



Critical Thinking Skills



Culture, Society & Globalization

Skills for Critical Thinking	Reading								Hands-on Activities
	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	
LEVEL 1 Remembering <ul style="list-style-type: none"> List Details/Facts Recall Information Match Vocabulary to Definitions Define Vocabulary Sequence 	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding <ul style="list-style-type: none"> Demonstrate Understanding Describe Classify 	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Applying <ul style="list-style-type: none"> Application to Own Life Organize and Classify Facts Infer Outcomes Utilize Alternative Research Tools 	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysing <ul style="list-style-type: none"> Distinguish Meanings Make Inferences Draw Conclusions Identify Cause and Effect Identify Supporting Evidence 	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating <ul style="list-style-type: none"> State and Defend an Opinion Make Recommendations Influence Community 		✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating <ul style="list-style-type: none"> Compile Research Information Design and Application Create and Construct Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



The History of Globalization



1. **Circle** the word **TRUE** if the statement is TRUE or **Circle** the word **FALSE** if it is FALSE.

a) The Ottoman Empire was one of the most powerful states in the world in the 19th century.

TRUE **FALSE**

b) Musical instruments and ideas were traded on the Silk Road.

TRUE **FALSE**

c) The Colonial Empire included the territories of Britain, Spain, France, Portugal, and the Netherlands.

TRUE **FALSE**

d) Europe began trading along the Silk Road in the first millennium B.C.E.

TRUE **FALSE**

e) Humans occupied most of Europe, Asia, and Australia by about 40,000 years ago.

TRUE **FALSE**

2. Put a check mark (✓) next to the answer that is most correct.

a) Which region was *not* part of the Silk Road?

- A Asia
- B the Middle East
- C Europe
- D South Africa

b) During what time period did the Colonial Empire expand rapidly as a result of the development of maritime technologies?

- A first millennium B.C.E.
- B 13th century C.E.
- C 15th century C.E.
- D 19th century C.E.



Globalization in Modern Times

Speeding Up Globalization

During the second half of the 20th century, international organizations gained strength, trade between nations increased, and technology allowed people around the world to communicate and travel more easily. These changes sped up the pace of globalization. A **global culture** emerged as ideas, music, art, movies, and other forms of popular culture spread quickly across distant nations and regions. For example, a young person growing up in the United States in the late 20th century might watch Japanese cartoons, listen to music from Great Britain and the Caribbean, eat Chinese food, and play the internationally appealing game of soccer, or *football*, all in a typical day. By the end of the 20th century, satellite television and the Internet provided millions of people with instant access to news, opinions, and popular culture from around the world.



What changes made globalization go faster in the second half of the 20th century?

Concerns About Globalization

As people became more aware of the increasingly fast pace of globalization, concern arose about some of the harmful aspects of globalization. Trade agreements made it easier for companies to move factories out of developed countries to poorer areas with fewer labor and environmental laws. Natural resources were being quickly bought up and removed from developing and underdeveloped countries to make products that were sold in the developed world. The culture and languages of **indigenous**, or native, peoples around the world were becoming threatened by the adoption of Western culture and languages. These and other concerns led to large protests of international meetings of international trade and economic organizations, such as the **World Trade Organization (WTO)**.



WTO Protests

NAME: _____



Cultural Homogenization

3. a) On the spaces provided, explain how Western culture spread to the rest of the world.

b) On the spaces provided, describe some of the ways in which life in a small town in the United States would have been different a hundred years ago compared to today.

Research

4. How does cultural homogenization affect indigenous people? Choose a certain indigenous group of people in the United States or another part of the world. Use the library or internet to research how this group has been affected by cultural homogenization over the last hundred years. Find out about:

- The historical culture and traditions of the group;
- When your group first encountered Western culture;
- How Western culture influenced the group over the last hundred years;
- The lifestyle of the group today;
- Traditions or practices that have been lost due to cultural homogenization.

Using this information, write a report to the United Nations outlining the problems that cultural homogenization has caused your indigenous group. In your report, make recommendations as to how the group's traditional culture can be preserved and passed down to future generations.

Celebrate Indigenous People's Day in your classroom. Create posters displaying the cultural practices of your indigenous group, and display them at the celebration. Choose a panel to read the reports and make an overall bulleted list of recommendations that would help preserve the traditions of indigenous people around the world.