

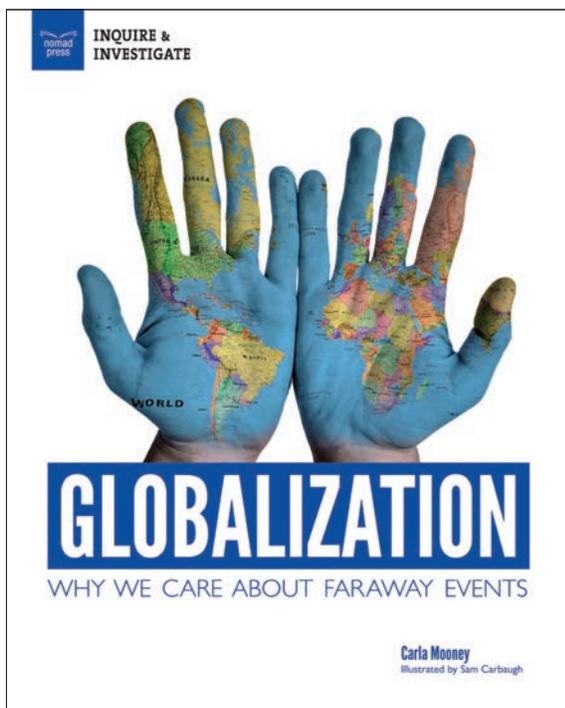
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# CLASSROOM GUIDE

## Including Essential Questions and Common Core Connections

Nomad Press offers concise classroom guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways.

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### Globalization: Why We Care About Faraway Events

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Have you noticed that our planet is becoming increasingly connected?

In *Globalization: Why We Care About Faraway Events*, kids ages 12 to 15 focus on the definition of globalization and discover how technology drives globalization, which affects economies, political systems, human rights, and cultures around the world. The book also explores the future of globalization and discusses issues the global community might face in coming years.

Learn more about *Globalization* at [nomadpress.net/books/globalization-care-faraway-events/](http://nomadpress.net/books/globalization-care-faraway-events/)

**Age:** 12–15

**Grade:** 7–9

**Softcover:** 9781619306660, \$17.95

**Hardcover:** 9781619306646, \$22.95

**eBook:** all formats available, \$12.99

**Specs:** 8 x 10, 128 pages, color interior

**Focus:** Economics, World History

**GRL:** Z



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## ESSENTIAL QUESTIONS TO ASK

### KEY VOCABULARY

advocate, capitalism, diplomat, legislation, migrate, sanction, sovereign, tariff, Westernization

### BEFORE READING

#### 1 Establish Background Knowledge

- What do you think someone from the early 1900s would think about how we trade, travel, and communicate today?
- How do you think human behavior has changed since the rate of globalization has sped up during the past century?

#### 2 Skill Introduction

- What do you do when you come to a word or phrase you do not know?
- How do maps and primary sources help readers understand what is happening in the stories?

**CCC: CCSS.ELA-Literacy.SL.7.1a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

### DURING READING

#### 1 Check for Understanding

- Do you as a consumer have any responsibility for workers in other countries who make the clothes you wear?
- Do rules and regulations make it easier for organizations to protect the environment?
- Do governments always have the best interests of their citizens in mind when they do business with other governments? Why or why not?
- How can sports and fashion be part of the improvement of relations between countries?

**CCC: CCSS.ELA-Literacy.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.



Take a crash course in capitalism and discover the forces that drive globalization. **Check it out here.**

<https://www.youtube.com/watch?v=B3u4EFTwprM>



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## ESSENTIAL QUESTIONS TO ASK

### AFTER READING

#### 1 Summary and Expansion

- a Do governments always have the best interests of their citizens in mind when they do business with other governments? Why or why not?
- b How might the world work with one central government regulating every country?
- c Why would a country want to remain in the European Union? What would motivate a country to leave it?
- d Why is the Declaration of Human Rights important? Do you think it's any more or less important now than it was when it was written after World War II?
- e What might the world be like if human rights were not respected? Has this ever been the case in human history? Are there places in the world where this is the case today?
- f Do you think a world in which everyone eats the same things, talks the same way, and consumes the same media would be a happy one? Why or why not?

**CCC: CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCC: CCSS.ELA-Literacy.SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**CCC: CCSS.ELA-Literacy.WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### COMMON CORE CONNECTIONS

**Grade: 7 Language** CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,4c,5,5c,6

**Grade: 6-8 History/Social Studies** CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

**Grade: 7 Speaking & Listening** CCSS.ELA-Literacy.SL.7.1,1a,1c,1d,2,3,4,5,6

**Grade: 7 Writing HST** CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10



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## COMMON CORE CONNECTIONS

### Grade: 7 Language

CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,5,5c,6

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Grade: 6-8 History/Social Studies

CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources.

2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8 Distinguish among fact, opinion, and reasoned judgment in a text.

9 Analyze the relationship between a primary and secondary source on the same topic.

10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.



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## COMMON CORE CONNECTIONS

### Grade: 7 Speaking & Listening

CCSS.ELA-Literacy.SL.7.1,1a,1c,1d,2,3,4,5,6

- 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 1d Acknowledge new information expressed by others and, when warranted, modify their own views.
- 2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

### Grade: 7 Writing HST

CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10

- 1 Write arguments focused on discipline-specific content.
- 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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## Inquire & Investigate



## WHO MAKES IT?

Supporters of globalization promise that global trade will expand the wealth of countries by lowering the price of goods, increasing worker wages, and increasing economic growth. In this activity, you will investigate where the products you use come from and evaluate the impact of global trade on these countries.

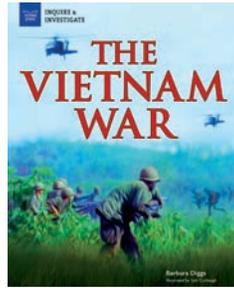
- **To begin, select 10 items that you own.** Look at each item's label to determine where it was made. Have several other classmates, family, or friends each select 10 items to research as well.
- **Where does each product come from?** Create a list of countries. What trends do you notice? Which countries produced the most goods on your list?
- **Next, investigate the minimum wage in each country and the gross domestic product (GDP) of each country.** Create a chart that displays the information you have researched.
- **Looking at your chart, think about the following questions:**
  - What trends do you notice, if any?
  - Which countries produce the most goods that you buy?
  - Which countries produce the least amount of goods that you buy?
  - How do the wages and GDP compare for countries that produce more goods vs. countries that produce less goods?
  - How do wages and GDP compare for these countries to the United States?

**To investigate more, create a map to show the countries where the products you buy are made. What patterns do you notice on the map? Select three countries and investigate their main exports. Does the country specialize in a particular type of product to export? Why or why not?**

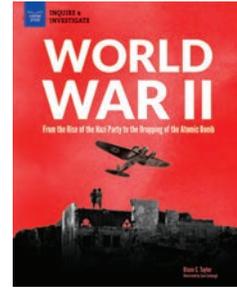
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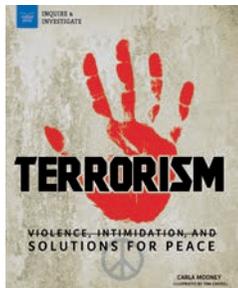
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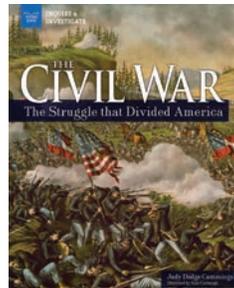
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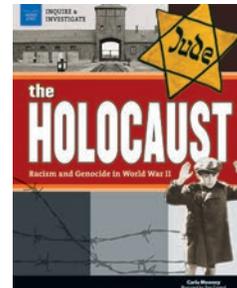
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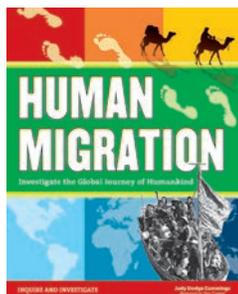
Author: Carla Mooney



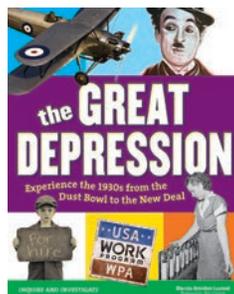
Author: Judy Dodge Cummings



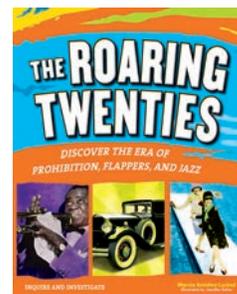
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