Exploring Globalization

In this lesson, students will be defining the concept of “globalization” and then assessing the advantages and disadvantages of a more connected world.

Grade Level
Grades 9–12

Time Required
60 – 75 minutes

Curriculum Connection
Manitoba Social Studies Senior 2, Cluster 4

Link to Canadian National Geography Standards
Essential Elements #2 (Grades 9–12) – Places and Regions
  • Interdependence of places and regions
  • Critical issues and problems of places and regions
Essential Elements #6 (Grades 9–12) – The Uses of Geography
  • Local, regional, and world policies and problems with spatial dimensions
Geographic Skills #2 (Grades 9–12) – Acquiring Geographic Information
  • Use maps to locate and gather geographic information
Geographic Skills #4 (Grades 9–12) – Analysing Geographic Information
  • Interpret information obtained from maps
Geographic Skills #5 (Grades 9–12) – Answering Geographic Questions
  • Make generalizations and assess their validity

Canadian Geographic–CIDA Map
This lesson uses the Canadian Geographic–CIDA map A Developing World. Copies of the map have been distributed to schools across Canada. To view an on-line version of the map, please go to www.canadiangeographic.ca/worldmap.

Additional Resources, Materials, and Equipment Required
• Chart paper for Word Webs
• Background articles on globalization that present some of the positive and negative aspects may be helpful as students assess their position
• Student Activity Sheet: “Assessing Canada’s Role in Globalization”
• Computer access, if the web-based map is to be used
Main Objective
Students will be introduced to the concept of globalization and will perform an introductory study of the influence of Canadians in the development of various regions of the world.

Learning Outcomes
By the end of the lesson, students will be able to:
• define the concept of globalization and identify related social issues;
• make decisions that reflect social responsibility;
• extract information from maps and graphs;
• analyse statistical information to arrive at conclusions;
• express a personal opinion and support it with specific information; and
• identify various regions of the world.

Lesson

| Introduction | • Working either in small groups or as a whole class, lead a brainstorming session and create a word web on the concept of globalization.  
• Ask students to give examples of globalization in their lives (i.e. cultural foods). |
| Lesson Development | • Distribute the double-sided map *A Developing World* and *Canada and the World* to pairs of students or ask them to visit the online version.  
• Distribute the activity sheet entitled “Assessing Canada’s Role in Globalization.”  
• As students are completing the activity sheet, circulate to answer questions. |
| Conclusion | • Collect the completed activity sheets and evaluate.  
• The culminating activity requires students to present their opinions on the concept of globalization. This could be in the format of a debate, a written report, or a brief presentation to the class. If there is not enough time, a summary class discussion would also be suitable. |

Lesson Extension
• Have students research the formal definition of “globalization” and compare their findings with the concept of globalization they outlined in the first part of the lesson. Explore any differences.
• Working either in small groups or as a whole class, lead a brainstorming session on the concept of “international development”. As with globalization, you may ask students to create a Word Web. Then have the students research the formal definition of “international development” and compare their findings with the concept of international development that they outlined in the brainstorming portion of this lesson extension. Explore any differences.
• Globalization is a subject of considerable controversy, easily lending itself to further study. Students could choose one aspect of globalization, such as economic benefits/costs, and research the arguments on both sides of the issue. A study of the World Bank and World Trade Organization and how they relate to globalization could also be valuable. There is also ample opportunity for a role-playing scenario, including one that involves protesters.

Assessment of Student Learning
Assessment would be dependent upon the culminating activity. Completed worksheets may be collected and evaluated. A copy of a rubric for a debate is included as an example for a culminating activity.
Student Activity Sheet:
Assessing Canada’s Role in Globalization

Part A: Canada and the World

1. Use the *Canada and the World* map to find two examples each of medical, cultural, environmental, educational, and economic globalization. Use the table below to organize the information.

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<th>Medical</th>
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2. Record your impressions of Canada’s participation in projects throughout the world. Did you find any that surprised you?

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Part B: A Developing World

In this part of the exercise, you are going to take a closer look at the countries in Part A with which Canada has partnered.

1. For each of the countries listed in the table in Part A, record the following information from the map *A Developing World*. See the graphs at the bottom of the map to determine the name of the region of the world.

<table>
<thead>
<tr>
<th>Country Name</th>
<th>Region of the World</th>
<th>Life Expectancy</th>
<th>Primary School Enrolment</th>
<th>GDP/Capita</th>
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2. Choose two countries from a region that has a dominant low Human Development Index (HDI) value, which indicates a low level of development. Refer back to the table in Part A and then make a summary statement regarding the level of development and the type of partnership Canada has with this region.

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3. Repeat the process as outlined in number 1; but, this time, choose two countries from a region of the world that has a dominant medium or high HDI value.

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4. List the ways in which Canada might benefit from globalization with respect to the regions chosen for questions 1 and 2.

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5. List the ways in which these regions might benefit from globalization. Divide your answer into two parts: low HDI regions, and medium to high HDI regions.

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6. Taking the information from the table in Part A and the statistical information gathered in the table in Part B into consideration, list the ways in which globalization may be a disadvantage to regions with a low level of development.

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