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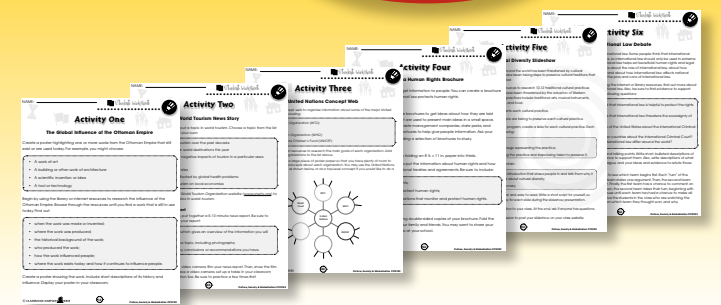
EASY MARKING™ ANSWER KEY 20

MINI POSTERS 22

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The History of Globalization

1. Have you ever heard the word globalization? Where did you hear it? What do you think it means? Write your response on the spaces provided.

2. Complete each sentence with a word from the list. Use a dictionary to help you.

migrate	technology	explorer	tradition
culture	trade	territory	population

- a) A geographic area under the control of a government is part of that government's _____.
- b) A(n) _____ is a person who travels to distant lands in search of geographical or scientific information.
- c) A group of people living in a certain region or sharing certain characteristics make up a(n) _____.
- d) _____ is the business of buying, selling, or exchanging goods or services.
- e) _____ is the practical application of knowledge.
- f) The _____ of a people includes their language, art forms, stories, and customs.
- g) To _____ is to move from one region to another.
- h) The handing down of information, beliefs, and customs from one generation to another is _____.



The History of Globalization

When people use the word **globalization** today, they are usually describing how different nations around the world are sharing more goods, ideas, culture, systems of government, and even people as they **move** or **migrate** from place to place. The history of globalization begins with human migration from our origins in Africa to all other parts of the world. By about 40,000 years ago, humans occupied most of Europe, Asia, and Australia. By 15,000-20,000 years ago, humans also occupied most of North and South America.



What is globalization?

Historical Trade Routes

When people moved, they brought culture and technology with them. It was natural for people to trade goods and ideas with neighboring groups. As technology and governments developed, larger routes of trade became possible. A series of trade routes known as the **Silk Road** crisscrossed Eurasia, Asia, and the Middle East beginning in the first millennium B.C.E. After Italian explorer Marco Polo returned from Asia with silk and jewels in 1295 C.E., Europeans began trading along the Silk Road as well. People traded not only goods along the Silk Road, but ideas as well. Many important scientific ideas and technologies migrated from Asia to Europe, including the magnetic compass, the printing press, and mathematics. Musical instruments and ideas migrated between many regions of the Silk Road. Traders brought cymbals from India to China and Europe. Early Persian reed instruments gave Europeans ideas that led to the invention of modern reed instruments such as the clarinet and oboe.



Silk Road

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.



Conduct a Mother Language Survey at your School

You learned about the spread of official languages and the loss of mother languages that can occur during globalization. You also learned about efforts to protect and preserve the world's mother languages. Find out more about the mother languages of the students at your school, whether they are being passed down to current generations, and inspire students to preserve their mother languages.

First, design a survey to find out information about mother languages of students at your school. Ask yourself the following questions:

- What format do you want the responses to be in? For example, you might consider short answers, lists, multiple choice, rankings. What format will be easiest to collect and analyze? What format will provide the most detailed information? Will you use different formats for different questions?
- How can you word questions to find out what languages are spoken at home, by whom, what languages were spoken by previous generations of students' families, and whether students themselves are able to speak all the mother languages of their families?
- Would you like to ask students to provide a couple of words or phrases in a mother language? Will you ask everyone for the same kind of phrase?
- How long should the survey take to complete?
- How many students will take the survey? If you do not survey every student at school, how can you get a sample of students that best represents the overall student population?
- How will you analyze the data you collect?
- How will you report the results?

Then, conduct and analyze your survey:

- Ask teachers for a few minutes of class time to introduce the survey. Hand out survey forms and request that students fill out and return the surveys as soon as possible, for example by the end of class time.
- Compile all of the students' responses and analyze the results. Compile a list of all mother languages, and how many students have family members that speak each language, and how many students are able to speak the mother languages. Analyze any other questions you asked.

Now, create a set of posters to display your results. You may want to create one poster that lists all of the mother languages in your family and the regions of the world where each language originates. Create another poster with the number results from all the questions in your survey. Create a third poster that celebrates mother languages and inspires students to learn mother languages. You may wish to include words from mother languages. Display your posters in a central area at your school so that students may view the results.



Crossword Puzzle!



Across

- the sharing of goods, ideas, culture, systems of government amongst people from different parts of the world
- European formed _____ empires beginning in the 15th century
- a global epidemic
- a mother _____ is passed down from parents to children
- native
- an agreement between nations
- a disease passed from person to person

Down

- the increase in earth's average temperature
- to move from one region or nation to another
- Islamic art and architecture flourished in the _____ Empire
- the spread of Western culture around the world has led to cultural _____
- rights afforded to all people around the world by international law
- things from nature that people and other living things need to survive
- travel for leisure
- a series of trade routes across Asia, the Middle East, North Africa, and Europe



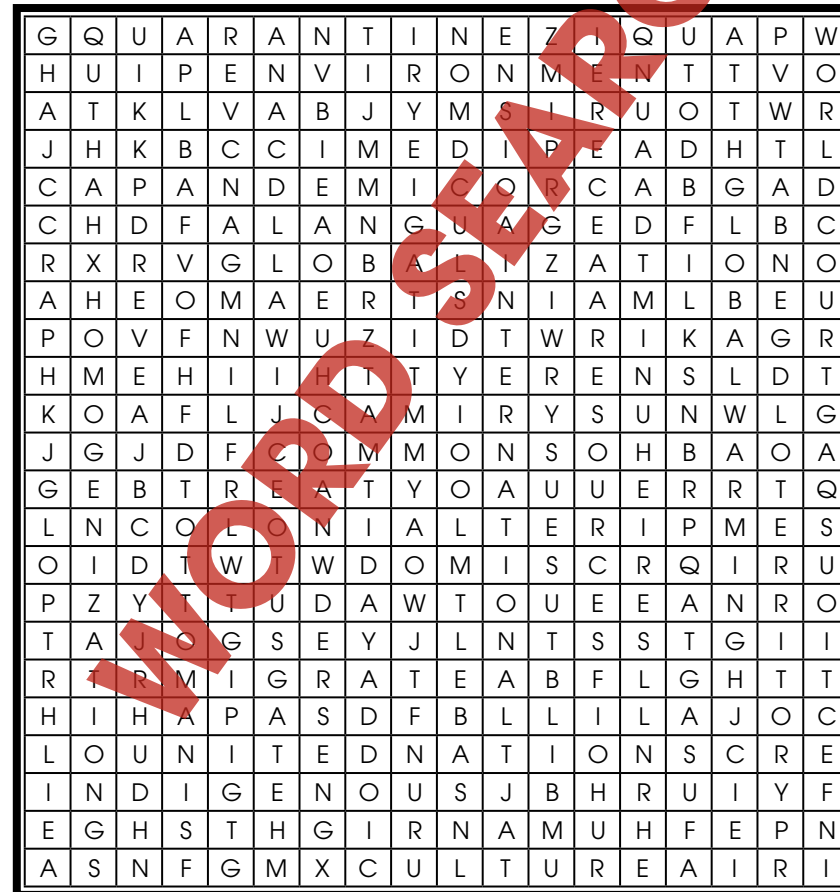
Word List

- | | | | |
|----------------|--------------|-----------|-----------|
| colonial | human rights | migrate | Silk Road |
| global warming | indigenous | Ottoman | tourism |
| globalism | infectious | pandemic | treaty |
| homogenization | language | resources | |

Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

- | | | | | |
|-------------|----------------|---------------|------------|----------------|
| chronic | epidemic | indigenous | Ottoman | tourism |
| Colonial | global | infectious | pandemic | treaty |
| commons | global warming | international | quarantine | United Nations |
| culture | globalization | language | resources | World Court |
| empire | homogenization | mainstream | territory | WTO |
| environment | human rights | migrate | | |



Comprehension Quiz

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Part A

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

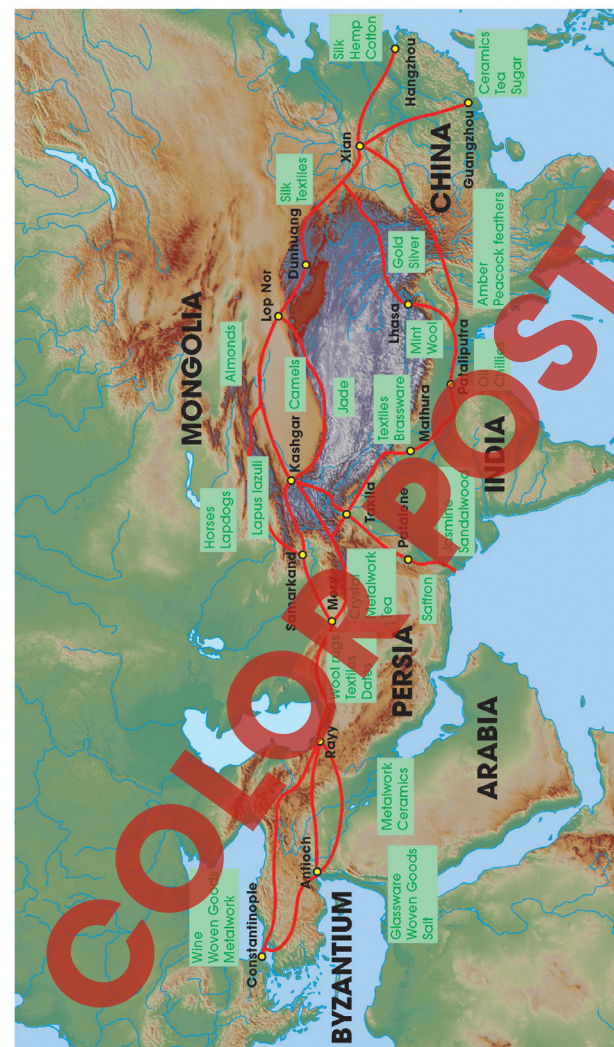
- Globalism began in the 20th century.
TRUE **FALSE**
- The spread of Western culture has led to cultural homogenization.
TRUE **FALSE**
- The rights of migrant workers are protected by international human rights law.
TRUE **FALSE**
- The Kyoto Protocol or Copenhagen Climate Change Conference aims to protect and preserve the world's oceans.
TRUE **FALSE**
- The International Criminal Court prosecutes serious war crimes.
TRUE **FALSE**
- English is one of six official languages used by the United Nations.
TRUE **FALSE**
- The Ottoman Empire included territories in North America, South America, and Australia.
TRUE **FALSE**
- Infectious diseases spread from person to person.
TRUE **FALSE**

Part B

On the spaces provided, list five human rights that are protected by international law.

5

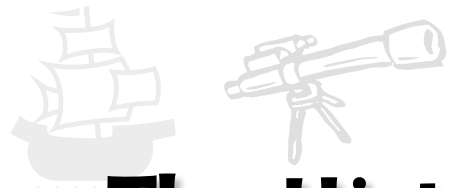
Silk Road



Beginning in the first millennium B.C.E., the Silk Road allowed travelers from Eurasia, Asia, and the Middle East to trade goods with one another. Silk and jewels were traded out of Asia; musical instruments such as lyres and flutes were traded from India to China and Europe; early Persian reed instruments were brought to Europe which led to the Clarinet and the Oboe. Goods were not the only thing traded along the Silk Road. Scientific ideas and technologies were brought over to Europe from Asia, such as the magnetic compass, the printing press, and mathematics.

NAME: _____

After You Read 

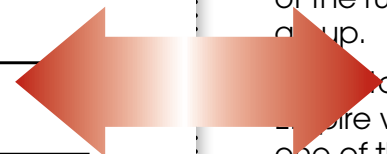


The History of Globalization

3. Answer each question with complete sentences.

- a) Explain why older customs and traditions of groups of people are often lost in an empire.

- b) Describe the influence of the Ottoman Empire on the greater world.



3.

- a) All the territories in an empire are under one control, ideas and goods tend to move quickly. People in the territories of an empire may learn the common language, and adopt technologies and cultural traditions of the ruling group.

The Ottoman Empire was one of the most powerful states in the world in the 15th and 16th centuries. Islamic art flourished in the Ottoman Empire, which also made significant contributions to the world in astronomy, medicine, and physics.



Research

EASY MARKING

ANSWER KEY

- 4. How did important inventions, innovations, and ideas travel on the Silk Road?

Working as a class, divide a map of the Silk Road into geographical regions. Break into smaller groups and assign each group to research a region. Using the library or internet resources, research the history, culture, science, and technology of your region during the period of the Silk Road. Find out what objects and ideas originated in your region, and how those were carried to other regions along the Silk Road. Find out what objects or ideas were taken into your region from the Silk Road. Prepare a list of these exports and imports, and add this list to the Silk Road map.

Take turns sharing information by group until all of the areas on the map have been covered. As a class, try to trace the movement of new inventions and ideas along the Silk Road.