



Resolving  
Conflict  
Peacefully

Living  
Respectfully

Respecting  
Diversity

Preventing  
Prejudice

## Unit 6: Globalization—With or Without You?

### Contributor

Tracy Lyons, Program Manager, The Society for Safe and Caring Schools and Communities, Edmonton, Alberta, Pembina Hills Regional Division No 7.

### Unit Plan Objective

Students will explore the concept of globalization and how it can mean different things to different people in different places. They will also explore whether globalization is a concept that people choose to be a part of or whether globalization occurs without the input of citizens. Students will examine a variety of points of view regarding globalization, and they will be encouraged to explore those points of view and the role they see for themselves in choosing or influencing the pace or degree of globalization. Students will also explore the implications of globalization as evidenced by current events. Students will gain an appreciation of the following:

- Different points of view
- Different motivations
- The role that individuals play and have played
- Being an informed citizen and the implications of knowing
- What can happen when a citizen is unaware and unknowing

Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

### Time

This unit will take approximately three weeks with one 80-minute class each day. It may be lengthened depending on class interest and the chosen extended activities.

## Lesson 3: No Islands

### Lesson Objective

Through a variety of readings and discussions, students begin to develop their own definition of globalization. Students will be asked to examine and analyze varying perceptions and be able to identify the benefits and limitations of being a responsible global citizen.

## Time

This lesson will take approximately three or four classes.

## Materials

- Computers and Internet access
- Chart paper and felts
- Tony Blair's speech (see URL under Supplementary Resources)
- Reflection journal

## Getting Started

### Knowledge Now

Students should have read the information provided on Appadurai's Taxonomy from lesson 2 (homework).

Activity – Cooperative Carousel: Appadurai's Taxonomy

- Post flip chart papers onto each wall in the classroom – each one representing Appadurai's Taxonomy for global connectivity: Ethnoscapes, Financescapes, Ideascapes, Mediascapes and Technoscapes. Use this activity to help students brainstorm.
- Divide the whole class into five smaller groups (if the whole group is large, consider setting up two sets of independent stations). Station one group at each poster and provide them with several felt pens.
- The task is for each of the five groups to brainstorm ideas that focus on each word stimulus. Begin by having students write the group members' ideas on the first chart. Allow one minute at each station, and then ask each group to rotate to the next station (clockwise) and continue to add their group members' ideas to the list. Ask participants to add new ideas to the list begun by the previous group.

## Learning Activities

Activity – Appadurai's Taxonomy

- Divide students into five new groups. Each group will represent one of the five paradigms of global connectivity. The students will have 30 minutes to put together that the type of global connectivity they represent is the most significant and the most important. Encourage students to use examples from other subject areas (literature, current events and so on). Students may also want to refer to Scholte's definitions (Lesson 2).
- Students should conclude, after presenting their positions, that they really can not do a convincing job without more information. The teacher must emphasize after the presentation that a superficial knowledge is not very convincing. The types of questions the teacher asks should demonstrate an inquiring approach that the students can adopt.

Activity

- The students will read Tony Blair's speech (part one) as an assignment. The students are expected to identify the global connectivities that are evident in Blair's speech.
- Students will discuss what they noted in Blair's speech with regards to Appadurai's Taxonomy. The inquiry questions that were introduced in Lesson 1 will be applied to the Blair speech. Students are asked to identify the significance of the questions relative to the text.

- What issues have come to be seen as issues of global concern?
  - What have you learned that may lead to potential solutions to these global concerns?
  - What in your view will lead us to a future with the possibility of change?
  - What have you learned about ideologies both political and economic that may prove to be impediments to solving some of our global concerns?
  - How would you define *globalization*?
  - In what contexts have you seen, heard or discussed globalization?
- Students will write a speech that questions the central points of Blair's speech.
  - Students will exchange speeches with a classmate, compare and contrast their speeches, and create a blend. A consensus must be reached. Those will then be compared with others in an attempt to create a class consensus. (The difficulty of reaching consensus and group agreement should occur quite early in the process.)

### **Assessment/Analysis**

- Students will write a speech that questions the central points of Blair's speech.
- Peer evaluation; peer consensus

### **Application**

- Reflective Writing – Why doesn't everyone *think* the *right way*...like me?

Note: This activity forces students to reflect on themselves in relation to factors external to themselves. If reaching consensus is virtually impossible for a group of Grade 12 students, how then is it conceivable that the entire world's population can arrive at agreement?

### **Activities for Extension and/or Integration**

- Students can discuss with other important adults in their lives what globalization means to them.
- Students can retain a record of current events and apply Appadurai's Taxonomy on global connectivities. Does it work? Are there times when his categories appear lacking?

### **Subject and Level Learner Outcomes**

#### **Social Studies 30-1**

#### **S.1 Develop skills of critical thinking and creative thinking:**

- Evaluate ideas and information from multiple sources
- Determine relationships among multiple and varied sources of information
- Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- Synthesize information from contemporary issues in order to develop an informed position
- Assemble seemingly unrelated information to support an idea or to explain an event
- Analyze current affairs from a variety of perspectives

#### **S.4 Demonstrate skills of decision making and problem solving:**

- Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action, if appropriate, on important issues

- Develop inquiry strategies to make decisions and solve problems
- Generate and apply new ideas and strategies to contribute to decision making and problem solving

### **Social participation as a democratic practice**

#### **S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:**

- Participate in persuading, compromising and negotiating to resolve differences
- Demonstrate leadership during discussions and group work
- Respect the needs and perspectives of others
- Collaborate in groups to solve problems

### **Research for deliberative inquiry**

#### **S.7 Apply the research process:**

- Develop, express and defend an informed position on an issue
- Reflect on changes of perspective or opinion based on information gathered and research conducted
- Consult a wide variety of sources that reflect varied viewpoints on particular issues
- Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or issue of inquiry
- Develop, refine and apply questions to address an issue
- Record relevant data for acknowledging sources of information, and cite sources correctly
- Respect ownership and integrity of information

### **Communication**

#### **S.8 Demonstrate skills of oral, visual and textual literacy:**

- Communicate effectively to express a point of view in a variety of situations
- Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- Ask respectful and relevant questions of others to clarify viewpoints
- Listen respectfully to others
- Use a variety of oral, visual and print sources to present informed positions on issues
- Compose, revise and edit text

#### **S.9 Develop skills of media literacy:**

- Appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification

***Key Issue: To what extent should we embrace an ideology?***

***Related Issue 1: To what extent should ideology be the foundation of identity?***

1.2 Appreciate various perspectives regarding the relationship between individualism and common good

1.7 Analyze individualism as a foundation of ideology (principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property)

- 1.8 Analyze common good as a foundation of ideology (principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property)
- 1.9 Analyze the dynamic between individualism and common good in contemporary societies

***Related Issue 2: To what extent is resistance to liberalism justified?***

- 2.2 Appreciate how citizens and citizenship are impacted by the promotion of ideological principles
- 2.11 Analyze perspectives on the imposition of the principles of liberalism
- 2.12 Analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, and extremism)
- 2.13 Evaluate the extent to which resistance to the principles of liberalism is justified

***Related Issue 3: To what extent are the principles of liberalism viable?***

- 3.9 Evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism)

***Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology?***

- 4.1 Appreciate the relationship between citizenship and leadership
- 4.2 Exhibit a global consciousness with respect to the human condition and world issues
- 4.3 Accept responsibilities associated with individual and collective citizenship
- 4.5 Explore how ideologies shape individual and collective citizenship
- 4.6 Analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy)
- 4.7 Analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples)
- 4.8 Evaluate the extent to which ideology should shape responses to contemporary issues
- 4.9 Develop strategies to address local, national and global issues that demonstrate individual and collective leadership
- 4.10 Explore opportunities to demonstrate active and responsible citizenship through individual and collective action

## **Safe and Caring Topics and Concepts**

### **Living Respectfully**

- Exploring the cause and consequences of conflict, peace, justice and violence
- Examining ways in which injustice affects people
- Identifying ways individuals have contributed to peace in our world
- Examining intimidation versus respect
- Examining rights and responsibilities

### **Respecting Diversity and Preventing Prejudice**

- Exploring how standing in someone else's shoes helps avoid and/or resolve conflict
- Respecting human rights

## Resolving Conflict

- Exploring and analyzing examples of peaceful and non-peaceful resolution of conflict
- Identifying conditions that increase the potential for violence
- Describing behaviours that obstruct peaceful conflict resolutions

## Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p><b>Go to</b>  <a href="http://www.sacsc.ca">www.sacsc.ca</a>  <b>Click on</b>            Resources, Strategies for            strategy descriptions</p>	<ul style="list-style-type: none"> <li>• Cooperative Carousel: Appadurai's Taxonomy</li> </ul>		

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Literature—nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Class consensus—speech</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a speech</li> <li>• Brainstorming</li> </ul>

## Supplementary Resources

- [www.wikipedia.org](http://www.wikipedia.org)
- <http://politics.guardian.co.uk/labour2001/story/0,1414,562006,00.html> Tony Blair's speech, part one.