

Key Issue: To what extent should we embrace globalization?

****Note - all references to summative work will vary from class to class. You should always review your summative works (essays, projects, seminars, etc) from throughout your course and expect that they may part of the final exam.**

Related Issue #1- To what extent should globalization shape identity?

Chapters 1,2,3,4- vocabulary & concepts that would be helpful to know

You will explore the impacts of globalization on your life.

point of view-

perspective-

worldview-

powerful questions-

individual identity-

collective identity-

1. How we express our individual and collective identities

You might have completed a shield project and fortune teller activity

(Factors that shape who we are: traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, and role modeling)

2. Dimensions of globalization

political-

economic-

social-

environmental-

contemporary examples of global interdependence might include:

an action research project and graphing of *our world is interdependent*

The Lubicon in Alberta, The banana wars or Coltan Mining in the Congo (War Child Canada DVD)

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3. Opportunities of globalization to your identity/culture include:

acculturation-

accommodation-

cultural revitalization-

affirmation of identity-

integration-

3. Challenges of globalization to your identity/culture include:

assimilation-

marginalization-

accommodation-

integration-

homogenization-

3. Forces of globalization include: (trade, transportation, media and communication technologies)

transnational corporations-

containerization-

4. The media and communication technologies impact on identity

digital divide-

universalization of pop culture-

hybridization-

diversity in our world-

5. Government efforts to promote language and culture in our globalizing world (including endangered languages and cultures)

language laws, official bilingualism, Canada's multicultural policy and cultural content legislation, cultural and linguistic revitalization (*writing or poster*)

CRTC-

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Cancon-

6. Summative source-based writing: A letter to the government of Canada

Should museums return artifacts to the people who originally used them?

Presentation: *Promoting your culture: A contribution to a virtual museum*

Related Issue #2: To what extent should contemporary society respond to the legacies of historical globalization?

Chapters 5,6,7,8- vocabulary & concepts that would be helpful to know

geographic thinking and historical thinking are emphasized here

1. When did globalization begin? There are many interpretations.

indigenous-

imperialism-

ethnocentrism-

eurocentrism-

mercantilism-

cultural contact-

2. Foundations of historical globalization and their effect upon people

New technologies and the desire to profit from trade would help lay the foundations for historical globalization.

industrial revolution-

deindustrialization-

indentured labour and child labour-

the rise of capitalism-

3. Positive and negative impacts of cultural contact

depopulation-

the Beothuk-

slavery-

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exchanges of goods/ trade routes/ the grand exchange and technology-
empire building-

influences on governments and social institutions-

the Scramble for Africa-

Case studies might include: The Congo and King Leopold, the British in India, Rwanda, South Africa, New Zealand, Australia, Movies: *Rabbit Proof Fence*, *Gandhi*, *Hotel Rwanda*, Maps of 1900 Africa and Africa today

4. How do Imperialist policies and practices affect Indigenous peoples?

British rule in India-

British and French rule in Canada pre-confederation-

post-colonial governments in Canada-

5. Analyze contemporary global issues that have occurred because of policies and practices of post-colonial governments (CBC archives clips)

consequences of residential schools-

social impact on Indigenous peoples-

loss of Indigenous languages-

civil strife/ civil war-

genocide-

apartheid-

poverty-

6. Identify political, economic, and social impacts of historical globalization

Indian Act-

voting rights-

land claims-

internments in WWI and WWII-

Quiet Revolution in Quebec-

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FLQ crisis-

Oka-

7. Evaluate various attempts to address the consequences of imperialist policies and practices on Indigenous peoples (compensation, rehabilitation, truth and reconciliation, international responses-U.N. and NGOs, foreign aid, apologies, education, etc.)

8. Summatives: research /inquiry project on cultural contact and impacts on contemporary groups, four corners debate, and Persuasive Essay response

Related Issue #3- Does globalization contribute to the sustainable prosperity for all people?

You will assess economic, environmental and other contemporary impacts of globalization. There are benefits and costs to interdependence in our world today. *Does it benefit all people in some way? Could globalization increase the ability of people everywhere to improve living standards by sharing knowledge and resources? Does globalization create barriers that mean people's basic needs are no longer being met?*

Do you believe that:

- *Interdependence can create **instability** because a crisis in one country (whether it is caused by civil strife, an outbreak, a strike, a natural disaster etc) can cause serious global economic problems in other places (job losses, factory closures, unemployment) or countries?*

OR

- *Interdependence can create an increase in **stability** because countries that trade with each other are unlikely to go to war.
(art, music, drama, dance and computer skills are emphasized here)*

Chapters 9,10,11,12- vocabulary & concepts that would be helpful to know

sustainable prosperity-

contemporary globalization-

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economic interdependence-

trade liberalization-

1. What does contemporary economic globalization mean?

economic globalization-

2. Some factors that affect the global economy-

(war, natural disasters, famine, economic uncertainty, government economic policies, price changes for non-renewable energy, changes in investors' confidence)

3. What **events** are foundations for contemporary globalization?

(Timeline activity on events 1914-1945: look for patterns related to economic globalization more than factual details, Jigsaw activities, DVDs)

Imperialist trade agreements and policies causes WWI and leads to Canada entering WWI-

The end of WWI-

League of Nations and Canada-

costs of WWI in Canada-

costs of WWI internationally-

reparations-

the Russian revolution/ civil war and rise of communism-

economic depression-

the great depression in Canada-

WWII-

WWII and Canada-

The end of WWII-

Bretton Woods Conference-

United Nations-

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4. What **people** are foundations for contemporary globalization?

Friedrich Hayek and non-involvement in the economy-

Milton Friedman-

market economy-

contrasted to John Maynard Keynes and government involvement-

contrasted to mixed economies-

5. There are benefits and costs associated with trade liberalization. Know the pros and cons and the definitions for the organizations and terms below:

trade liberalization-

free trade-

the World Bank-

the International Monetary Fund-

GATT and the World Trade Organization (WTO)-

consensus-

FTA and NAFTA-

The European Union-

What about South America, Africa and Asia? (other trade agreements)

6. What about trade sanctions, restrictions and protectionism?

(Some issues might include: softwood lumber, mad cow, Cuba, Obama and buy American)

6. There is a link between capitalism and economic interdependence.

The fall of communism and the rise of international trade-

The benefits and costs related to trade with China-

7. There are political and economic challenges and opportunities associated with globalization.

transnational corporations-

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outsourcing-

containerization-

Maquiladoras of Mexico-

foreign investment-

privatization-

knowledge economy-

8. Have efforts to promote sustainability been successful?

environmental impacts of trade liberalization-

ecological footprint comparisons-

developing world vs. developed world consumption-

stewardship-

sustainable development-

spirituality-

environmental issues might include: clear cutting, the oil sands and Ft.

McMurray, clean energy initiatives, water issues, climate change and the Kyoto Accord, Copenhagen, and other agreements or legislation, Al Gore's *an inconvenient Truth*, *Wall-E*, *the Corporation*)

People include: David Suzuki, Kofi Annan, Maude Barlow

Major summatives might include: Global Food Crisis Summit and editorial,

Corporate report card, an editorial and a source-based response

Minor assignments include: Choice board, Wal-Mart inquiry, a letter writing campaign and presentations

Related issues 3 and 4 ask you to evaluate the political, economic, humanitarian and environmental impacts of contemporary globalization

AND think about how you might respond as a citizen.

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Related Issue #4- To what extent should I, as a citizen, respond to globalization?

***Note: many issues overlap for related issues 3 and 4**

Chapters 13,14,15,16- vocabulary & concepts that would be helpful to know

global citizenship-

democratization-

1. Human rights are important in determining quality of life. There are alternative measures of prosperity. (pol, eco, social, envir)

You analyzed different measures: human development index (HDI),

Happiness index in Bhutan, access to clean water, quality of life vs. standard of living. *(CIDA map analysis, graphs, charts, etc).*

human rights-

Universal Declaration of Human Rights-

standard of living-

quality of life-

inalienable-

basic human needs-

civil society-

3. The impact of globalization and quality of life on various individuals and communities

Millennium Development Goals-

(Webquest, poster activity, passions project)

4. What is the relationship between democracy, globalization and human rights? *(a brief study of various ideas regarding human rights that might include: Ancient Greece, Rome, Persia, India, the Haudenosaunee, the American Constitution and the Canadian Charter of Rights and Freedoms)*

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5. Contemporary issues- how should I respond to?

human trafficking-

Tiananmen Square-

Guantanamo Bay-

gender issues-

the communication gap-

pandemics-

WHO-

labour and employment issues-

child labour today-

agricultural issues- (over-use of the land, agricultural subsidies, genetically modified foods etc.)

fair trade-

sweatshops-

debt issues in the developing world-

animal rights (seal hunt in Canada)-

6. How might globalization change individuals and communities?

Transnationals and their impact on communities-

Immigration impacts-

7. What are the various roles and responsibilities in a globalizing world for individuals, businesses, organizations and governments?

governmental organizations-

non-governmental organizations (NGOs)-

individuals could:

businesses could:

organizations could:

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governments could:

8. Provide examples for:

pro-globalization activists-

anti-globalization activists-

consumer activism-

corporate responsibility-

9. Develop strategies to demonstrate active, responsible global citizenship.

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Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-1.

Dimensions of Thinking

critical thinking and creative thinking evaluate ideas and information from multiple sources

historical thinking analyze multiple historical and contemporary perspectives within and across cultures

geographic thinking analyze the impact of physical and human geography on history

decision making and problem solving demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues

Social Participation as a Democratic Practice

cooperation, conflict resolution and consensus building

demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably

age-appropriate behaviour for social involvement

demonstrate leadership by engaging in actions that enhance personal and community well-being

Research for Deliberative Inquiry

research and information

develop, express and defend an informed position on an issue

Communication

oral, written and visual literacy

communicate effectively to express a point of view in a variety of situations

media literacy assess the authority, reliability and validity of electronically accessed

information