francophonie, and the Assembly of First Nations promote languages and cultures  <b>Points of View</b> Three students who participated in the 2004 UNESCO and OXFAM International Youth Parliament survey discuss cultural diversity  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes
<b>18</b> Your Challenge Presentations	<b>Your Challenge Presentations</b> Opportunities for students to present their challenges	75 minutes

## LESSON 1

### RELATED ISSUE 1 OPENER

Students will explore some ways in which globalization has shaped their identity by mapping out where their ancestors were a hundred years ago. 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 1, and they will examine the challenge for this related issue. The lesson concludes with a preliminary review of some tools that students can use to help them complete the challenge successfully.

**ESTIMATED TIME:** 75 minutes

### RELATED-ISSUE QUESTION

To what extent should globalization shape identity?

### GETTING READY

Photocopy reproducibles.

- Reproducible 1.1.1, Thinking about Your Presentation
- Reproducible 1.1.2, Your Challenge 1 — Evaluation Rubric
- Reproducible 1.1.3, Your Challenge 1 — Checklist for Success
- Reproducible 1.1.4, My Presentation Proposal
- Reproducible 1.1.5, Notes for My Presentation
- Reproducible F, Map of the World — Political (optional)

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

Find out where a selection of Canadian historical figures were living 100 years ago, in preparation for assigning these figures to students who did not, or could not, complete the homework assignment.

Gather at least 40 adhesive coloured dots or sticky notes in two colours.

### RESOURCES

*Exploring Globalization*, pages 14–17

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

An informative introduction to globalization with page-long explanations on a broad range of topics that help build understandings of globalization. The site was produced by the Australian APEC Centre (at Monash University, Melbourne), which believes that globalization is a “force for good.” Note that the site was produced in 2002.

[www.globalization101.org](http://www.globalization101.org)

“A Student’s Guide to Globalization” is part of the Globalization 101 site sponsored by the Carnegie Endowment for International Peace. This is a student-oriented, issues-based resource that sorts information into categories such as “Issue Briefs,” “News Analyses,” and “Ask the Expert.”

## ASSESSMENT AND EVALUATION ACTIVITIES

This lesson sets the stage for assessment and evaluation throughout the course by introducing students to the first of the challenges that frame each related issue and by demonstrating to students that their work in the course — and the way their work is assessed and evaluated — will involve them in working on their own, in pairs and small groups, and as a class.

Continue monitoring students to identify their learning preferences.

## PRIOR LEARNING

This lesson builds on ideas introduced in the prologue.

## TEACHING AND LEARNING STRATEGIES

1. Begin with an activity that gets students moving and thinking about some of their connections to globalization. Move desks and chairs to the edges of the classroom. Remind students of the homework assigned at the end of the previous lesson — to find out where a particular ancestor lived 100 years ago. Ask students to imagine that the cleared classroom floor is a world map and to move to where their ancestor lived. If students did not, or could not, discover this information, assign them a character.

Refer students to the wall map if they need help pinpointing a location, but don't offer further guidance. Watch to see whether they can agree on which way to orient the map and whether they help one another find locations. If confusion persists, stop students for a moment and clarify roughly where the continents would be. Circulate to help students figure out where their ancestor lived, but let students help one another where possible.

2. When students are in place, ask each to explain who it was they found out about and where that person lived. If there is time, encourage students to add some other information about the person. Emphasize how amazing it is that the students are all at one point on the map today, even though some of their ancestors were spread all over the world.

Discuss how this is a living example of globalization and sets the stage for one of the themes of the 10-1 course and *Exploring Globalization* — the links between globalization and identity.

3. Distribute adhesive coloured dots or sticky notes (one colour for a female ancestor and the other colour for a male ancestor) and instruct students to write the name or initials of their ancestor on it. Then help students place the dot representing their ancestor on the world map and keep the map on display in your classroom.

4. Instruct students to turn to the opening spread of Related Issue 1 (pp. 14–15, *Exploring Globalization*). Draw students' attention to the opening chart on page 14. Remind students of the chart they examined in the prologue and discuss how the shaded boxes containing the issue and inquiry questions for Related Issue 1 and Chapters 1 to 4 represent the structure of this first related issue.

Point out that the chapter-issue questions grow out of — and feed into — the related-issue question (e.g., the Chapter 1 issue question — To what extent does globalization shape your identity? — grows out of and feeds into the Related Issue 1 question — To what extent should globalization shape identity?). Discuss the difference between the verbs “should” and “does.” Tell students that similar charts, which include related-issue, chapter-issue, and inquiry questions, appear in the opener for each related issue.

To help students understand the structure of *Exploring Globalization* and the course, ask them to scan the opening pages of Related Issue 2 (pp. 110–111), Related Issue 3 (pp. 210–211), and Related Issue 4 (pp. 300–301). Discuss how this structure will help students under-

stand and form opinions on issues because learning comes from inquiry and asking questions. Information, perspectives, and points of view are easier to explore and remember when they are tied to focused questions.

5. Encourage students to consider what they are likely to explore in the four chapters of Related Issue 1 by asking questions like the following:

- Which of the issue and inquiry questions on page 14 do you find most interesting?
- Which questions are you able to respond to at this early stage?
- Which topics do you already know something about?
- Which questions do you think will be the most challenging to research or to find up-to-date statistics about?

6. Organize a think-pair-share activity (see p. 61) by telling students to choose a partner — or by assigning partners. Instruct the pairs to read the section titled “The Big Picture” (pp. 14-15, *Exploring Globalization*) and to jot brief notes in response to the following questions:

- What is the main idea of the section titled “The Big Picture”?
- How are the three pictures on pages 14 and 15 connected to this main idea?
- What do the authors suggest is one of the main differences of opinion about globalization? (Some people think globalization connects and unites peoples. Other people are concerned that globalization is causing some cultures to disappear.)
- As you begin this course, which presents many different points of view and perspectives on globalization, which of these opinions is closest to your own? Why? Do you think young people and older people would answer this question differently?

Instruct the pairs to compare their answers with those of two other pairs, then with the class.

7. Draw students’ attention to the box titled “Your Challenge” at the top of page 16 of *Exploring Globalization*. Explain that the text in this box tells them what challenge they will be expected to complete at the end of this related issue. Ask students how knowing this up front can help them complete the challenge successfully. (It enables them to consider, plan, and prepare the assignment as they progress through the four chapters of this related issue.)

With the class, read the section titled “Your Presentation” (p. 16, *Exploring Globalization*). Encourage students to suggest other forms their presentations could take and record their suggestions on a sheet of paper that can be posted in the classroom as a reminder.

With students, discuss how they can meet the goals of this challenge: to inform and persuade.

8. With students, read the section titled “What Your Presentation Will Include” (p. 16). Ensure that they understand the activities involved in the verbs “explore,” “analyze,” and “evaluate” and that they know how they can use ideas, information, points of view, and perspectives to increase the persuasiveness of their presentations.

### Vocabulary Tip

Write the verbs “explore,” “analyze,” and “evaluate” on the chalkboard. Stress the importance of these verbs in the 10-1 curriculum — Perspectives on Globalization — and in *Exploring Globalization*. Ask students what these three verbs mean.

- “Explore” means to inquire into and investigate thoroughly.
- “Analyze” means to break down into parts and examine in detail, to examine critically, and to bring out essential elements.
- “Evaluate” means to assess or appraise.

9. Instruct students to choose a partner — or assign partners. Distribute a copy of Reproducible 1.1.1, *Thinking about Your Presentation*, to each pair. Ask them to generate questions about the content, purpose, process, and product of the challenge. Call the pairs together and, category by category, tell them to take turns asking questions until all important questions have been covered. Pairs can pass if their question has already been asked and discussed.
10. Distribute copies of Reproducible 1.1.2, *Your Challenge 1 — Evaluation Rubric*, and Reproducible 1.1.3, *Your Challenge 1 — Checklist for Success*. Ask students to compare these two documents and explain that the assessment rubric lets them know — ahead of time — how you will evaluate their presentations. With students, examine the criteria included in the evaluation rubric to ensure that they understand the meaning of each item.

Explain that, as they progress through this related issue and begin working on their presentations, they can use the checklist for success to gather feedback from you or their classmates and to ensure that they have met all the evaluation criteria.
11. This step and Step 12 may be included in this lesson — or you may decide to complete these two steps over the next few days as the class moves through Chapter 1.

With students, read through “Steps to Assembling Your Presentation” (p. 17, *Exploring Globalization*). Distribute copies of Reproducible 1.1.4, *My Presentation Proposal*, to help students think ahead and draw up a proposal for their presentation. Note that part of what they are thinking about is which student(s) they might turn to for help, what help the teacher might provide, and how another adult (e.g., a parent, a teacher librarian) may be able to help.

At the appropriate time, collect these reproducibles and provide feedback and suggestions in the space provided. In some cases, you may wish to schedule individual conferences with students to discuss their proposals and provide guidance; in other cases, you may wish to provide time for students who are planning the same kind of presentation (e.g., a video) to meet and share ideas.
12. Distribute Reproducible 1.1.5, *Notes for My Presentation*. Point students to the example on page 17 of *Exploring Globalization* and tell them that they can use this reproducible to keep similar notes about ideas and items they may wish to include in their presentation. Check their notes regularly as they progress through the related issue. You may also wish to use their notes as the basis of communication with parents.

## **DIFFERENTIATING INSTRUCTION**

1. The map activity in this lesson is well-suited to students who learn by moving. Some students, however, may prefer to pinpoint their ancestor’s location on an outline map of the world (see Reproducible F, *Map of the World—Political*). If this is the case, encourage them to include the ancestors of several of their classmates on their map. Students whose families immigrated to Canada may enjoy showing their family’s route to this country.
2. The reproducibles provided in this lesson can be completed in small groups rather than pairs, or in pairs and small groups rather than by individuals. In addition, you may plan for ongoing assessment of students as they work alone, in pairs, and in small groups.
3. As students progress through the chapters in this related issue, discuss their comfort level with the suggested challenge: a presentation. Alternatives that could accommodate different learning styles include a podcast, a TV or radio news report, a newspaper column, a skit, or a collage similar to *Before and After*, the work created by Joane Cardinal-Schubert and shown on page 18 of *Exploring Globalization*.

## LESSON 2

### CHAPTER 1 OPENER

### WHO ARE YOU?

Students will begin their exploration of the extent to which globalization should shape identity by examining some of the forces that have shaped their own identity. They will also explore ways in which identity changes over time by comparing their identity today with their identity in the past and will create various graphic organizers to explore aspects of identity that are most important to them.

**ESTIMATED TIME:** 75 minutes

### CHAPTER ISSUE QUESTION

To what extent does globalization shape your identity?

### INQUIRY QUESTION

Who are you?

### GETTING READY

Photocopy reproducibles.

- Reproducible E, Venn Diagram
- Reproducible 1.1.6, Aspects of Identity

Create an overhead transparency or presentation slide of *Before and After*, the artwork on page 18 of *Exploring Globalization*.

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

### RESOURCES

*Exploring Globalization*, pages 18–22

### 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.abheritage.ca/abarts/articles/articles\\_legacy\\_jschubert.htm](http://www.abheritage.ca/abarts/articles/articles_legacy_jschubert.htm)

“The Journey of Joane Cardinal-Schubert” is an article that first appeared in *Legacy*, Alberta’s heritage, arts, and culture magazine. The article includes Cardinal-Schubert’s comments on her identity as an artist and as a member of the Kainai people, as well as on her life and artistic goals.

<http://www.jcu.edu.au/studying/services/studyskills/mindmap/howto.html>

This step-by-step description of how to create a mind map includes clear, helpful directions and explanations that students will be able to understand.

<http://folk.uio.no/geirthe/UNChron.html>

“Globalization and the Politics of Identity,” an article by Thomas Hylland Eriksen, first appeared in *UN Chronicle*. Eriksen teaches social anthropology at the University of Oslo. *UN Chronicle* is published by the United Nations Department of Public Information.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in class discussions and activities
- completing Reproducible E , Venn Diagram

## PRIOR LEARNING

This lesson builds on the concepts of identity and its links to globalization.

## TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of *Before and After* (p. 18, *Exploring Globalization*). With students, examine the chapter title and the chapter-issue question and encourage them to suggest topics that are likely to be covered in this chapter. Record their predictions on the chalkboard or a sheet of chart paper.

Then, with students, read the introduction on page 19 of *Exploring Globalization* and work through the activity on this page. Students may suggest various interpretations of aspects of this work — and should be encouraged to do so. They may suggest, for example, that the colourful graduation image in the centre of Cardinal-Schubert's collage symbolizes the importance she and her family place on education, especially as another graduation photograph is nearby.

Encourage students to think about why the artist might have chosen these specific images and words to symbolize how her identity was shaped by various influences through the years. Ask volunteers to suggest symbols that they might choose to show the influences that have shaped their own identity.

Ask students why they think *Before and After* was chosen to open this chapter. Then ask students to suggest ways this artwork symbolizes the links between identity and globalization.

2. With students, read the IQs in “Looking Ahead.” Discuss whether these inquiry questions can be linked to any of the predictions they made earlier. Then draw students' attention to “My Point of View on Globalization.” Discuss the understandings they have developed as a result of the discussions and activities in which they have engaged in the lessons so far, and give them time to record their thoughts. Explain that they will return to these at the beginning of every chapter and ensure that they store this work in a portfolio or another place where it will be available for review.
3. Draw students' attention to the IQ — Who are you? — at the top of page 20 of *Exploring Globalization*. Briefly discuss the differences between this question and the chapter-issue question, focusing on the structure and wording of the two questions, as well as the kinds of responses the questions are likely to elicit.

With students, read the two paragraphs on this page, pausing to respond to the question in the first paragraph. To help students appreciate the “story” of who they are, ask them to examine Figures 1-2, 1-3, and 1-4 and respond to the questions in the captions.

Brainstorm to create a list of some of the identity-shaping factors that are suggested in the captions (e.g., spiritual beliefs, family roles, interests, and talents). Record students' suggestions on the chalkboard for reference when they complete the reflect-and-respond activity that concludes this section (p. 22, *Exploring Globalization*).

4. Ask students to examine Figure 1-5 on page 21 of *Exploring Globalization* and to draw on this photograph to suggest other factors that may have shaped who they are (e.g., history, traditions, language, peers, and ethnic heritage). Then instruct students to read the section titled

“Some Factors That Shape Who You Are” as far as the heading “Time and Who You Are” (pp. 21–22, *Exploring Globalization*).

5. Draw students’ attention to the word “context” on page 21. To help them appreciate the importance of this concept, discuss their responses to the last question in the caption of Figure 1-5: How does the context — where they are and what they are doing — affect the aspect of their identity they chose to highlight? Students may, for example, quickly notice the Canadian symbols painted on the young people’s faces in the photograph and suggest that these symbols show they are identifying themselves as Canadians. Other students may note that the Canada Day celebration is certainly part of the context for the Canadian symbols on faces and clothes.

Some students may note the serious, even sombre, expressions on the faces in this photo. Explain that the Tomb of the Unknown Soldier holds the remains of an unidentified Canadian soldier who died in World War I and was buried near Vimy Ridge. Ask students how this context may have contributed to the young people’s facial expressions. What aspect of identity do these expressions suggest?

### More to the Story

Although many countries have established memorials like the Tomb of the Unknown Soldier to honour those who died in wars, Canada did not do this until 2000. In May of that year, a Canadian Forces aircraft brought back to Canada the body of an unidentified Canadian soldier who had died and been buried near Vimy Ridge in France. In 1917, Vimy Ridge was the site of a famous World War I battle that is often said to have forged Canada.

In a ceremony that was broadcast nationally, the Unknown Soldier was laid to rest in a specially designed sarcophagus in front of the National War Memorial on Parliament Hill in Ottawa. Since then, the tomb has become a focal point of ceremonies honouring the sacrifices of all Canadian military personnel.

6. Distribute copies of Reproducible E, Venn Diagram (see p. 68). Instruct students to label the left circle “Me in Grade 8” and the right circle “Me Today.”  
With students, read the first paragraph of “Time and Who You Are” (p. 22, *Exploring Globalization*). Then tell them to use the Venn diagram to note ways they are the same as, and ways they are different from, the person they were in Grade 8. Tell them to aim to show about 15 characteristics in point form: five describing aspects of their identity in Grade 8, five describing different aspects of their identity today, and five describing aspects of their identity that have remained the same. The aspects that have remained the same should be recorded in the section where the circles overlap. Encourage students to focus on their personality, their likes and dislikes, and how they like to spend their time, in addition to physical characteristics.
7. Instruct students to draw on items they have included on their Venn diagram to create a mind map (see p. 68) in response to the activity icon on page 22 of *Exploring Globalization*. Remind students that they explored many factors that shape identity earlier in this lesson.
8. Distribute copies of Reproducible 1.1.6, Aspects of Identity, to each student to use when completing the activity in “Reflect and Respond” (p. 22, *Exploring Globalization*). Draw their attention to the example on page 22. As students search for the five aspects of identity that are most important to them, they may consider influences such as their immediate family; their ancestors and traditions; their spiritual or religious values and beliefs; their culture and ethnicity;

their language; their community, school, groups, and teams; and their favourite music, television shows, and films, hobbies, and online activities.

9. Conclude by reminding students of the related-issue challenge (pp. 16–17, *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 further.

### **DIFFERENTIATING INSTRUCTION**

1. None of the individual activities in this lesson need be completed entirely. Students whose work is incomplete will still be thinking about this inquiry and will engage in self-reflection and metacognition.
2. Remind students that instead of making written notes to express their point of view on globalization, they may create an illustration or a model.
3. Rather than completing the Venn diagram comparing their identity in Grade 8 with their identity today, some students may enjoy using modelling clay to make something that symbolizes who they were in Grade 8. They can then modify this symbol to represent who they are now.
4. Students who wish to find out more about Joane Cardinal-Schubert as an artist and as a member of the Kainai people can refer to the Web Connection on page 22 of *Exploring Globalization* and follow the links in the Online Student Resource section of the *Exploring Globalization* web site.

## LESSON 3

### HOW DO YOU EXPRESS WHO YOU ARE? HOW DO COLLECTIVES EXPRESS WHO THEY ARE?

Students will expand their understandings of identity, exploring the links between individual and collective identity as they consider how they express who they are and how collectives express who they are. The importance of language in shaping identity and ideas will be explored, and the lesson will conclude with an activity that encourages reflection on how a specific language affects people's worldview.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTIONS

How do you express who you are?  
How do collectives express who they are?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.1.7, My Body as a Book
- Reproducible 1.1.8, Collectives I Belong to
- Reproducible 1.1.9, What if . . .

Create an overhead transparency of Reproducible 1.1.7, My Body as a Book. Ensure that students have the mind maps they created in Lesson 2.

#### RESOURCES

*Exploring Globalization*, pages 23–31

#### 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.sacred-destinations.com](http://www.sacred-destinations.com)

This site is an online travel guide and atlas of more than 1300 sacred sites and pilgrimage destinations related to a variety of faith traditions in more than 54 countries. The site also contains more than 10 000 photographs.

#### 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
- completing individual and group reproducibles

#### PRIOR LEARNING

This lesson builds on and expands the exploration of identity that began in Lessons 1 and 2.

#### TEACHING AND LEARNING STRATEGIES

**Note:** Activities in this lesson may touch on sensitive issues that could cause embarrassment or discomfort for some students. Before assigning the activities, review with the class the basics of

respectful language, behaviour, and attitudes. You may wish to speak to some students privately to warn them of the issue(s) that will be discussed. This enables you to become more aware of students' concerns and enables students to share with you privately any discomfort they may feel.

Alternately, you may want to read through the entire lesson beforehand and decide whether the lesson is safe for your students. You could ask students to read pages 23 to 31 of *Exploring Globalization* with discussions and note-taking.

1. Ask students to recall the discussion toward the end of the previous lesson — about the most important aspects of their identity right now — and record some of their responses on the chalkboard. Tell students to choose a partner and to examine together the photographs on page 23 of *Exploring Globalization*, then answer the question in the caption: What aspect of her or his identity do you think each young person is expressing? Students may suggest aspects such as religion, beliefs, traditions, culture, and peer group or friends. Compare these with the aspects of identity you recorded on the chalkboard. If necessary, add items to the chalkboard list.
2. Draw students' attention to the IQ that opens page 23 of *Exploring Globalization*: How do you express who you are? Remind students that their discussions so far have already touched on this question. Instruct them to read the opening section as far as the end of the activity icon, then pause to work with their partner to expand the mind maps they started in Lesson 2. When they finish, invite volunteers to provide examples of some of the items they included.
3. Instruct students to read the rest of page 23 of *Exploring Globalization*, as well as page 24 as far as "Ideas." Pause with the students to discuss responses to the questions in the activity icon.  
If there is time, you may wish to discuss with students vocabulary that is important to them (e.g., the language of text messages or social networking sites), just as words for snow are important to the Inuit. Ask students how these words are an expression of their identity.
4. Draw students' attention to the question that introduces "Ideas" (p. 24, *Exploring Globalization*). Divide the class into groups of three and instruct each group member to assume the role of Deven, Gord, or Marie and to read aloud the comments of their character. Then instruct group members to respond to the questions in "Your Turn."
5. Introduce the idea that a person's body is like a book that people "read" when they look at it. People quickly "read" information about a person's clothing, body language, culture, and other things. Sometimes people can influence what others "read" (e.g., by choosing to wear particular clothes); other times, people have no choice about how their body is read (e.g., skin colour). To illustrate this concept, return to the photographs on page 23 and talk about the information students "read" when they examined these pictures. Ask them what information about the young people's identity was not included in their "reading" of the pictures (e.g., whether the young people like sports, whether they have a sense of humour).  
With students, read the section titled "Expressing Individual Identity: Clothing and Body Adornment" (p. 25, *Exploring Globalization*) and instruct them to complete the reflect-and-respond activity. Have them start by examining the sample in the text. Ensure that they understand how the words in the first ring of circles around the central word — "birthday" — describe things that happen during the event. The words and phrases in the outer ring are different; they describe feelings. Ask students why the authors used a birthday as an example (because it is simple and helps explain how the mind map works). Explain that the mind map that students create will be more complex.
6. Distribute copies of Reproducible 1.1.7, *My Body as a Book*, and display an overhead transparency of this reproducible. Help students get started by filling in a couple of possibilities on the transparency, as shown on the following page.

How I might be read	How I actually am	How much choice do I have?
<i>Snobby</i> <i>White</i>	<i>Shy</i> <i>Métis</i>	<i>Some choice</i> <i>Not much choice</i>

7. With students, read the IQ at the top of page 26 of *Exploring Globalization*: How do collectives express who they are? Then read the two paragraphs that open this section. Pay particular attention to the word “collective.” You may wish to take this opportunity to point out how the word is defined in context and to direct students to the definition in the glossary.

Write this question on the chalkboard: How much of your identity is defined by your membership in collectives?

Instruct students to read the section titled “Collectives and Identity” (p. 26, *Exploring Globalization*), then discuss their responses to the question you wrote on the chalkboard. Give students time to return to their mind maps in response to the instructions in the activity icon.

8. Introduce a small-group activity by examining the photographs at the bottom of page 26 of *Exploring Globalization* and pointing out the questions asked in the caption. Divide the class into groups of four or five and assign one of the following sections to each group. Note that a section may be assigned to more than one group.

- “Expressing Collective Identity: Language” (pp. 27–28, *Exploring Globalization*)
- “Slang, Jargon, and Collective Identity” (p. 29, *Exploring Globalization*)
- “Collective Identity and Context” (pp. 30–31, *Exploring Globalization*)

Distribute copies of Reproducible 1.1.8, *Collectives I Belong to*, and instruct group members to discuss their responses and fill in the reproducible (for an example, direct students to “Reflect and Respond,” p. 31, *Exploring Globalization*). Then tell each group to read its assigned section, summarize its exploration, and appoint a spokesperson to report to the class. Provide time for class members to ask questions and offer comments.

9. Distribute a copy of Reproducible 1.1.9, *What if . . .*, to each group. Explain that this reproducible presents eight scenarios related to language and asks students to consider how their worldview might be different if the English language were different.

Instruct the groups to discuss each scenario, record their comments on how their worldview might change, and report to the class.

10. Remind students of the challenge for this related issue (pp. 16–17, *Exploring Globalization*) — a presentation that responds to the related-issue question: To what extent should globalization shape identity? Encourage volunteers to suggest aspects of this lesson that might be useful in their presentations. Give students time to add to the notes they are keeping as they progress through the related issue.

## DIFFERENTIATING INSTRUCTION

1. The activities in this lesson accommodate a wide range of skills and levels of participation. To move forward in the course, students need not completely finish any of the individual activities. Students whose work is incomplete will still be engaged in reflecting on the inquiry questions.
2. When assigning the group activity on expressions of collective identity (Step 8), you may wish to ensure that the group assigned the section titled “Expressing Collective Identity: Language” includes proficient readers. This section involves more reading than the other two.

3. As an extension activity, you might introduce the concept of a pilgrimage. A pilgrimage is a journey to a meaningful and symbolic place. Pilgrimages are an important tradition in many religions and cultures — and the journey is often as important as reaching the destination. You might suggest that students conduct research into pilgrimages taken by people from various cultures and religions (see the web site listed in “Additional Resources”). Encourage students to focus on comparing the traditions and symbols and to ask themselves questions such as, “Where would I go on a pilgrimage?” “How would I get there?” and “Why is it important to me?” They can present their findings orally or in a brief written report.

## LESSON 4

### IMPACT: THE STRUGGLE OF THE LUBICON CREE TO AFFIRM THEIR IDENTITY

### FOCUS ON SKILLS: DEVELOPING AN INFORMED OPINION

By following the struggle of the Lubicon Cree to affirm their identity in the face of the pressures created by a global demand for the resources found on their traditional lands, students will explore a clear and graphic example of the ideas and concepts they have been studying in Chapter 1. The skill focus — “Developing an Informed Opinion” — provides students with a series of steps to follow when developing an informed opinion on this and the many other issues they will encounter as they progress through the course.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.1.10, Effects of Resource Development on the Lubicon Way of Life
- Reproducible 1.1.11, Developing an Informed Opinion

Create an overhead transparency or presentation slide of Figure 1-15 (p. 32, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 32–35.

#### 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://tao.ca/~FOL>

Friends of the Lubicon is an advocacy group that informs supporters of the latest news on the struggle of this First Nation. Based in Toronto, the group was one of those that helped the Lubicon take their case beyond Canada to win the support of organizations such as Amnesty International and the United Nations.

*Beyond McWorld: Challenging Corporate Rule* (1998, Just in Time Productions, 35 minutes. 416-416-2472 or e-mail <[just@interlog.com](mailto:just@interlog.com)>.)

This film documents a symposium held in Port Elgin, Ontario, in 1997, when delegates from around the world met to discuss the power of transnational corporations compared with that of some democratically elected governments. The film notes that 51 of the world's top economies are those of transnationals — and comments on how this affects the influence of these corporations.

#### ASSESSMENT AND EVALUATION ACTIVITIES

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

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

- planning and presenting a speedy speech (a speech prepared and delivered within a very short time)

You may wish to collect and assess the reproducibles and make anecdotal notes about the kinds of differentiated instruction that may help various students.

## PRIOR LEARNING

This lesson builds on and expands ideas and concepts of identity, how identity is expressed, and how it can be related to globalization.

## TEACHING AND LEARNING STRATEGIES

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

1. On the chalkboard, write statements similar to the following:

- I have a right to heat my home and drive my car.
- Oil is absolutely essential to my way of life, so nothing should be allowed to stop oil extraction.
- Air conditioning is not a luxury; rather, it is essential to Canadian businesses — and nothing should be allowed to interfere with energy supplies.

Ask students to comment on the statements. Do they reflect the desires of everyone around the world? All Canadians? All Albertans? What might be some differing views, and who might hold them?

2. Instruct students to read silently the first page of “Impact: The Struggle of the Lubicon Cree to Affirm Their Identity” (p. 32, *Exploring Globalization*). While they are reading, write the heading “Buildup to the Crisis” on the chalkboard.

When students finish reading, ask them to identify the first event in the chain that led to the situation the Lubicon Cree find themselves in today. (Students are likely to identify this event as the 1952 discovery of oil in Lubicon territory, but some students may make a case for a different event.) Refer to the chalkboard heading, “Buildup to the Crisis,” and record under it the event that has been identified as first. Continue listing subsequent events until everyone is satisfied that the list is complete.

3. Question the class to check students' understanding of the various stakeholders in the issue to this point (e.g., the Lubicon Cree, OPEC, the Alberta government, various industries, and resource users like themselves).

### Vocabulary Tip

Ensure that students understand the term “stakeholders” by breaking down the word and discussing its constituent parts, then reconstructing it to show the meaning.

- *stake* — an interest or concern
- *hold* — have
- *-er* — someone who

4. Display an overhead transparency or presentation slide of Figure 1-15 (p. 32, *Exploring Globalization*) and encourage students to discuss the information revealed on the map. Ask questions such as

- How many countries are directly involved in this issue?
- What are they?
- What is each country's stake in the issue?
- In what ways does this issue demonstrate the connections among countries in a globalizing world?

Ask students whether other countries or entities should have been specifically identified as stakeholders. (Students may suggest a variety of governments and groups, such as the Alberta government, the federal government, the U.S. government, Edmonton city council, Daishowa-Marbeni shareholders, Alberta oil companies, Alberta taxpayers, residents of Peace River, other people who live near Lubicon Lake, other Aboriginal people, environmentalists, Amnesty International, the World Council of Churches, the United Nations, the World Wildlife Fund, Greenpeace.) Record their suggestions on the chalkboard.

5. Direct students' attention to the chart at the top of the right-hand column on page 33 of *Exploring Globalization*. Distribute Reproducible 1.1.10, Effects of Resource Development on the Lubicon Way of Life. Instruct students to choose a partner and work together to complete the chart by predicting the numbers for the years 2020 and 2050. Ask volunteers to explain their predictions and the reasoning behind them. (Some students are likely to predict that the moose harvest and annual family incomes will be at zero, while the welfare rate will rise to 100 per cent; others may disagree, arguing that the industries in the area will provide well-paying jobs.)
6. Instruct students to read the rest of page 33 of *Exploring Globalization*. Then read aloud Question 3 of "Explorations" and remind students of the various aspects of identity they have read about so far in this chapter. Encourage students to respond orally to the questions. Jot notes about students' answers on the chalkboard.
7. Ask students to imagine that the Alberta government is holding an inquiry to examine how the challenges that face the Lubicon Cree should be resolved. Because so many people and groups want a say on the issue, members of the inquiry panel must decide which stakeholders they will hear. Panel members have given each stakeholder group 30 seconds to deliver a speech showing that their group has important concerns and deserves a chance to be officially heard at the forthcoming inquiry.
 

Refer to the list of stakeholders created earlier. Divide the class into groups of three or four and assign each group the role of one of the stakeholders (no two groups should be assigned the same stakeholder). Explain that each group will select one member to deliver a 30-second speedy speech based on notes that group members have prepared together. Students who are not speaking will play the role of panel members hearing the speeches.

Give the groups five minutes to prepare the point-form notes that their speaker can use when delivering the speedy speech.

When all the speeches have been delivered, encourage the "panel members" to discuss the various presentations. No decision about who qualified and who did not needs to be made; rather, focus on the fact that a single issue can generate so many points of view and perspectives.
8. Draw students' attention back to the list titled "Buildup to the Crisis." Work with the class to develop a timeline as instructed in Questions 1 and 2 of "Explorations."
9. With the class, turn to "Focus on Skills: Developing an Informed Opinion" (pp. 34–35, *Exploring Globalization*). Distribute Reproducible 1.1.11, Developing an Informed Opinion. Discuss with the class the difference between an opinion and an informed opinion, focusing on the importance of gathering many points of view and perspectives and on judging the reliability and objectivity of sources.

Remind students of the various stakeholders they identified as being involved in the Lubicon Cree's struggle to affirm their identity. With the class, read the introduction to the skill focus as far as the section titled "Steps to Developing an Informed Opinion."

Recall the speeches given earlier and discuss the points of view and perspectives expressed by the various stakeholders. Explain that stakeholders have a bias toward their members, colleagues, and friends and discuss how this might affect the information and messages they send out.

10. Instruct students to choose a partner — or assign partners. Instruct each pair to complete Steps 1 through 4.
11. Draw students together by briefly discussing the fourth column of the charts: "Possible Strengths and Weaknesses of Sources." Explore whether it is ever possible to have an unbiased point of view. Ask questions such as
  - Are there any topics that you are absolutely neutral about (i.e., you have no opinion about them one way or the other)?
  - Do you ever feel upset, angry, happy, or nervous when certain issues, ideas, or opinions are presented to you?
  - Do you think you can be neutral in making decisions about these issues?
  - What strategies could you use to become aware of your feelings and deal with them as best you can to make unbiased decisions about the issues?

Help students move toward the understanding that people may be biased to some degree about most things in life, but this bias need not affect their point of view to such an extent that their opinion on the issue is not valid. Lead into the questions raised in "Summing Up" on page 35 of *Exploring Globalization*.

Redisplay the map from Figure 1-15. Ask if any new information or countries should be added to this map as a result of the work students have done during this lesson. You might also return to the questions that opened the lesson and ask students whether the opinions they expressed have changed — and why.

12. Conclude the lesson by reminding students of the challenge they are completing for this related issue (pp. 16–17, *Exploring Globalization*). Ask various students whether they read, discussed, or heard anything they think might fit into their presentations. Give them time to add items to their notes.

## **DIFFERENTIATING INSTRUCTION**

1. During the lesson, work one-on-one with students to discover which, if any, are struggling with a task. These students may identify fewer stakeholders, or they may complete only the first two columns of the chart in Reproducible 1.1.11, *Developing an Informed Opinion*.
2. Be aware of students who may find it difficult to present a speech. Suggest that playing the role of a member of the government panel is just as important as presenting the information.
3. Suggest that students who are interested in the issue presented in this lesson monitor the web site of the Friends of the Lubicon to report on changes and keep the class up to date and informed.
4. Some students may wish to monitor the web sites of various stakeholders to compare the information and show how it reflects various points of view and perspectives on this and other resource-based issues.

## LESSON 5

### HOW ARE IDENTITIES CONNECTED THROUGH GLOBALIZATION? THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

As students examine how identities — and, specifically, their own identities — are connected with those of others, they will reflect on their everyday lives and how they are connected through globalization. They will examine how specific examples of everyday items, such as cellphones, clothing, and food, show these connections, and they will have an opportunity to examine three differing views on the relationship between identity and globalization. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How are identities connected through globalization?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.1.12, Personal Global Connections
- Reproducible F, Map of the World — Political
- Reproducible G, T-Chart

Prepare an overhead transparency or presentation slide of Figure 1-16 (p. 36, *Exploring Globalization*). Prepare overhead transparencies of Reproducible D, The World — Political, and Reproducible E, T-Chart.

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

Gather coloured pencils or markers.

Ensure that a wall map of the world (political) or a class set of atlases is available.

#### RESOURCES

*Exploring Globalization*, pages 36–41

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

This web site is a well-balanced look at many of the key aspects of globalization. It is organized under specific questions, each of which is extensively researched and well-prepared. This web site can be revisited in many of the other chapters of *Exploring Globalization*, as it explores many of the issues raised in the book.

#### 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
- writing rough notes and charts as needed
- completing reproducibles
- completing the end-of-chapter activities

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

## PRIOR LEARNING

Students will build on their understandings of collective and personal identity and of globalization.

## TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 1-16 (p. 36, *Exploring Globalization*) as students enter the classroom. Ask volunteers to identify the country of origin of the various items depicted in this illustration. To encourage students to understand that these items are available in local stores although they originated in other countries, ask questions such as the following:

- How is this item an example of your personal connection to people in other parts of the world?
- What Canadian-made items might teens in other countries own (e.g., music made by Canadian musicians and singers, hockey sticks, maple syrup)?

Distribute copies of Reproducible 1.1.12, Personal Global Connections, and instruct students to choose a partner — or assign partners. Give the pairs three minutes to fill in the chart by checking the labels on their clothing, shoes, books, jewelry, and so on to find out where each item originated. If they are unsure of the country of origin, suggest that they guess and note the reason for their guess. The third column asks them to specify whether they were aware of the origin of each item before they checked.

When the time is up, encourage volunteers to share some of the information on their charts. List some of the more unusual items on the chalkboard. Tell students to keep their charts, because they will use them again in the lesson.

2. Draw students' attention to the IQ — How are identities connected through globalization? — at the top of page 36 of *Exploring Globalization*. Ask them to predict, in light of the activities they have completed so far, what at least one connection is likely to be.

Instruct students to read the page as far as the heading "Coltan and Connected Identities." Distribute Reproducible F, Map of the World — Political. Discuss the idea that the people of the world are connected in a variety of ways. Ask students to suggest and explain examples of how their global connections extend beyond "things" and note their responses on the chalkboard or chart paper. Their responses may include religion (e.g., holy sites, religious centres), heritage (e.g., relatives in other countries, family roots), friends, web connections (e.g., gaming and social networking sites), languages spoken, and travel (e.g., holidays, school trips, family visits).

3. Project the overhead transparency of Reproducible F, Map of the World — Political, onto a screen. On this map, mark the approximate location of your school and instruct students to do the same on their own copies of the map. Then direct students to draw lines between this mark and the countries they are connected to in the various ways discussed earlier. Suggest that they develop a colour code to identify their connections (e.g., red might represent clothing and blue might mean family connections).

Remind students to add a legend explaining their colour choices. Direct students to label the countries to which they are connected. To help them do this, you may refer them to the wall map of the world or distribute atlases. When they finish, list on the chalkboard the various

countries that students are connected with. Discuss briefly the extent to which this represents globalization. You may wish to collect and display the maps.

4. Instruct students to read “Coltan and Connected Identities” (pp. 36–37, *Exploring Globalization*). Instruct students to respond to the activity icon that concludes this section. When the pairs finish explaining their flow charts to each other, work with the class to respond to questions like the following:
  - How many steps separate you from the coltan miners?
  - In what other ways might you be connected to these miners?
5. With students, read the profile on Aysha Wills (p. 37, *Exploring Globalization*). Tell students to jot down their favourite music or bands and encourage them to share their answers with the class. As a class, briefly discuss how much of today’s popular music is rooted in a mix of global cultures (e.g., blues, rock, and jazz are rooted in post-slavery music of African Americans). Guide the class to an exploration of how globalization affects people’s senses (e.g., touch — clothing; sight — web sites, movies; hearing — music, language; smell — foods, perfumes; and taste — foods, confections).
6. On the chalkboard, write this question: Do global connections always lead to positive results? This is a slightly abbreviated form of the question that appears in the second-last paragraph of page 38 of *Exploring Globalization*.
 

Project an overhead transparency of Reproducible G, T-Chart, on a screen and distribute copies of this T-chart to students. Record the chalkboard question on the title line, and label the first column “Positive Results” and the second “Negative Results.” Tell students to do the same on their copy of the reproducible.

Then tell them to keep the question in mind and to jot notes in the appropriate column of their T-chart as they read page 38 of *Exploring Globalization*. You may wish to organize this portion of the reading as a directed reading-thinking activity (see p. 49).

When students finish reading, ask volunteers to share items in the positive and negative columns of their charts and record these items on the transparency. Ask students to suggest positive and negative results that may not have been mentioned on page 38 and add these suggestions to the chart.

Conclude by asking students to examine their charts and decide whether what they have recorded indicates that the overall effects of globalization are positive or negative — and why. Make it clear that they may also choose not to make a judgment at this stage in their exploration.
7. Explain that the views expressed by Satya Das, Kofi Annan, and Long Litt Woon in “Points of View” on page 39 of *Exploring Globalization* may change their thinking. Ask three volunteers to each read aloud one of the three quotations.
 

As each reading is completed, ask students to express in their own words the essential message of the speaker. Students are likely to suggest that Satya Das sees the world as borderless; Kofi Annan believes that globalization is essentially positive, though it also presents challenges; and Long Litt Woon believes that a person’s identity can expand to include many new facets.

Instruct students to respond to Question 1 of “Explorations.” Then divide the class into groups so students can complete Question 2, or you may wish to complete this as a class activity. On the chalkboard or a sheet of chart paper, list students’ ideas as they are generated. Post this sheet in the classroom for future reference. Explain that this question will be revisited many times as the course progresses and that it will be interesting for students to track the shifts in their thinking.

8. Conclude the lesson by assigning one or more of the end-of-chapter activities on pages 40–41 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.
9. Draw students' attention to "Think about Your Challenge" on page 41 of *Exploring Globalization*. Remind students of the challenge that they are preparing (pp. 16–17, *Exploring Globalization*). Ask volunteers to offer ideas discussed during today's lesson and to suggest how they might be useful in their presentations.

### **DIFFERENTIATING INSTRUCTION**

1. When students are completing the mapping activity, you may adjust your expectations of the number of connections they will include to their abilities. In some cases, you may wish to assure students that guessing at locations is acceptable, and you may wish to place struggling readers in groups.
2. Some students may enjoy tracking their actions over a 24- or 48-hour period, noting how each action or choice connects them to other countries.
3. Modify the end-of-chapter activities to accommodate students' strengths and interests. Question 1, for example, asks students to create a written list. But some students may prefer to create a skit, while others may prefer to find visual representations such as photographs, pictures from magazines, newspaper clippings, drawings, and so on.

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

(pp. 40–41, *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. Students may offer the following responses, as well as many others:
  - a) family, residence, personal history
  - b) skills, education, interpersonal skills
  - c) personal history, likes, dislikes
  - d) leadership skills, ability, desire to win
  - e) personal history, family, heritage
2. Completed charts should contain at least four observed traits for each group selected. Encourage students who share their summary statements with the class to provide the criteria they used to make their judgments.

3. Remind students that they are not expected to complete the selected project. This activity involves simply preparing and presenting a plan that shows how a project might be completed successfully. This may encourage the students to think more boldly and creatively as they develop the project and the steps. Though large and exciting projects may be fun for students to plan, remind them of the need to be realistic.
4. Remind students to review the critical-thinking material on pages 6 through 9 of the prologue to *Exploring Globalization*. An interesting secondary aspect to this activity may be to encourage students to view their own lives and lifestyles in light of their research into teens of the past. How are their lives and lifestyles similar? Different? What might account for these similarities and differences?
5. In responding to this activity, students should show links between who they are, how they view the world, their sense and feelings of “place,” and the geography of the environment(s) in which they have lived. Students who have grown up on an acreage, for example, may be more aware of the strong connection between life and the forces of nature. Growing up in a city may enable students to develop friendships with people from many different backgrounds, a circumstance that may make them more aware of their global connections.

## LESSON 6

### CHAPTER 2 OPENER

#### WHAT ARE SOME FORCES OF GLOBALIZATION?

Students begin their exploration of identity and the forces of globalization by examining what those forces are and how they shape identity. They will focus on how trade, transportation, communication technology, and the media act as forces for globalization.

**ESTIMATED TIME:** 75 minutes

#### CHAPTER ISSUE QUESTION

To what extent do identity and forces of globalization shape each other?

#### INQUIRY QUESTION

What are some forces of globalization?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.2.1, Globalization and Trade in Food
- Reproducible 1.2.2, Globalizing Forces
- Reproducible F, Map of the World — Political

Prepare an overhead transparency or presentation slide of Figure 2-1 (p. 42, *Exploring Globalization*). Book an overhead projector, or, if necessary, a computer, and screen.

#### RESOURCES

*Exploring Globalization*, pages 42–49

#### 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.unctad.org/TEMPLATES/Page.asp?intItemID=2926&lang=1](http://www.unctad.org/TEMPLATES/Page.asp?intItemID=2926&lang=1)

The web site for *Transnational Corporations*, published by the United Nations Conference on Trade and Development, contains information on the world's top non-financial transnational corporations.

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

The *Journal of Foreign Affairs* is produced by the Council on Foreign Relations, a U.S. non-profit organization. The online version provides current and background information on a number of topics related to globalization and international politics.

[http://archives.cbc.ca/IDD-1-75-1738/science\\_technology/internet/](http://archives.cbc.ca/IDD-1-75-1738/science_technology/internet/)

“Inventing the Internet Age” is a CBC Archives collection of radio and television clips from the 1970s, 1980s, and 1990s on Canadians’ responses to the Internet and the World Wide Web.

#### 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 Reproducibles 1.2.1, Globalization and Trade in Food, and 1.2.2, Globalizing Forces

## PRIOR LEARNING

This lesson builds on the exploration of the connections between identity and globalization in Chapter 1.

## TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency of Figure 2-1 (p. 42, *Exploring Globalization*). Read the chapter title and the chapter-issue question with students. Ask students to examine the photos that make up the opening figure and to predict connections between the photos and some forces of globalization that might affect students' identity. Then ask volunteers to come up to the overhead projector or screen and point out elements of the photos that they think demonstrate a connection between globalization and their individual or collective identity.
2. With students, read the introduction on page 43. Ask students to choose a partner — assign each student a partner. Instruct students to work with their partner to respond to the questions about the photos in Figure 2-1 (p. 43, *Exploring Globalization*). Ask volunteers for their answers and discuss as a class. Encourage students to refer to specific elements of the various photographs to explain their responses. Then ask them to suggest other images that could have been included in Figure 2-1 and to explain how these images could illustrate connections between the global and the local. For example, students might suggest a photo of a cellphone because they have a cellphone in their pockets or backpacks (local), and this cellphone contains components produced in various countries (global).
3. Instruct students to read the IQs in “Looking Ahead.” Discuss whether these questions can be linked to any of the predictions they made earlier. Then draw students' attention to “My Point of View on Globalization.” Discuss the understandings they have developed as a result of the discussions and activities in the Chapter 1 lessons and give them time to record their thoughts. Explain that they will return to these notes at the beginning of every chapter and ensure that they store this work in a portfolio or another place where it will be available for review.
4. With students, read the opening section of “What Are Some Forces of Globalization?” as far as “Trade as a Globalizing Force” (p. 44, *Exploring Globalization*). Distribute copies of Reproducible 1.2.1, Globalization and Trade in Food. Ask students to use this reproducible to reflect on the connections between globalization and the food they have eaten in the previous 24 hours. Where did their food come from? Tell students to recall ideas about the connections between globalization and identity they explored in Chapter 1 and ask them to answer this question: How important are the foods on their lists to their personal identities?
5. Distribute copies of Reproducible F, Map of the World — Political. Tell the students to form groups of two or three — or assign students to groups. Instruct the groups to review their answers to Reproducible 1.2.1, Globalization and Trade in Food, and to draw lines connecting their location in Alberta to the provinces or countries that each food item came from. You may want to instruct students to first sketch in the boundary lines for the Canadian provinces.  
Give the groups about five minutes to fill in their maps. When the time is up, encourage volunteers to share some of the information on their maps. List some of the more unusual items on the chalkboard. Then ask students questions like the following:

- Which countries or provinces in Canada have the most links to the food you eat?
  - Which countries or provinces in Canada have the fewest links to the food you eat?
  - Are more foods delivered from other provinces in Canada or from other countries?
  - Do particular areas of the world tend to export similar types of foods?
6. Discuss with students the reasons people trade with one another for goods (see the bulleted list, p. 44, *Exploring Globalization*). Ask students to suggest how these reasons relate to the list of foods they made in Reproducible 1.2.1, *Globalization and Trade in Food*. Ask, for example, which of the foods they enjoy are not grown in their region of Alberta.
7. Ask students to read the sections “Transnational Corporations and International Trade” and “Transnationals and Globalization” and to examine the company logos in Figure 2-4 (p. 45, *Exploring Globalization*).
- To help students respond to the question in the activity icon on page 45, discuss why a large transnational corporation such as Wendy’s would want to buy a company like Tim Hortons. Students may suggest that Tim Hortons sells a popular product and the company is profitable — so Wendy’s might well have concluded that Tim Hortons would continue to be popular and profitable and therefore would be a good buy. Students might also suggest that both companies sell fast food. As students decide on the three most important goals of their transnational corporation, they should remember that, for most corporations, making a product that sells, making money, and doing what a company knows best are important goals.
8. Distribute copies of Reproducible 1.2.2, *Globalizing Forces*, to each student. Introduce a small-group activity by dividing the class into six groups to cover the following three sections in *Exploring Globalization*. Instruct the students to work with their group to respond to the questions in Reproducible 1.2.2, *Globalizing Forces*. Two groups will work on each section.
- “Transportation as a Globalizing Force” (p. 46)
  - “Communication Technology as a Globalizing Force” (p. 47)
  - “The Media as a Globalizing Force” (pp. 48–49)
- Suggest to students who have been assigned the transportation section that they use the activity icon on page 46 to help them explore how transportation has shaped identity and some issues that arise from transportation as a force of globalization. Students may suggest, for example, that containerization has changed how many workers it takes to load a ship, and this means that many people who once loaded ships have lost their jobs.
- Students assigned to the communication technology section may use the activity icon on page 47 to explore how communication technology shapes identity and the issues the Internet raises. For example, students may suggest that increased Internet usage does not seem to have helped people understand each other’s collective identity better.
- Students assigned to the media section might use “Voices” (p. 49) and the definitions of media concentration and convergence to help them explore how the media affect identity and the issues raised by media ownership. Students may suggest, for example, that not enough voices are heard when the media are owned by a few large corporations.
- Give the groups time to complete their notes.
9. Ask students to read and respond to the question posed in “Ideas” (p. 48, *Exploring Globalization*). Instruct students to examine the specific examples in Marie’s, Deven’s, and Gord’s responses, and then to respond to the questions in “Your Turn” (p. 48).
10. Conclude the lesson by leading the full class through the activity in “Reflect and Respond” (p. 49, *Exploring Globalization*).

## DIFFERENTIATING INSTRUCTION

1. Some students may wish to speculate on the future impact of the Internet's spread. Suggest that they write an imaginary "Day in the Life" of a person living in their part of Alberta in 2040. In their scenarios, students could describe how the Internet is affecting their lives and identity.
2. You could extend the activity icon on page 45 of *Exploring Globalization* by asking groups of students to imagine that they want to start a transnational corporation. First, they will need to decide what kinds of goods or services they want to provide. Then they could use the three goals they determined to evaluate various countries as desirable places to invest and do business. To conduct research, students could use the "Country Focus" articles they can find by clicking on the "Sponsored Sections" link of the *Journal of Foreign Affairs* web site (see "Additional Resources"), which offers in-depth profiles of countries seeking to attract foreign investment.

## LESSON 7

### HOW IS IDENTITY AFFECTED BY SOME ECONOMIC, POLITICAL, ENVIRONMENTAL, AND SOCIAL DIMENSIONS OF GLOBALIZATION?

By tracing some economic, political, environmental, and social dimensions of the international banana trade, students will explore a specific example of how the forces of globalization affect individual and collective identity.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How is identity affected by some economic, political, environmental, and social dimensions of globalization?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.2.3, The Banana Trade and Globalization
- Reproducible 1.2.4, Steps You Can Take to Avoid Sweatshop Toys (optional)

Create an overhead transparency of Reproducible 1.2.3, The Banana Trade and Globalization. Book an overhead projector and screen.

#### RESOURCES

*Exploring Globalization*, pages 50–55

#### 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.newint.org/issue317/title317.htm](http://www.newint.org/issue317/title317.htm)

The web site of the *New Internationalist* features a 1999 issue titled “The Big Banana Split,” which highlighted bananas and their role in global trade and development.

[www.unctad.org/infocomm/anglais/indexen.htm](http://www.unctad.org/infocomm/anglais/indexen.htm)

The United Nations Conference on Trade and Development features market information on the banana trade.

[www.bananalink.org.uk](http://www.bananalink.org.uk)

BananaLink is a not-for-profit co-operative that reports on environmental and labour issues that affect the international banana trade.

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

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

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

The web sites of Del Monte, Chiquita, and Dole include corporate social responsibility and corporate governance reports, statements, photos, and videos.

[www.commondreams.org/headlines05/0731-03.htm](http://www.commondreams.org/headlines05/0731-03.htm)

This web site includes a reprint of an article assessing the importance of boycotts and buycotts.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- completing notes in Reproducible 1.2.3, *The Banana Trade and Globalization*, and using these notes to complete the activity in "Reflect and Respond."

## PRIOR LEARNING

Students will build on their exploration of trade, transnational corporations, transportation, communication technologies, and the media as forces of globalization.

## TEACHING AND LEARNING STRATEGIES

1. Read aloud the IQ on page 50 of *Exploring Globalization* — How is identity affected by some economic, political, environmental, and social dimensions of globalization? Ask students to suggest ways these various dimensions of globalization affect their identity. On the basis of what they learned in previous lessons, for example, students may suggest that the economic dimensions of globalization provide them with opportunities to enjoy food and goods from many countries.
2. With students, read the first two paragraphs on page 50 as far as the heading "Identity and Some Economic Dimensions of Globalization." Encourage students to suggest reasons bananas might be a "source of controversy." Note their suggestions on the chalkboard for future reference. Then instruct students to examine the flow chart in Figure 2-9 and quickly sketch a map showing how bananas produced in Ecuador move from a plantation to a supermarket in your community.
3. Display an overhead transparency of Reproducible 1.2.3, *The Banana Trade and Globalization*, and distribute copies of this reproducible. Review the questions in the first column to ensure that students understand what is being asked. Explain that they will jot notes in response to these questions as they explore the banana trade and how it shows the effects on identity of some economic, political, environmental, and social dimensions of globalization.  
With students, read the section titled "Identity and Some Economic Dimensions of Globalization" (p. 50, *Exploring Globalization*). As you read, pause at appropriate points to review the questions, model your thinking (see p. 44), and discuss the notes you — and the students — might jot in the first column under the heading "Economic Dimensions."
4. Divide the class into small groups and instruct the groups to read the section titled "Ecuador, Bananas, and the Economics of Globalization" (p. 51, *Exploring Globalization*), then to work together to add to the notes in the first column of Reproducible 1.2.3. When the groups finish, encourage them to share their notes with the class. As they do this, jot their suggestions on the overhead transparency. When this discussion is complete, give students time to revise and add to their notes, based on the ideas suggested during the discussion.
5. Organize a jigsaw activity (see p. 61) to help students continue exploring how the banana trade illustrates various dimensions of globalization. Tell students to remain in their groups, which will become their home groups. Assign each student in the home group the number 1, 2, or 3 to identify the expert group the student will join. Members of Group 1 will become experts on how the banana trade illustrates the effects on identity of some political dimensions of globalization (pp. 52–53, *Exploring Globalization*); members of Group 2 will become experts on how the banana trade illustrates the effects of some environmental dimensions of globalization on identity (p. 54, *Exploring*

*Globalization*); and members of Group 3 will become experts on how the banana trade illustrates the effects on identity of some social dimensions of globalization (p. 55, *Exploring Globalization*).

Instruct members of each expert group to read their assigned section of the textbook, discuss the information, and work together to fill in the appropriate column of the reproducible. Remind the groups to check the visuals and margin features on the page(s) for additional information.

Tell students to return to their home groups and share their information with other home-group members. As they do this, the other group members should record the information in the blank sections of their charts. When this stage of the activity concludes, all students' charts should be filled in completely. With the class, briefly review the notes they recorded.

Briefly return to students' earlier predictions about why bananas might be a source of controversy and compare their predictions with the notes they have made. Discuss why the banana trade is controversial.

6. Draw students' attention to "Reflect and Respond" (p. 55, *Exploring Globalization*), and instruct them to use the notes they included on Reproducible 1.2.3, *The Banana Trade and Globalization*, to help them complete this activity. Although the graphics students create will vary, they should illustrate links such as the following:
  - Economic — Low wages for plantation workers mean low banana prices in Canadian supermarkets.
  - Political — Decisions by European governments were influenced by transnational corporations that wanted to keep prices low for consumers.
  - Environmental — To keep production high and satisfy consumer demand, hazardous chemicals are used on many banana plantations.
  - Social — The need for large plantations to produce enough bananas to meet consumer demand has led to the displacement of the Indigenous peoples who lived on the land.
7. Conclude the lesson by reminding students of the related-issue challenge 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 further.

## **DIFFERENTIATING INSTRUCTION**

1. When organizing the jigsaw activity, you may wish to ensure that proficient readers are assigned to the expert group that is exploring the banana trade and how it illustrates some political dimensions of globalization. This section involves more reading than the sections that discuss environmental and social dimensions.
2. Interested students may wish to explore information included on the web site of the three major transnational corporations involved in the banana trade: Dole, Chiquita, and Del Monte (see *Additional Resources*). Encourage students to report to the class on whether — and how — these explorations affected their view of the banana trade and the role played by these corporations.
3. In response to "Explorations" in "Making Choices: Guillermo Touma — Speaking Out about the Banana Trade," you may wish to suggest that some students conduct research into views on actual product and company boycotts. For a view on some unintended consequences of boycotts and possible alternative strategies, distribute Reproducible 1.2.4, *Steps You Can Take to Avoid Sweatshop Toys*. You may also wish to introduce the concept of buycott, an increasingly popular consumer action, and with students, discuss the differences between a boycott and a buycott (see "Additional Resources" for an article assessing the success of boycotts and buycotts).

## LESSON 8

### FOCUS ON SKILLS: DETECTING BIAS

### HOW DO SOME FORCES OF GLOBALIZATION PRESENT CHALLENGES TO IDENTITY?

Students will complete the skill focus — detecting bias — and expand their understanding of globalization's effects on identity by exploring some of the challenges faced by the Métis and Inuit people. Students will also conduct a survey of language use among their classmates.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How do some forces of globalization present challenges to identity?

#### GETTING READY

Photocopy reproducibles.

- Reproducible 1.2.5, Identity and Accommodation, Acculturation, and Assimilation
- Reproducible 1.2.6, Language Use among Students in Our Class
- Reproducible H, Detecting Bias (two copies for each student)

Prepare an overhead transparency or presentation slide of Figure 2-14 (p. 58, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 56–60

#### 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.metisnation.ca](http://www.metisnation.ca)

The web site of the Métis National Council includes details about the culture and history of the Métis people, their rights, and their forms of government. Sections of the site are dedicated to Métis youth and Métis women and to current issues of *The Métis Nation*.

[www.albertametis.com/MNAHome.aspx](http://www.albertametis.com/MNAHome.aspx)

The web site of the Métis Nation of Alberta includes information on the history and culture of Métis people in Alberta and discussions of current issues, such as conflicts with provincial governments over harvesting rights.

[www.cato.org/pubs/policy\\_report/v25n3/cpr-25n3.pdf](http://www.cato.org/pubs/policy_report/v25n3/cpr-25n3.pdf)

This site provides a full transcript from the *Cato Policy Report* of the discussion between Tyler Cowen and Benjamin Barber (see “Points of View,” p. 59, *Exploring Globalization*).

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

*Nunatsiaq News* is a weekly newspaper published in Inuktitut and English, with some articles in French. The newspaper has been published in Iqaluit since 1973 and is available in communities across Nunavut. Current articles are available online.

[www.nunavut.com/nunavut99/english/our.html](http://www.nunavut.com/nunavut99/english/our.html)

The full text of “Our Language, Our Selves” (see p. 60, *Exploring Globalization*) is available on this web site. The lead to this article says, “Parents, with the help of schools and government, will be key to making Inuktitut a living, working language in the generations ahead.”

## 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
- writing rough notes and charts as needed
- completing the reproducibles

## PRIOR LEARNING

Students will build on their previous explorations of transnational corporations, the media, and the banana trade.

## TEACHING AND LEARNING STRATEGIES

1. Before students enter the classroom, write the following sentences on the chalkboard:

- Globalization was created by the few for the many.
- Globalization has enabled individuals, corporations and nation-states to influence actions and events around the world — faster, deeper, and cheaper than ever before — and equally to derive benefits from them.

Each sentence introduces one of the views presented in “Focus on Skills: Detecting Bias” (pp. 56–57, *Exploring Globalization*). At this stage, do not identify the speakers.

Once students are settled, draw their attention to the sentences and ask what similarities and differences they notice. They are likely to respond that both sentences are about globalization, but one view is negative and the other is positive.

2. Draw students’ attention to the skill focus on pages 56 and 57 of *Exploring Globalization* and read the introductory paragraph aloud. Distribute Reproducible H, Detecting Bias, and divide the class into small groups. Review the steps involved in the skill focus and instruct groups to work through the steps together.

As a follow-up, suggest that each group choose either Maude Barlow or Pascal Lamy and draft a three- or four-sentence paragraph reflecting what each might say about the banana trade. When they finish, tell each group to appoint a reporter to read aloud the paragraph. Encourage students to ask questions and discuss the views expressed.

3. Display an overhead transparency of Figure 2-14 (p. 58, *Exploring Globalization*). Tell students that the Idol television programs appear in Ethiopia, Canada, the United States, Britain, and more than 30 other countries. Ask students what impression of globalization and identity they derive from the details in this photograph.

With students, read the IQ — How do some forces of globalization present challenges to identity? — that opens this section. Then encourage students to respond to the question in the caption of Figure 2-14. Note their responses on the chalkboard.

### More to the Story

The *Ethiopian Idol* and *Canadian Idol* programs are owned by FremantleMedia, a division of Europe's largest entertainment network, the RTL Group. RTL is in turn 90 per cent owned by Bertelsmann, whose headquarters are in Germany. Bertelsmann is one of the largest transnational media corporations in the world. In 2006, Bertelsmann employed 34 336 million people around the world and reported revenues of €19 297 million.

4. Tell students that the Idol programs are owned by one of the world's largest transnational media corporations. Ask students whether this knowledge causes them to change their earlier opinions about whether the programs present challenges or opportunities for identity. Remind students of what they learned in the sections titled "Transnational Corporations and International Trade" (p. 45, *Exploring Globalization*) and "Media Concentration and Convergence" (p. 49, *Exploring Globalization*).
5. With students, read page 58 of *Exploring Globalization* as far as the heading "Creation of a Nation: The Métis People." Then instruct students to close their textbooks. Ask volunteers to go to the chalkboard and write brief definitions of the terms "homogenization," "accommodation," "acculturation," and "assimilation." Encourage other students to add details and examples to the definitions.
6. Draw students' attention to the history of the Métis people summarized in the opening of the section titled "Creation of a Nation: The Métis People" (p. 58, *Exploring Globalization*). Discuss with students how earlier eras of global trade shaped the Métis people (e.g., marriages between First Nations women and European fur traders).
7. Distribute Reproducible 1.2.5, Identity and Accommodation, Acculturation, and Assimilation. Organize a think-pair-share activity (see p. 61) to help students complete this reproducible. Once the groups have completed their comparisons, encourage them to report on the similarities and differences they found. Refer to the definitions recorded earlier on the chalkboard, and ask whether the views of other students changed their initial judgments on the effects of accommodation, acculturation, and assimilation.
8. Divide the class into small groups and instruct the groups to work together to read the opinions expressed in "Points of View" (p. 59, *Exploring Globalization*) and to complete the activities in "Explorations." To help students complete the first activity, distribute copies of Reproducible H, Detecting Bias. When groups finish the activities, encourage them to share their comments with the class. Provide time for students to revise the reproducible in keeping with the ideas discussed.
9. Instruct students to read the sections titled "Language, Acculturation, and Accommodation" and "Inuktitut in Danger" (p. 60, *Exploring Globalization*). Encourage them to pay particular attention to the words of Alexina Kublu and Mick Mallon in the second section.
 

Assign students to groups of three, then distribute Reproducible 1.2.6, Language Use among Students in Our Class. Instruct the groups to collect data so they can respond to the questions in the reproducible. When groups finish their surveys, ask them to work with other groups to collate their findings and post them on a bulletin board.

Encourage students to analyze the results in light of the concerns raised by Kublu and Mallon. What factors may encourage students — in Alberta or Nunavut — to use English at school, at

home, and at play? What factors may encourage students to use another language at school, at home, and at play?

10 Draw students' attention to "Reflect and Respond" (p. 60, *Exploring Globalization*). Though students' responses will vary, emphasize the importance of justifying their opinions by referring to evidence or ideas discussed during this lesson.

### **DIFFERENTIATING INSTRUCTION**

1. This lesson involves groupwork of various kinds. When organizing groups, keep students' learning styles in mind and ensure that students have opportunities to use the learning style that best suits their needs.
2. This lesson includes readings of opinions expressed by Maude Barlow, Pascal Lamy, Tyler Cowen, and Benjamin Barber. You may wish to record these readings on audio tape, then provide tape recorders and headsets so that some students can listen to the tape as they follow along in the textbook.

## LESSON 9

### HOW DO SOME FORCES OF GLOBALIZATION PROVIDE OPPORTUNITIES TO AFFIRM AND PROMOTE IDENTITY? THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

Students will continue their exploration of the extent to which identity and the forces of globalization shape each other by investigating some historical background and current issues that concern Métis people, as well as cultural revitalization in Bolivia.

**ESTIMATED TIME:** 75 minutes

#### INQUIRY QUESTION

How do some forces of globalization provide opportunities to affirm and promote identity?

#### GETTING READY

Photocopy reproducible.

- Reproducible 1.2.7, Globalization and Cultural Revitalization

Prepare an overhead transparency or presentation slide of Figure 2-19 (p. 62, *Exploring Globalization*).

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

#### RESOURCES

*Exploring Globalization*, pages 61–65

#### 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.metisnation.ca](http://www.metisnation.ca)

The web site of the Métis National Council includes details about the culture and history of the Métis people, their rights, and their forms of government. Sections of the site are dedicated to Métis youth and Métis women and to current issues of *The Métis Nation* magazine.

[www.albertametis.com/MNAHome.aspx](http://www.albertametis.com/MNAHome.aspx)

The web site of the Métis Nation of Alberta includes sections on the history and culture of Métis people in Alberta, current and future events, and discussions of current issues, such as conflicts with provincial governments over harvesting rights.

[www.ainc-inac.gc.ca/ks/5060\\_e.html](http://www.ainc-inac.gc.ca/ks/5060_e.html)

The “Web Connection” on page 62 of *Exploring Globalization* links students to the Indian and Northern Affairs Canada web page that offers audio samples of the Michif language. This site also provides links to other Aboriginal languages spoken in Canada.

[www.cia.gov/library/publications/the-world-factbook/geos/bl.html](http://www.cia.gov/library/publications/the-world-factbook/geos/bl.html)

The entry for Bolivia at the web site for *The CIA World Factbook* includes details about the country’s geography, people, government, economy, communications, transportation, and military, as well as transnational issues.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- participating in small-group and class discussions and activities
- completing Reproducible 1.2.7, *Globalization and Cultural Revitalization*
- completing the end-of-chapter activities

You may also wish to summatively assess 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 what students have learned in previous lessons about the extent to which identity and the forces of globalization shape each other.

## TEACHING AND LEARNING STRATEGIES

1. Briefly review with students the terms “assimilation,” “acculturation,” “accommodation,” and “homogenization” (p. 58, *Exploring Globalization*). Ask students how they think information technology might be used to affirm and promote cultural identity despite the effects of cultural assimilation, acculturation, accommodation, and homogenization. Encourage volunteers to recount their own experiences in using information technology to participate in their cultural, linguistic, and ethnic communities.
2. With students, examine Figure 2-18 and read the opening section as far as the heading “The Métis and Cultural Revitalization” (p. 61, *Exploring Globalization*). Ask students how discrimination, the scattering of Métis communities, and the shrinking number of Michif speakers might have affected Métis identity and culture. Point out that, until 1996, the Canadian census did not include a category allowing people to identify themselves as Métis. Ask students how they think that might have affected Métis identity.

### More to the Story

Métis Crossing is in the Smoky Lake region of Alberta, along the historic Victoria Trail, about 100 kilometres northeast of Edmonton. The Métis Nation of Alberta bought more than 200 hectares where Aboriginal, European, and Métis people have historically gathered and Métis people have lived since the 1860s. The site will provide a meeting place and interpretive centre that will recreate periods of the province's Métis history and highlight the achievements, skills, customs, and celebrations of the Métis people. The centre's story of the Métis people will be based on the oral history related by community and family Elders.

3. With students, read the sections titled “The Métis and Cultural Revitalization” and “Affirming the Métis Heritage” (pp. 61–62, *Exploring Globalization*). Display an overhead transparency or presentation slide of Figure 2-19 (p. 62). Divide students into small groups and ask them to analyze the contents of these two web pages. Ask questions like the following:
  - What points of view and perspectives are indicated by the headlines and the text on the two web sites?
  - What indications of conflict with Canadian governments are evident on the web sites?

- How are those conflicts connected with Métis people's asserting their rights and affirming their identity? (Students may respond, for example, that the Métis National Council believes that compensation from the federal government is a right for Métis students who were abused at a residential school. The Métis Nation of Alberta is fighting to affirm the Métis right to continue to catch fish and hunt wildlife.)
  - What does the menu on the left side of each web site indicate about Métis people's concerns about collective identity? (Students may respond, for example, that the menu of the Métis National Council Site includes the question "Who are the Métis?" The menu of the Métis Nation of Alberta includes an entry titled "Definition of Métis.")
4. Draw students' attention to the activity icon on page 62 of *Exploring Globalization* and encourage volunteers to describe web sites they have found and their online discoveries about their own heritage and how it has affected their sense of identity.
  5. Distribute Reproducible 1.2.7, Globalization and Cultural Revitalization. Instruct students to read "Cultural Revitalization in Bolivia" and "Profile: Evo Morales — Peace with Social Justice" (p. 63, *Exploring Globalization*). Instruct students to use the reproducible to jot notes, as they read, about which aspects of cultural revitalization are connected to globalization and which are connected to other factors in Bolivia.
 

Students will have various points of view on this issue. Some students, for example, may suggest that one connection to globalization is that global demand for natural gas will raise the standard of living of Bolivia's Indigenous people. Other students may say that the desire of Bolivia's Indigenous people to control their own lives is the result of their collective identity rather than globalization.
  6. Instruct students to use the same reproducible to add notes on what they have learned about cultural revitalization, globalization, and the Métis people of Canada. Give students time to complete their notes, then encourage students to share their responses with the class. Ask volunteers to compare the influences of globalization and other factors on cultural revitalization among Bolivia's Indigenous people and the Métis. What similarities and differences do students notice?
  7. You might extend this discussion by drawing a connection with a previous IQ — How is identity affected by some economic, political, environmental, and social dimensions of globalization? (p. 50, *Exploring Globalization*). Ask students which economic, political, environmental, and social dimensions of globalization have shaped the identity of the Métis people and the Indigenous people of Bolivia.
  8. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 64–65, *Exploring Globalization*). Because the curriculum outcomes are visited and revisited many times throughout *Exploring Globalization*, it is not necessary 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.
  9. Draw students' attention to "Think about Your Challenge" (p. 65, *Exploring Globalization*). Ask each student to submit a brief written update on the status of their challenge in response to the following questions:
    - What are your draft ideas for the criteria and critical questions that you will be developing?
    - What are three key concepts you have learned and how might you use them in your presentation?
    - What is your biggest concern about completing this challenge?
    - What help do you need from others?

## DIFFERENTIATING INSTRUCTION

1. Students who are struggling might be paired with a student who is a proficient reader. The pairs can work together to explain any difficult concepts and words.
2. Suggest that interested students conduct research to find examples of Indigenous peoples who are using the Internet to revitalize their culture. In what ways are the approaches of these peoples similar and dissimilar to those of the Métis? Ask students to identify the most important issue among the Indigenous peoples that they have researched.
3. Suggest that interested students work in groups of three to create a list of the three most effective web sites they have found for exploring their cultural heritage. Each group could annotate their sites with two or three sentences and add it to a list that the class can refer to.

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

(pp. 64–65, *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. In this activity, students are asked to demonstrate bias rather than detect it, but they can adapt the questions in the organizer in “Focus on Skills: Detecting Bias” (p. 56, *Exploring Globalization*) to help them with this exercise. They would need, for example, to determine their purpose and audience when adapting this article. The news stories will vary, but ensure that students can identify words that indicate bias.
2. Students are likely to suggest that the fact that Bolivia is landlocked means that it would have trouble benefiting from oceangoing transportation to export its natural resources and products. This factor might also encourage Evo Morales to avoid depending on transnationals and to build relationships with partners and investors outside the country. In response to the third question, students are likely to mention Alberta's natural resources, particularly oil and natural gas.
3. Encourage students to take into consideration the interests of all stakeholders in the situations described in these scenarios. In the first, students may say that some organizations and governments would support this idea because it would make the environment cleaner and improve conditions for workers, and all people would benefit. Other organizations and governments would oppose it because it would be too expensive, and all consumers would suffer the consequences. Students may also point out that some countries and transnational corporations might refuse to abide by agreements that impose environmental standards and raise workers' salaries and living conditions in developing countries — and workers would lose jobs because of this.
4. In preparation for this activity, suggest that students review “Ideas” and their responses to “Your Turn” (p. 48, *Exploring Globalization*). Students could use a structure similar to the analysis of the international banana trade and examine the economic, political, environmental, and social dimensions. The choice of a trade item and the discussion questions will vary, but students should demonstrate an understanding of the logic in how an item is brought to market and the benefits to stakeholders. They should also draw convincing conclusions.