




Describing Globalization

Students examine various understandings of globalization to create a description of globalization.

Instructional Support

A number of possible tasks are provided in this suggested activity. It is not intended that you work through all of the tasks, but rather select those tasks and resources that will best meet the learning needs of your students. The focus should be on ensuring that students have the background and support to be successful with the skill that is the focus for assessment (describe understandings of globalization).

Setting the Context for Learning


- Ask students to brainstorm occasions in their own experience when their lives were influenced by something that was new to them and/or that was from another culture, group or part of the world. Use this conversation as a starting point for introducing globalization.
- Let students know that as they work through their inquiry over the next several classes, they will be working on the skills that they need in order to be successful with the [Summative Assessment Task: Globalization Awareness – Get with It!](#) 
- This task can be administered in a number of ways, depending upon the classroom context, the needs of the students and your instructional choices. While the learning outcomes related to this task reside in Related Issue 1, students' understanding of these concepts and issues will grow throughout the term. Students will have the necessary knowledge and skills to successfully approach this task in Related Issue 1. An alternative suggestion is that students begin drafting responses to this task at the end of Related Issue 1, revisit their drafts at the culmination of each related issue and finalize their work at the end of Related Issue 4. Another suggestion is that students be introduced to this task at the beginning of the term, discuss the assignment throughout the term and develop a culminating task at the end of Related Issue 4.
- Share the summative assessment task and the [assessment task rubric](#)  with students. Point out the different parts of the task, and let students know that they will be working on the various parts of the task as the classes proceed.
- The language of the assessment task rubric is clarified through the formative assessment opportunities provided for each suggested activity. The boldfaced descriptive words in the rubric are also clarified in the [Summative Assessment Task Rubric Glossary](#) .

Describe Understandings of Globalization

- Provide recent media headlines and articles that illustrate globalization; e.g.,
 - [Canada Is Not an Island, and the Tide Is Coming In](#)
 - [Canada, U.S. Unveil New Border Deals](#)
 - [Let's Take Egypt's Lessons and Apply Them to the Planet](#)

- Have students group similar examples from articles together, and assist students in linking the headlines and articles to the broad headings of economic, environmental, political and social globalization.
- Prompt students to consider that globalization is not a modern phenomenon. Globalization has been occurring since people started exploring their world. Draw upon examples such as the ancient Greeks and Chinese or Europeans during the Renaissance, who developed intricate and sustained trading relationships far beyond their borders. Through their own learning, including Alberta's Grade 8 Social Studies course and some role-play video games, students may have foundational knowledge about these time periods. Encourage students to consider some of the consequences of globalization, including dispersion of goods (e.g., food, poetry), ideas (e.g., medicine, philosophy) and disease (e.g., Bubonic plague).
- Encourage students to make connections between their previous learning and the concept of globalization. In Grade 8 Social Studies, students encountered examples of nations actively pursuing exploration during the Renaissance, a choice that resulted in historical globalization. Some of the effects of this historical globalization in North America will be explored further in Related Issue 2. In Grade 8 Social Studies, students also encountered an example of a nation—Japan—that consciously chose to limit the effects of globalization through the pursuit of isolationist policies. While not as obvious an example of globalization, in Grade 6, students explored Canadian democracy, the foundations of which came to Canada from ancient Greece via the United Kingdom.
- Share with students short video clips and readings that explore the meaning of modern globalization; e.g.,
 - Videos: [BBC Globalisation](#), [Beverley Jacobs: Indig. Resistance to Globalization, Part 2](#) or [Down2Earth 3.3: Vandana Shiva \(India\)](#)
 - Article: [Canada Is Not an Island, and the Tide Is Coming In](#)

As a class, brainstorm the similarities and differences in how globalization is defined by the various resources.

- From the class discussion, prompt students to use the graphic organizer [A Working Definition of Globalization](#)  to begin to create their own definition of globalization and what they believe it encompasses. Use a talk-aloud strategy to model for students how to use the organizer.
- Help students understand how a working definition develops over time as new ideas are encountered and explored.

Formative Assessment

Throughout this suggested activity, you will support students in achieving the following skill that is the focus for assessment:

- [describe understandings of globalization](#)

The following formative assessment opportunity is provided to help students unpack and develop the focus skill for assessment. Feedback prompts are also provided to help students enhance their demonstration of the focus skill for this activity. Formative assessment support is not intended to generate a grade or score.


Formative Assessment: Assessment for Learning Opportunity

Describe Understandings of Globalization




Engage students in a *peer review* about the comprehensiveness of the description of their understandings of globalization. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.

Feedback Prompts:

- Does my description of globalization make sense based on the sources I have explored?
- Did I explain how globalization can take many forms?

These feedback prompts can be posted on an interactive white board or bulletin board, or incorporated into a feedback tool that can be copied for student use. Samples of tools created for a similar skill within a different formative assessment context may be found in the [Social Studies 10-4 Formative Assessment Summary](#) .

Linking to the Summative Assessment Task

- The [Graphic Organizer for Describing Globalization \(A Working Definition of Globalization\)](#)  and ongoing peer review will assist students with the information they will need in order to complete the final product for the [Summative Assessment Task: Globalization Awareness – Get with It!](#)  Students do not need to complete their presentations at this point, since the working definition will continue to evolve during the next suggested activity.
- Students should consult the assessment task and the [assessment task rubric](#)  to ensure that they have provided the information required.
- Encourage students to use the feedback received during the formative assessment opportunity to make enhancements to their work in progress.
- If necessary, continue to use the feedback prompts from the formative assessment opportunity to coach students toward completion of a quality product.

Suggested Supporting Resources

Textbook References

Student Basic Resource—Oxford University Press, *Living in a Globalizing World*:

- Pages 4–5 Impacts of Globalization
- Page 7 Brainstorm and Make Concept Webs
- Pages 8–11 Economic Globalization and You
- Page 12 Voices: Canadians Consider Globalization (and Questions 1 and 2)
- Pages 13–18 Social Globalization and You
- Pages 19–20 Political Globalization Affecting Your Life
- Page 21 Chapter Summary and Reflection
- Pages 24–25 Our Individual and Collective Identities
- Pages 34–35 The Traditional Art of Ta Moko

Student Basic Resource—McGraw-Hill Ryerson, *Exploring Globalization*:

- Page 25 Expressing Individual Identity: Clothing and Body Adornment
- Page 29 Slang, Jargon, and Collective Identity
- Page 59 Points of View (Cultural Diversity – detecting bias in sources)
- Pages 82–83 How Is Diversity Affected by the Dominance of American Media?

Teaching Resource—Oxford University Press, *Living in a Globalizing World*:

- RM 0.11 Critical Assessment: Plus-and-Minus Chart
- RM 1.1 Global Connections
- RM 1.2 Understanding Global Issues

Web Resources

Web Links for Online Sources:

- CBC News—article: [Canada Is Not an Island, and the Tide Is Coming In](#)
- CTV News—article and video: [Canada, U.S. Unveil New Border Deals](#)
- CBC News—article: [Let's Take Egypt's Lessons and Apply Them to the Planet](#)

Knowledge and Employability Studio:

- [Social Studies 10-4 Multimedia Interactives](#)  (e.g., Globalization: Effects on Indigenous Peoples, ePALS.com, Nikebiz.com, McDonald's, The Coca-Cola Company)

Videos:

- YouTube.com website:
 - [BBC Globalisation](#)
 - [Beverley Jacobs: Indig. Resistance to Globalization, Part 2](#)
 - [Down2Earth 3.3: Vandana Shiva \(India\) Show more](#)

Distributed Learning/Tools4Teachers Resources:

- LearnAlberta.ca: [Social Studies 10-2 Module 1: Globalization, My Community, and Me](#)

Critical Challenges:

- LearnAlberta.ca: [Recognizing Globalization](#)