

# Globalization: Is It Worth It?

Students analyze the potential positive and negative consequences of globalization by examining the effects that globalization has had on their lives and the lives of others.

## Instructional Support

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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 (analyze positive and negative consequences of globalization).

### Setting the Context for Learning

- Ask students to consider their emerging understanding of globalization as they discuss the following questions:
  - In what ways does your lifestyle reflect a unique identity? What role does language and culture play in shaping your identity and lifestyle?
  - In what ways is your lifestyle affected by globalization? What is the impact of media and communications technology on your identity and lifestyle?
- Let students know that these ideas will assist them as they continue to work with the concept of globalization.
- Create a space in the room, such as a section of the white board or bulletin board, where a number of terms related to globalization (e.g., universalization of pop culture, hybridization, diversification, acculturation, assimilation and homogenization) can be displayed. Let students know that as they continue to explore the concept of globalization, these terms will begin to have meaning and will be useful as they analyze the positive and negative consequences of globalization.
  - Note: It is not the intent of the social studies program to have students memorize definitions, but rather to have them develop understanding of terms within context.
  - Chapters 1–6 in *Living in a Globalizing World* will provide you with useful background information.

### Analyze Positive and Negative Consequences of Globalization

- Use a media source to assist students in thinking about the impact of globalization. Possible suggestions include the following:
  - Images and Videos:
    - [Globalization and Quality of Life Images Collection](#)
    - [The Effects of Globalization](#)
    - [Side by Side: Globalization through the Eyes of Youth](#)
    - [Issues in Globalisation: Environmental Impacts and Sustainability \(excerpt\)](#)
    - [Marshall McLuhan](#)

- Films:
  - *The Gods Must Be Crazy*
  - *Bend It Like Beckham*
  - *Slumdog Millionaire*
  - *Smoke Signals*
- Provide students with some questions to guide their viewing, such as the following:
  - Where do you see globalization in the source/media? How does this source/media link to globalization?
  - What events/actions occurred? What events/actions are the result of globalization?
  - Who benefited from the event/action?
  - Who was negatively affected?
  - How did the event/action change the community? How did the event/action change the individual(s)?
- Help students focus on the interactions among groups or the people that were taking action or being affected by the actions of others, and help students make the link to globalization.
- Encourage students to make connections about the consequences of globalization beyond the media example. Possible sources may include the following:
  - Pages 16–18 of Oxford University Press's *Living in a Globalizing World*—on the topic of fast food marketing
  - Knowledge and Employability Studio—[Social Studies 10-4 Multimedia Interactives](#)  (The Coca-Cola Company)
- Use a talk-aloud strategy to model for students how to identify if a consequence is positive or negative, and provide specific reasoning for the classification. Provide an example of a consequence that has both positive and negative impacts so that students understand the nuances and complexities of determining consequences. To successfully navigate the concept of globalization, students will need to be able to understand that there is not one right answer and that the perspective a person brings to a situation affects whether a consequence is seen as positive or negative.
- If students have not yet selected a format for their final presentation, they should do so now and begin to complete their product. The summative assessment task suggests that students might choose to create a poster, a pamphlet, a web page, a PowerPoint presentation, a movie or another format approved by you.
- Remind students that although the presentation format is the vehicle that is used to deliver the message, in this summative assessment task, it's the description and consequences of globalization that are being marked, not the format of the presentation.

## Formative Assessment

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

- [analyze positive and negative consequences 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


### Analyze Positive and Negative Consequences of Globalization

Involve students in *peer coaching* to provide and receive feedback about the perceptiveness of their analysis of the consequences of globalization. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.



#### Feedback Prompts:

In my presentation, have I:

- described how globalization affects people's lives?
- determined whether the effects of globalization are positive or negative?
- provided specific examples that support the reason why I classified the effect as positive or negative?

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

- As students analyze positive and negative consequences of globalization through the suggested activity Globalization: Is It Worth It?, they will have completed the [Summative Assessment Task: Globalization Awareness – Get with It!](#) 
- If students have not yet completed their description of their understandings of globalization (from the previous suggested activity Describing Globalization), they should complete that now.
- 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.
- If student performance does not yet fall within the three levels described in the summative assessment task rubric, work with the student to formulate a plan to address the student's learning needs.

## Suggested Supporting Resources

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### 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 [Show more](#)

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*:


- Pages 13–14 Activity 2 (to be used with pp. 15–16 "I Am Canadian" Rant and p. 17 Global Geography)
- Pages 15–16 "I Am Canadian" Rant
- Page 17 Global Geography
- Pages 27–28 Section 1: Our Individual and Collective Identities (to be used with pp. 47–49 Hybridization and pp. 53–55 News Clippings, Television)
- Pages 47–49 Hybridization
- Pages 53–55 News Clippings, Voices, Global Connections, Explore the Issues
- Pages 76–77 Activity: The Glass Is Half Full
- RM 0.11 Critical Assessment: Plus-and-Minus Chart
- RM 1.1 Global Connections
- RM 1.2 Understanding Global Issues
- RM 2.1 My Complex Identity

## Web Resources

### Web Links for Online Sources:

- [Google Earth website](#)
- LearnAlberta.ca: [Globalization and Quality of Life Images Collection](#)

### 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)
- [10-4.1 Globalization and Identity: Preserving Culture and Identity](#)  (activities 1–4 and 9, with websites embedded in the pages)
- [Self-assessment Checklist: 10-4.1 Globalization and Identity](#) 

### Videos:

- LearnAlberta.ca:
  - [Marshall McLuhan](#)
- SchoolTube.com website: [The Effects of Globalization](#)
- YouTube.com website:
  - [Side by Side: Globalization through the Eyes of Youth](#)
  - [Issues in Globalisation: Environmental Impacts and Sustainability \(excerpt\)](#)
  - [BBC Globalisation](#)
  - [Globalisation: Threat or Hope?](#)
  - [Negative Effect of Globalization](#)
  - [Globalization: What Does It Really Mean?](#)

## Distributed Learning/Tools4Teachers Resources:

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

## Critical Challenges:

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

## Stories and Other Media (e.g., films, stories/literature, nonfiction, graphic novels)

- *Smoke Signals* (film, 1998, Miramax, Chris Eyre [Director], 89 minutes)
- *Sky High* (film, 2005, Walt Disney Pictures, Mike Mitchell [Director], 100 minutes)
- *Slumdog Millionaire* (film, 2008, Fox Searchlight Pictures, Danny Boyle and Loveleen Tandan [Directors], 120 minutes)
- *The Gods Must Be Crazy* (film, 1980, CAT Films, Jamie Uys [Director], 109 minutes)
- *Bend It Like Beckham* (film, 2002, Fox Searchlight Pictures, Gurinder Chadha [Director], 112 minutes)
- "Kiss Kiss, Bang Bangalore" (17th Episode, 17th Season, *The Simpsons*)