


Arriving at a Conclusion

Students state and support their position on whether or not they believe globalization shapes our cultures and identities or we shape the forces of globalization with our cultures and identities.

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 (state and support a position).

Setting the Context for Learning

- Share with students images of a transnational corporation, organization or aspect of pop culture that has an international reach (e.g., [McDonald's Food You Can't Get Here](#), [Muppet Wiki—International Sesame Street Shows](#), [Cirque du Soleil](#), [Degrassi](#), [Nike](#), [Knowledge and Employability Studio—Social Studies 10-4 Multimedia Interactives](#) ). Encourage students to consider the economic, social and cultural implications for a host country when a transnational corporation moves in. For example, what are the implications for a host country with the introduction of McDonald's? Also, ask students to consider the changes a transnational corporation might make based on the preferences of the host country; e.g., changes McDonald's makes to its menus in specific locations. Prompt students to think about the question: Does globalization shape us or do we shape globalization?

State and Support a Position

- Provide students with the opportunity to connect larger issues of globalization, like transnational corporations, to their own lives. One way in which this could be achieved is by asking students to look at the various brand names of clothing items they are wearing and to determine the countries where these items are made. Encourage students to consider what might potentially be different in their lives without globalization and to determine whether globalization enhances or diminishes their quality of life.
- Refocus students on the key question:
Does Canada have a unique culture and identity, or have we, as Canadians, allowed globalization to shape our cultures and identities?
- Encourage students to consider the ways Canadians express their identities and to consider the impact of media and communications technology on diversity when arriving at their position on the key question.
- Select an example and model for students the process of stating a position and selecting credible support (reasons and examples) for a position. Some students may benefit from a structured example: *Globalization does (or does not) shape my culture and identity and that of other Canadians because _____.*

- Brainstorm with students the qualities that make up strong evidence to support a position. Students may suggest that the evidence is:
 - focused on the topic
 - supportive of the stated position
 - convincing
 - accurate
 - specific.

Formative Assessment

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

- [state and support a position](#)

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

State and Support a Position



Involve students in *peer coaching* to provide and receive feedback about the persuasiveness of the evidence they used to support their position. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.

Feedback Prompts:

- Is my evidence focused on the topic?
- Did I provide detailed evidence?
- Did I provide convincing evidence?

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 state and support their position through the suggested activity Arriving at a Conclusion, they will have completed the [Summative Assessment Task: What Do You Think?](#) 
- 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 rubric, work with the student to formulate a plan to address the student's learning needs.

Suggested Supporting Resources

Textbook References

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

- Page 52 Explore the Issues, Questions 1 and 2
- Page 70 Global Opportunities for Canadians, Chapter Focus (How should we respond to the opportunities that globalization provides for identity?)

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



- RM 0.1 Asking Questions: The 5 Ws and H
- RM 0.2 Venn Diagram
- RM 0.3 Analyzing & Discussing Issues
- RM 0.4 Recording Information
- RM 0.10 Paragraph Organizer
- RM 0.21 Analyzing an Issue
- RM 0.22 Organizer to Present an Informed Position
- RM 0.24 Critical Thinking about Your Learning
- AM 1 Demonstrating Understanding Rubric
- AM 6 The Research Process Self-Assessment
- AM 9 Group Work Rubric (Teacher Assessment)
- AM 11 Group Work Self-Assessment Checklist
- AM 12 Defending a Position Rubric
- AM 13 Report Writing Rubric
- AM 24 Visual Project Rubric
- AM 25 Research and Report Rubric

Web Resources

Web Links for Online Sources:

- Chicago Tribune—article and images: [McDonald's Food You Can't Get Here](#)
- [Nike website \(Canada\)](#)
- [Cirque du Soleil website](#)
- [Muppet Wiki—International Sesame Street Shows](#)
- MuchMusic website—section: [Degrassi](#)

Knowledge and Employability Studio:

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

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

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](#)
 - [Globalization and Cultural Identities](#)
 - [Global Media and Identity](#)