

Social 10-1
RI1 Exit Slip #1

Outcomes:

1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples)

1. Globalization is a process in which the world's citizens are becoming more _____.
 - A. inclusive and interdependent
 - B. interdependent and connected
 - C. connected and traditional
 - D. dependent and connected

2. The United States, Germany, and Japan are known as _____ countries.

3. Brazil, Zimbabwe and Syria are known as _____ countries.

4. In the following cartoon identify which "dimension" of globalization it represents and explain your justification.



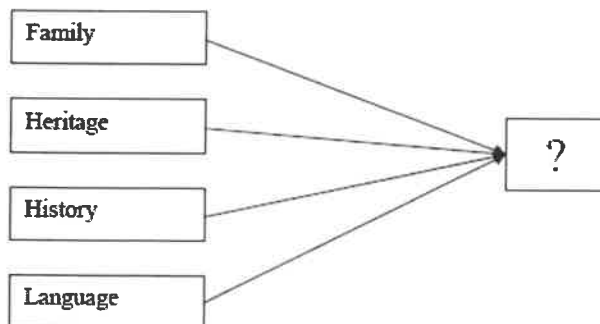
Social 10-1
RI1 Exit Slip #2

Outcomes:

1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling)

1. Your family, heritage, history, language, traditions, and other factors are all part of the circumstances or _____ in which your identity developed.
- A. environment
 - B. collective
 - C. society
 - D. context
2. The Iranian belief that jumping over a bonfire will banish illness and bad luck and the Finnish belief that a sauna cleanses and heals the body are examples of
- A. religions
 - B. traditions
 - C. social needs
 - D. collectives
3. A yarmulke, turban, hijab, and crucifix are all items associated with
- A. cultural traditions
 - B. religious beliefs
 - C. traditions
 - D. environmental concerns
4. If you belong to a group, you belong to a
- A. collective
 - B. society
 - C. context
 - D. culture

Use the image to answer question 5.



5. Which of the following **best** completes the diagram?
- A. Role model
 - B. Collective
 - C. Context
 - D. Identity

Social 10-1
RI1 Exit Slip #3

Outcomes:

- 1.6 examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification)
- 1.7 analyze opportunities presented by globalization to identities and cultures
- 1.8 analyze challenges presented by globalization to identities and cultures

Use the source below to answer the following 2 questions.

Source I

“In Canada ... CTVglobemedia now owns *The Globe and Mail*, Canada’s biggest national newspaper, as well as CTV, the country’s biggest privately owned TV network.”

Source II

“CanWest Global Communications, which owns the Global Television Network, also owns a chain of newspapers that include *The Edmonton Journal* and the *Calgary Herald*, as well as a controlling interest in Alliance Atlantis Communications, Canada’s biggest entertainment company.”

- 1. The two sources illustrate an example of
 - A. globalization of the media
 - B. the revolution in media technology
 - C. concentration and convergence in the media
 - D. the impact of transnational corporations in the media
- 2. An analysis of these sources would lead to the conclusion that information would likely be more
 - A. diverse
 - B. accurate
 - C. inaccurate
 - D. homogenized

Use the source below to answer the following question.

Transportation, communication technology, and the media have all sped up the pace at which the world’s people are becoming...”

- 3. The most logical conclusion to this statement would be
 - A. acculturated and assimilated
 - B. dependent and interconnected
 - C. assimilated and interconnected
 - D. interconnected and interdependent
- 4. To analyze the efficiency of transnational corporations, a researcher would **most** likely focus on analyzing the effects of
 - A. international trade law
 - B. the economies of scale
 - C. the forces of globalization
 - D. national industrial policies

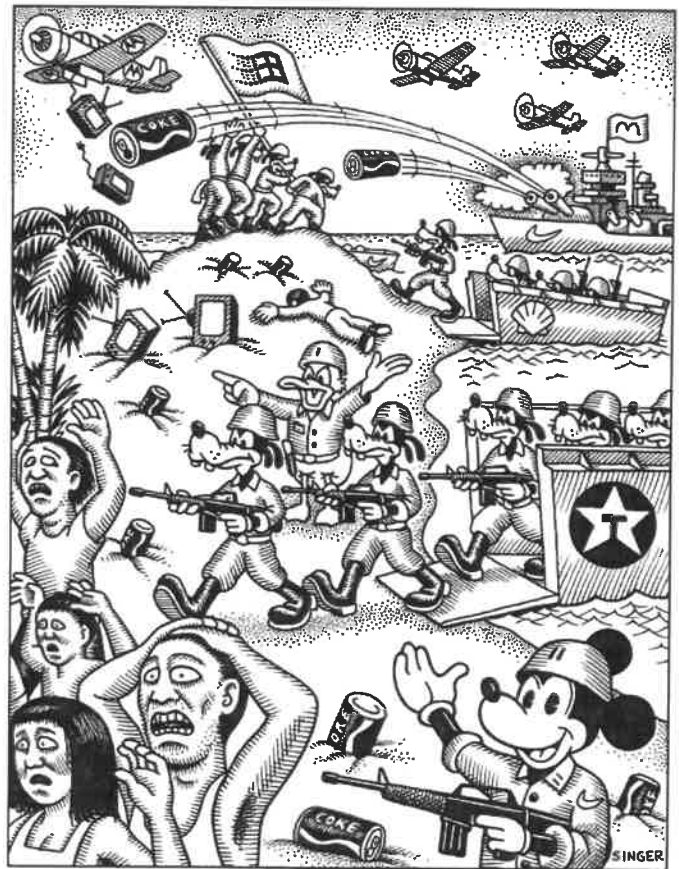
5. In researching the effects of containers in the shipping industry, the most important conclusion is that they have
- A. resulted in improved technology
 - B. increased need for unskilled labour
 - C. provided the building blocks for the global village
 - D. created less dependency on large shipping vessels
6. Ownership of banana plantations and control of shipping containers and warehousing is most likely in the hands of
- A. workers' cooperatives
 - B. international communes
 - C. nationalized corporations
 - D. transnational corporations

Social 10-1
R11 Exit Slip #4

Outcomes:

1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)

Pick one of the following cartoons to analyze- ensure you fill out all parts of the chart.



<p>What is the perspective of the source?</p> <ul style="list-style-type: none"> - <i>Does it have a positive or negative view on globalization?</i> - <i>What is the TONE of the SOURCE?</i> - <i>Cynical? Sarcastic? How do you know what the tone is?</i> 	
<p>What does the source mean?</p> <ul style="list-style-type: none"> - <i>Who or what is shown in the source?</i> - <i>Key words or images?</i> - <i>Key Vocab from the course you can link to the source?</i> 	
<p>Who/What groups would support the perspective?</p> <ul style="list-style-type: none"> - <i>Why would they support it?</i> <p>Who/what groups would criticize the perspective?</p> <ul style="list-style-type: none"> - <i>Why would they criticize it?</i> 	
<p>Link the perspective being show to a DIMENSION of GLOBALIZATION (5 dimensions)</p> <ul style="list-style-type: none"> - <i>Social</i> - <i>Political</i> - <i>Economic</i> - <i>Technological</i> - <i>Environmental</i> 	

Social 10-1
R11 Exit Slip #5

Outcomes:

1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration)

Use the following image to help answer the questions below:



1. Which of the following key terms would best describe the above image?
 - a. Assimilation
 - b. Hybridization
 - c. Acculturation
 - d. Americanization

2. Explain/summarize your reasoning behind your choice in 1-2 concise sentences.

Social 10-1
RI1 Exit Slip #6

Outcomes:

1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration)

1.9 evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization)

1. People can prevent their cultural identity from being absorbed into globalization's "industrial-strength blender" through

- A. globalization
- B. acculturation
- C. cultural revitalization
- D. collective affirmation

2. The requirement that 30 per cent of music played by Canadian radio stations and 60 per cent of programming on Canadian television stations must be Canadian is the result of

- A. the North American Free Trade Agreement
- B. the Official Languages Act
- C. a Supreme Court ruling
- D. cultural content laws

Use the following source to answer question 3.

"... languages are the most powerful tools we have to conserve our past knowledge, transmitting it, ever and anon, to the next generation."

- Nicholas Ostler, language expert, in *Empires of the Word: A Language History of the World*.

3. This statement is about how language is a force for

- A. assimilation
- B. globalization
- C. affirming culture
- D. cultural revitalization

Use the following source to answer question 4.

This policy, which encourages Canada's many cultural groups to preserve, enhance, and share their heritage, was adopted by Parliament & proclaimed by Prime Minister Pierre Elliot Trudeau.

4. The policy referred to in the statement is that of

- A. acculturation
- B. multiculturalism
- C. tolerance and understanding
- D. bilingualism and biculturalism

Use the following 4 sources to answer questions 5 & 6.

Source I



Source II



Source III

“This totem represents so much more than just a monument; it is symbolic of our character, our integrity, our fortitude, and our identity as a nation. We are no longer frozen in time or put on display for others to see; this repatriation process reminds all that as a nation, we are present and active participants in our societies today.”

— The Na na kila Institute of the Haisla Nation, explaining the significance of the return of the G'psgolox totem pole from a museum in Sweden

Source IV



5. As a group, the sources show an attempt by collectives to
- A. stop the forces of assimilation
 - B. confirm multiculturalism
 - C. affirm their identity
 - D. claim their human rights
6. The sources that **most** concentrate on teaching and sharing language are
- A. Sources I and II
 - B. Sources II and III
 - C. Sources I and IV
 - D. Sources II and IV

Social 10-1
RI2 Exit Slip #1

Outcomes:

2.7 explore the foundations of historical globalization

2.8 explore the relationship between historical globalization and imperialism

2.10 examine imperialist policies and practices that affected Indigenous peoples

1. A country's domination of another area's economic, political, and cultural institutions is called
 - A. globalization
 - B. militarism
 - C. nationalism
 - D. imperialism

2. Some historians believe that globalization did not begin until
 - A. access to goods changed the lives of masses of people
 - B. imported luxuries reached European markets
 - C. immigrants spread their ideas to Aboriginal people
 - D. Indigenous people accepted European ideas

3. The effects of historical globalization are felt **most** by
 - A. religious groups
 - B. Europeans
 - C. Indigenous people
 - D. recent immigrants

4. Mercantilism and Capitalism are two different economic systems. Fill in the blanks below using the appropriate information from class.

Government	Mercantilism	Adam Smith	Competition	
Free-trade	Monopolies	Supply & demand	colonies	Capitalism

- a) In a _____ system the ruler of the imperial power often controlled all trade with the _____. The ruler granted special _____ that eliminated _____.

- b) _____ was created by a thinker named _____. In this system _____ is encouraged and the market is controlled through _____ and _____. There is no _____ involvement.

Social 10-1
R12 Exit Slip #2

Outcomes:

- 2.7 explore the foundations of historical globalization
- 2.8 explore the relationship between historical globalization and imperialism
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism
- 2.10 examine imperialist policies and practices that affected Indigenous peoples

Use the following sources to answer questions 1-3.

Source I

“The white man is very clever. He came quietly and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our clan can no longer act like one. He has put a knife on the things that held us together and we have fallen apart.”

— Chinua Achebe, Nigerian writer

Source II

“Many Indigenous people were, for example, forced to abandon their traditional way of life. To survive, they had to work in faraway mines, plantations and factories. There, they often laboured in appalling conditions for very low wages.”

Source III

“Imperialism changed not only economic relations among countries, but also the cultures of people under European rule. European religious beliefs, for example, were often exported to the colonies.”

1. The sources indicate that the imperial powers were
 - A. mercantilists
 - B. Eurocentric
 - C. capitalists
 - D. militaristic

2. The impact of the introduction of Christianity in the colonies is **most** evident in
 - A. Sources I and II
 - B. Sources I and III
 - C. Sources II and III
 - D. Sources I and IV

3. The economic exploitation of the colonies is **most** evident in
 - A. Source I
 - B. Source II
 - C. Source III
 - D. Source IV

4. Language changes, migration, displacement, and depopulation are all legacies of
 - A. glocalization
 - B. cultural assimilation
 - C. historical globalization
 - D. colonial homogenization

5. The company that monopolized trade in the Indian subcontinent in the 1800s was the
- A. Northwest Company
 - B. Hudson's Bay Company
 - C. Dutch East India Company
 - D. British East India Company
6. The reason for a renewed interest in imperialism in the mid to late 1800s was the
- A. over-population in Europe
 - B. Industrial Revolution
 - C. colonial rivalries
 - D. Renaissance
7. The "scramble for Africa" was sparked by the control of the Congo by
- A. King Leopold II
 - B. Lord Kitchener
 - C. the British
 - D. the Portuguese

Social 10-1
R12 Exit Slip #3

Outcomes:

2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism)

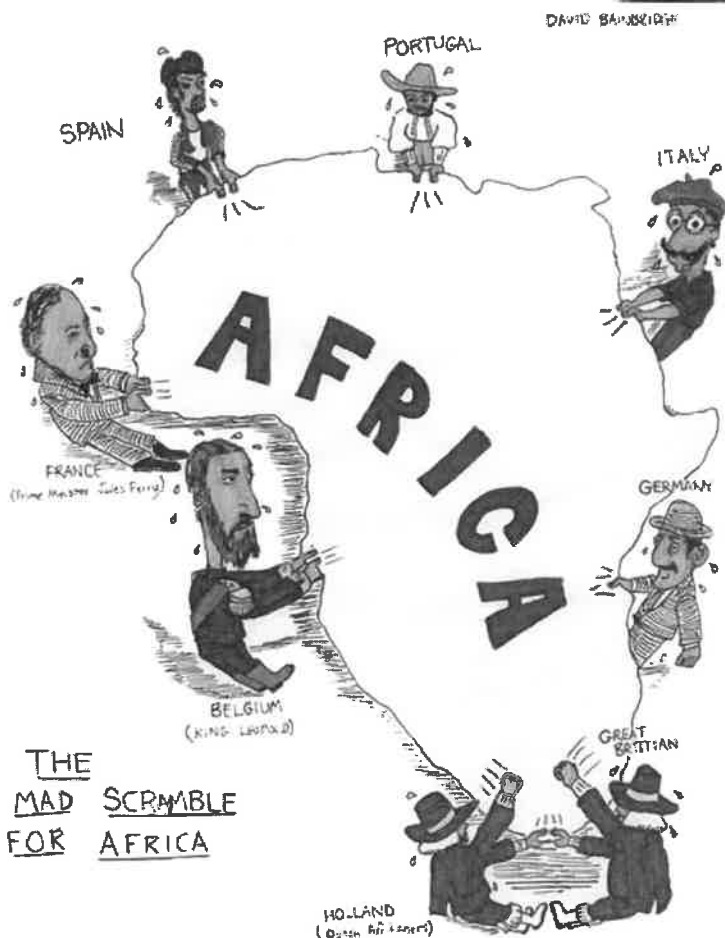
2.8 explore the relationship between historical globalization and imperialism

2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism

Pick one of the following cartoons to analyze- ensure you fill out all parts of the chart.



Britain & France are being represented by the two men in the cartoon.



<p>What is the perspective of the source?</p> <ul style="list-style-type: none"> - <i>Does it have a positive or negative view on historical globalization?</i> - <i>What is the TONE of the SOURCE?</i> - <i>Cynical? Sarcastic? How do you know what the tone is?</i> 	
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<p>Link the perspective being show to a DIMENSION of GLOBALIZATION (5 dimensions)</p> <ul style="list-style-type: none"> - <i>Social</i> - <i>Political</i> - <i>Economic</i> - <i>Technological</i> - <i>Environmental</i> 	

Social 10-1
RI2 Exit Slip #4

Outcomes:

- 2.8 explore the relationship between historical globalization and imperialism*
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism*
- 2.10 examine imperialist policies and practices that affected Indigenous peoples*

Pick one of the following cartoons to analyze- ensure you fill out all parts of the chart.



The land the African man is laying on represents the continent of Africa.



IN THE RUBBER COILS.

See H. S. G. 1896

"In the Rubber Coils"

King Leopold (Belgium) and a man from the Congo are being represented in the cartoon.

What is the perspective of the source?

- *Does it have a positive or negative view on historical globalization?*
- *What is the TONE of the SOURCE?*
- *Cynical? Sarcastic? How do you know what the tone is?*

What does the source mean?

- *Who or what is shown in the source?*
- *Key words or images?*
- *Key Vocab from the course you can link to the source?*

Who/What groups would support the perspective?

- *Why would they support it?*

Who/what groups would criticize the perspective?

- *Why would they criticize it?*

Link the perspective being show to a DIMENSION of GLOBALIZATION (5 dimensions)

- *Social*
- *Political*
- *Economic*
- *Technological*
- *Environmental*

Social 10-1
R12 Exit Slip #5

Outcomes:

- 2.7 explore the foundations of historical globalization*
- 2.8 explore the relationship between historical globalization and imperialism*
- 2.10 examine imperialist policies and practices that affected Indigenous peoples*

1. Responsibility for historical globalization in Rwanda is shared by
 - A. Belgium and Germany
 - B. Germany and Britain
 - C. Belgium and France
 - D. Britain and France

2. The separation of the population as practiced in South Africa is known as
 - A. genocide
 - B. apartheid
 - C. enemy aliens
 - D. segregation

Use the source to answer question 3.

The Belgians continued to give Tutsis key positions and fostered even greater divisions by requiring members of the two groups to carry cards identifying them as Hutus or Tutsis.

3. The quotation gives an example of the results of
 - A. historical globalization
 - B. religious genocide
 - C. glocalization
 - D. apartheid

Use the source to answer question 4.

“Rwanda will never ever leave me...Fifty to sixty thousand people walking in the rain and the mud to escape being killed, and seeing a person there beside the road dying. We saw lots of them dying. And lots of those eyes still haunt me, angry eyes or innocent eyes, no laughing eyes.”

4. The scene described in this quotation is the result of
 - A. famine
 - B. apartheid
 - C. genocide
 - D. religious intolerance

Social 10-1
RI2 Exit Slip #6

Outcomes:

- 2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions)*
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism)*
- 2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada)*
- 2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife)*

1. Which of the following describes the **most** significant difference in values between First Nations and Europeans in early Canada?
 - A. religious beliefs
 - B. methods of choosing leaders
 - C. systems for distributing goods
 - D. methods of land and resource ownership

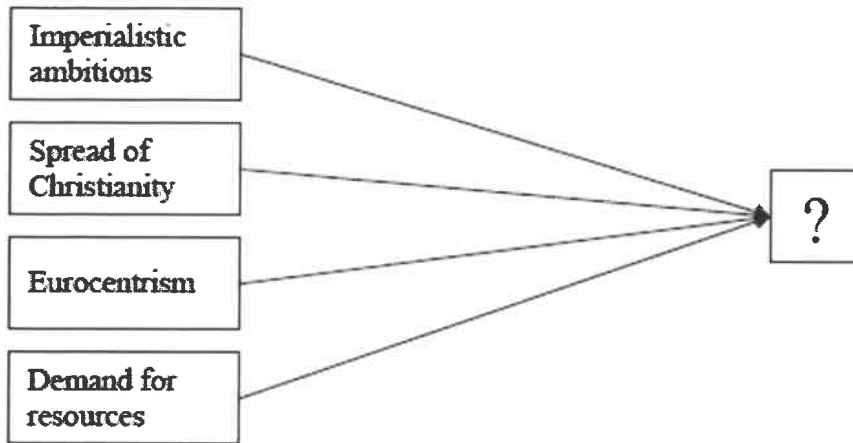
2. The **initial** reason the British began negotiating treaties with First Nations in North America was to
 - A. build railroads
 - B. control resources
 - C. restrict First Nations to reserves
 - D. establish European settlements

3. Europeans in early Canada committed genocide against
 - A. Beothuk
 - B. Ouendat
 - C. Kichesiprini
 - D. Haudenosaunee

4. Match the following term with the correct statement.

A. Indian Act _____	1. "First Nations viewed the money they received as a gift given in exchange for sharing their territory with settlers, not as payment for completely surrendering their land."
B. Status Indians _____	2. "...many children lost touch with their own history, language, and culture.")
C. Residential Schools _____	3. "...in the 19 th century and much of the 20 th century, it meant that the lives of First Nations people were strictly controlled by government officials."
D. Reserves & treaties _____	4. "First Nations families were given no choice, no voice, and no options in the matter. Every August, children were taken from their family...."

Use the source to complete the following question.



4. Which of the following terms **best** completes the chart?

- A. Colonization
- B. Assimilation
- C. Acculturation
- D. Industrialization

**Social 10-1
RI2 Exit Slip #7**

Outcomes:

- 2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada)
- 2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife)

Use the quote below to answer question 1.

“...has deprived us of our independence, our dignity, our self-respect and our responsibility.”
— Katherine June Delisle, Kanien’kehaka First Nation

1. This quotation is a reference to the
- A. BNA Act
 - B. Indian Act
 - C. Constitutional Act
 - D. Royal Commission on Aboriginal Peoples

1. Describe what the Indian Act is (the purpose) and the powers that it gave to the Canadian government.

2. Using the images below to assist you, explain the legacy (consequences) the Indian Act has had on aboriginals in Canada.