



## Assignment 4.9: Perspectives on Globalization

### Introduction

**Assignment Total**  
**/20**

In this assignment, you will communicate clearly your interpretation of three sources, identify the perspective in each source, and explain the relationship between the sources and the links to globalization and sustainable prosperity for all people. This is a two part assignment:

- ❖ **Part One** Interpretation of Sources
- ❖ **Part Two** Source Analysis Written Response

Source analysis is a very important skill for understanding perspectives, both in your Social Studies courses and in your daily life. You will find this type of written response in the midterm and final exam for this course, as well as in the diploma exam at the end of Social 30. This assignment is designed for you to learn and practice skills of source analysis, and to become familiar with the format of source analysis written responses.

Each source presents the perspective of the author or artist on an issue. You may agree or disagree with this perspective, but it is important to be able to understand what the author's or artist's perspective is.

Carefully examine all of the sources that follow. Identify the perspective on globalization in each source.

You should review the tutorials found in the course reference guide. They will help add to your skills for this type of assignment.

- How to Analyze a Political Cartoon
- How to Read a Picture
- How to View Critically
- How to Read Critically

## Part One: Planning

**Total Value: Part One**  
**/10**

In Part One, you will study several sources that relate to globalization. Consider the perspectives about globalization presented in them. Then, refine your thoughts. This part of the assignment is not for marks, but will help you organize your thoughts and ideas. You can plan using the questions below, or using another method of your choice. If you would like, you can send your planning to your teacher by email for feedback before writing your response.

For examples of how to analyze a source, refer to Assignment 2.7.

### Source One

“Sweatshops are a temporary problem. They are like the mines and mills of the nineteenth century England. When national wealth and awareness grew, people had new and better choices. Just as slavery became uneconomical, so will sweatshops. If people have a choice in employment, they will quickly escape this exploitation.”

1. Who or what is the source talking about? How can you tell?

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2. What does the author think about this topic? How can you tell?

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3. Are there specific words or phrases that help you understand the author's point?

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4. Who wrote this source? What do you know about him or her?

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5. What context might this have been said in? How do you know?

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6. Whose perspective is it? Is it the perspective of a certain group? How can you tell?

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7. Does the author think there is a problem? What does he or she think should be done about this problem? How do you know?

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8. Does the source suggest that globalization is good or bad? Why?

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### Source Two



-Child labourer, South Carolina, 1908

1. What is in the middle of the picture?

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2. Who are the characters in the picture? (Characters can be people, animals, or inanimate objects.) How do you know who they are?

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3. What is happening in the picture?

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4. Are there any words or captions that help you understand what is happening?

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5. Are any of the people or items bigger than others? Is that important? Why?

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6. How are the people portrayed? Are they good? Evil? Wise? Foolish? Strong? Weak? How can you tell?

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7. Whose perspective is it? Is it the perspective of a certain group? How can you tell?

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8. Is there a problem shown in the picture? What does the picture suggest should happen to solve the problem? How do you know?

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9. What context might this picture have been made in? How do you know?

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10. Does the picture suggest that globalization is good or bad? Why?

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### Source Three

“Sweatshops are nothing short of simple greed. They are evil practices that would not be tolerated in the West. They represent practices that were long abandoned in the West and should be made illegal in other countries as well”

1. Who or what is the source talking about? How can you tell?

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2. What does the author think about this topic? How can you tell?

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3. Are there specific words or phrases that help you understand the author's point?

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4. Who wrote this source? What do you know about him or her?

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5. What context might this have been said in? How do you know?

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6. Whose perspective is it? Is it the perspective of a certain group? How can you tell?

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7. Does the author think there is a problem? What does he or she think should be done about this problem? How do you know?

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8. Does the source suggest that globalization is good or bad? Why?

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## Relationships

1. Who or what are the sources talking about?

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2. When are the sources from?

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3. Whose perspective are they from?

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4. Do they think globalization is good or bad?

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5. Why do they think globalization is good or bad?

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6. How are the sources similar?

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7. How are the sources different?

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8. How are the events in the sources related historically? Did one source cause the others?

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## Part Two: Written Response

## Total Value: Part Two

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Now that you have completed the planning stage of the assignment, complete the written response assignment. It should consist of several paragraphs. Be sure to write a concluding paragraph on the relationship(s) among all three sources. You can structure your response in several ways. Here is one example:

1. one paragraph per source, explaining the source and how it relates to globalization
2. a concluding paragraph that explains the relationship among the three sources

No matter how you structure the written response, you need to interpret each source and explain how it links to globalization. You also need to explain one or more relationships that exist among the sources.

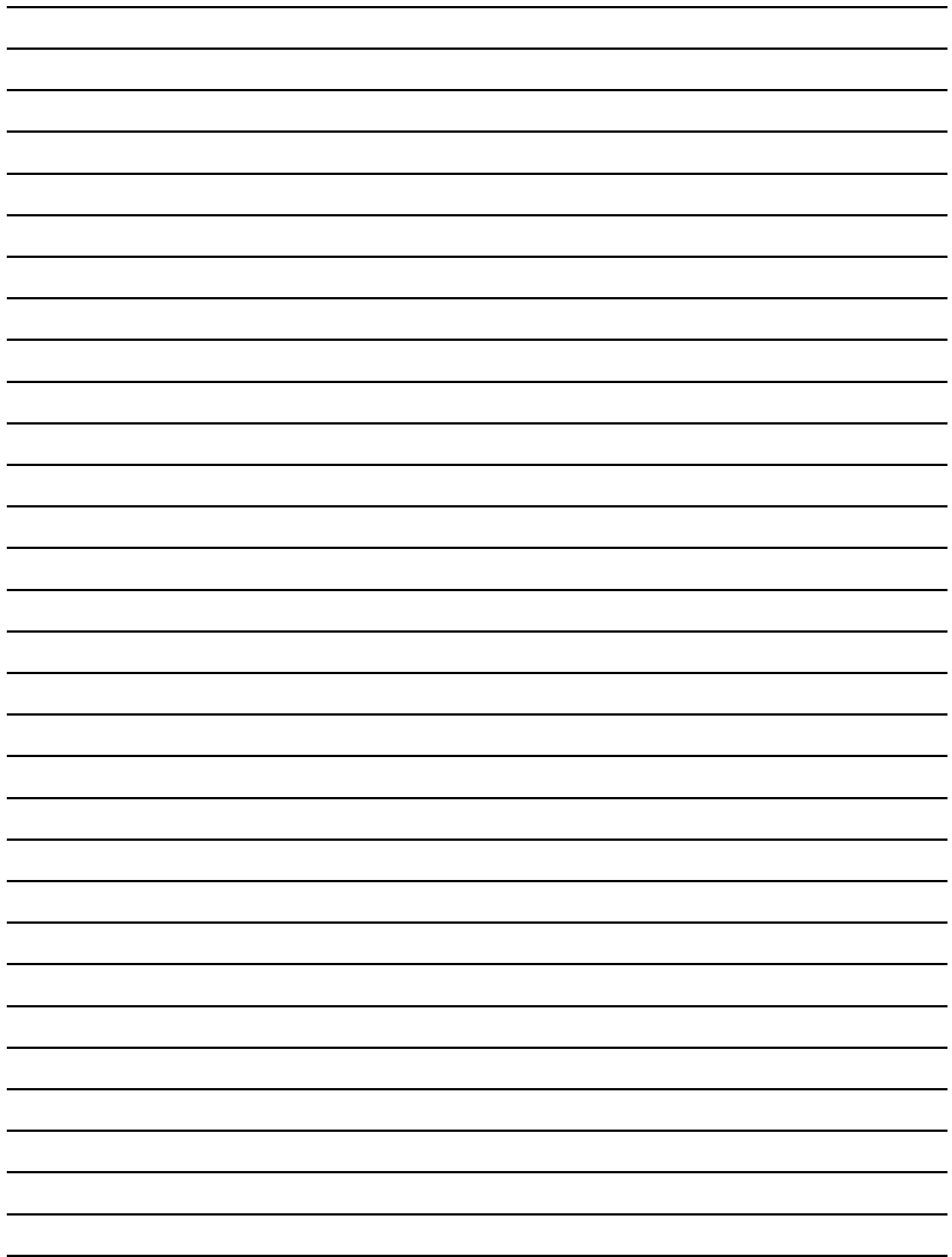
### Reminders for Writing:

- Interpret **each** source
- Organize your response
- Proofread and edit your writing

Make sure that you address both questions and refer to information that you gathered in Part One of this assignment. Your response will be graded using the rubric on the last page of this assignment.

**Written Response:**

[illegible]



This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.

When you have completed Part 2, submit Assignment 4.9: Perspectives on Globalization. Submit the assignment on the submission page for this assignment in the Moodle course.



## Scoring Guide for the Written Response

	<b>Interpretation of Sources</b> <b>(3x4=12)</b>	<b>Relationships</b> <b>(6)</b>	<b>Communication (2)</b>
	When marking <b>Interpretation of Sources</b> , consider how effectively the student; interprets each source to demonstrate an understanding of how each source links to globalization.  <b>*Note</b> students are expected to address <b>all three sources</b> .	When marking <b>Relationships</b> , consider how effectively the student: explains the relationship(s) that exist <b>among</b> all sources. Explanations may be embedded or in on part of the response.	When marking communication, consider how effectively the student communicates, including control of; vocabulary, sentence structure, mechanics, grammar and organization. Students are expected to use paragraph form for the response.
<b>Excellent</b>	Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to globalization.  <b>4</b>	The explanation of relationship(s) is perceptive and thorough.  <b>6</b>	Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated; ideas are judiciously organized. Writing demonstrates skillful control of mechanics and grammar.  <b>2</b>
<b>Proficient</b>	Interpretation of the source is sound, specific, and adept, demonstrating a sound understanding of links to globalization.  <b>3.2</b>	The explanation of relationship(s) is capable and purposeful.  <b>4.8</b>	Vocabulary is appropriate and specific. Sentence structure is controlled and effective; ideas are purposely organized. Writing demonstrates capable control of mechanics and grammar.  <b>1.6</b>
<b>Satisfactory</b>	Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to globalization.  <b>2.4</b>	The explanation of relationship(s) is adequate and straightforward.  <b>3.6</b>	Vocabulary is conventional and generalized. Sentence structure is controlled and straightforward; ideas are adequately organized. Writing demonstrates basic control of mechanics and grammar.  <b>1.2</b>
<b>Limited</b>	Interpretation of the source is incomplete, vague, and simplistic, demonstrating a confused understanding of links to globalization.  <b>1.6</b>	The explanation of relationship(s) is superficial, incomplete, redundant, and of questionable accuracy.  <b>2.4</b>	Vocabulary is imprecise, simplistic, and/or inappropriate. Sentence structure is awkward; ideas are organized ineffectively. Writing demonstrates a faltering control of mechanics and grammar.  <b>.8</b>
<b>Poor</b>	Interpretation of the source is scant, inaccurate, and irrelevant, demonstrating little or no understanding of links to globalization.  <b>.8</b>	The explanation of relationship(s) is scant, illogical, and tangential.  <b>1.2</b>	Vocabulary is over-generalized and/or inaccurate. Sentence structure is uncontrolled; organization of ideas is haphazard and/or lacking. Writing demonstrates a profound lack of control of mechanics and grammar.  <b>.4</b>
<b>Resubmission</b>  <b>R</b>	Resubmission is assigned to a response that fails to meet the minimum requirements of <b>Poor</b> . You need to contact your teacher to discuss your work and your resubmission.		