

# **Social Studies 10-1: Perspectives on Globalization**

## **Activity Bank**



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# Activity Bank

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## Related Issue Two

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Designed in conjunction with:

*Exploring Globalization*, Robert Gardner and Wayne Lavold, McGraw-Hill Ryerson, 2007.

# Social Studies 10-1

## **Related Issue One**



## **Chapter One**

# Activity Bank: Globalization and Identity

## TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER ONE:** To what extent does globalization shape your identity?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

**ACTIVITY:** This activity is a broad overview of many of the perspectives on globalization that the students will be exposed to in related issue one. It is a good way for the student to begin to conceptualize what globalization is and why the term is so difficult to define.

See Attached

# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER ONE:** To what extent does globalization shape your identity?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

#### SPECIFIC LEARNER OUTCOME:

1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)

1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP)

**ACTIVITY:** See attached sheet entitled "Identity Rant"

**IDEAS:** This activity is a good introduction because it allows students to gain an appreciation of the individual and collective elements of their identity. It also enables students to conceptualize Canadian identity (or lack thereof) and how it contributes to their personal identity in a globalized world. Students can explore their heritage and express their individuality. The assignment caters to differentiate learning preferences as students can choose a variety of mediums to express themselves (poster, PowerPoint, "rant", poem, video, etc).



## Format:

You may choose to express yourself in the form of a rant (as per "Joe Canadian"), a poem, a song/rap, descriptive poster or PowerPoint. (Any alternatives must be discussed with the teacher beforehand). The possibilities are endless; however your presentation must meet the following criteria:

## Criteria:



- Your "Rant" must include all of the following aspects of your identity:

*Note: Do not be afraid to mention more than one component from each aspect*

- Traditions and Customs
- Heritage/Ancestry
- Aspects of collective identity (i.e. - teams, clubs, religious groups)
- Language/Slang/Jargon
- Influences on your identity (i.e. role models, family, values etc)
- Global Connections (i.e. media, food, clothing, cell phones)



- Must be between 2-5 minutes
- Appropriate for the school environment
- Provide a 250-300 word, double spaced rationale for why this "Rant" represents your identity. It can either be typed or neatly handwritten in pen.
- Make sure to include all angles on what makes you unique. Do not make the same mistake as "Joe Canadian" in generalizing yourself to simply one label or perspective. Remember you are many things to many people.



## I am Canadian: A Limited Identity...

"My name is Joe, and I am Canadian!" In 2000, these passionate words from a new Molson beer commercial were tugging at the patriotic heartstrings of Canadians. The ad, which poked fun at Americans' faulty perceptions of Canada, was an instant hit. In this TV clip, we see just how huge a phenomenon it has become: people in Regina are able to recite all the lines and the previously unknown actor who played Joe Canadian is now constantly swarmed by autograph-seekers.

The Joe Canadian ad, titled "The Rant," debuted during the March 2000 Oscar Award telecast. It was shown right after actor Robin Williams' memorable performance of the song *Blame Canada* from the movie *South Park*.

- During the commercial, Joe starts out fairly quiet but delivers his lines with increasing vigour as the speech builds. After shouting out the final words of the speech — "My name is Joe, and I am Canadian!" — he says a polite "thank you." According to author Paul Brent, this "thank you" was a point of contention at Molson. At least one high-powered executive thought it was a wimpy cop-out. Others, however, maintained that it was a very Canadian ending to the commercial, and they decided to keep it in.
- In the heyday of the Joe Canadian commercial, it frequently aired in movie theatres during the previews. Newspapers across the country reported that crowds would burst into applause after the commercial aired in theatres.
- A few of the more popular lines in the commercial include:
  - "I'm not a lumberjack or a fur trader."
  - "I speak English and French, not American."

# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER ONE:** To what extent does globalization shape your identity?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

**ACTIVITY:** This activity is a solid way to introduce multiple perspectives. It is an extension from the case study on pages 16-17 of the "Exploring globalization" textbook.

- Have the students read the case study individually or as a class
- Highlight and discuss some of the major events in this case study (the textbook suggests creating a timeline)
- Ask the students who the "stakeholders" are in this case study? (You may need to go over what a stakeholder is – someone with an invested interest)
- Inform the students that there are 6 major stakeholders that the class will be focusing on.
- Divide the class in to 6 groups and allocate each group a perspective (The 6 perspectives used in this activity are provided. They may be cut out or laminated on individual cards for each group)
- Inform the class that they will be engaging in a "Courtroom drama" and need to select 1-2 members to be their spokesperson(s).
- Give each group 10 – 15 minutes to formulate a "defense" or justification for their stakeholder's position. Have one group member be the recorder. (A potential answer key is provided).
- Have the spokesperson(s) from each group come up to the front and address the class. They must state:
  - Who they represent
  - What their interest is
  - A justification for their interest
- You may (or may not) allow the other groups to formulate a rebuttal or "question" the speaker.
- Have each of the 6 groups present, at the end of the 6 presentations; ask the class which group is "right"? or which group initiative should we employ?
- As a class engage in a discussion that focuses on multiple perspectives and different viewpoints.
- Emphasize the difficulty is appeasing all parties and how issues are almost always multi-faceted.



- Governments have increased the infrastructure in Alberta by building roads.
- By allowing oil and gas companies to use this land, the government has received 2.6 billion dollars in Government royalties which has allowed Alberta to progress as a province by providing funds for social services and future development.
- It is crown land – so it is owned and controlled by the government.
- Promotes a strong trade relationship with the United States.

**Perspective:**

Your group has the perspective of the Workers at Daishowa Pulp Mill (and other people involved in the pulp industry) and you feel as though this land development is necessary.

- As a group prepare a defense using the facts of the article.
  - Make sure to emphasize how quality of life has been affected by the government's decision to allow this land to be used for development.
- \*\* Choose one person in your group to write down your defense and 1-2 people to speak on your group's behalf.
- By developing this land, it creates jobs for local members of the community. It allows the community to gain economic prosperity.
  - Paper is an essential good that people need and if the community has the resources to meet this need then they should produce the good.

**Perspective:**

Your group has the perspective of Environment Canada, whose mandate is to preserve and enhance the quality of the natural environment. You feel as though this land development has been destructive.

- As a group prepare a defense using the facts of the article.
  - Make sure to emphasize how quality of life has been affected by the government's decision to allow this land to be used for development.
- \*\* Choose one person in your group to write down your defense and 1-2 people to speak on your group's behalf.
- Concern is the clear-cutting of forests/deforestation, pollution caused by oil and gas wells, reducing the habitat of wildlife.
  - Is this development sustainable for an environmentally friendly future?

# Activity Bank: Globalization and Identity

## TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER ONE:** To what extent does globalization shape your identity?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

1.4 Explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modeling) (I, CC, LPP)

**ACTIVITY:** Show the DVD "Food: A Multicultural Feast" and have students complete the attached worksheet "Food: A Multicultural Feast".

**IDEAS:** Read through the quotes on the worksheet individually or as a class. Students may suggest that items such as maple syrup or beer are associated with Canadian identity.

## Food For Thought

"To the orthodox Muslim our use of pork is revolting, and to the orthodox Hindu, the thought of eating beef is almost as horrifying as the thought of eating human flesh is to us. To many peoples a crisply roasted grasshopper is more palatable than a raw oyster. Some East African people find eggs nauseating, and Chinese students newly arrived in this country have sometime become ill at seeing people drink milk."

- Ina Corrinne Brown in **Understanding Other Cultures**

Before 1492, from one end of Europe to the other people ate much the same food . . . By 1600, Europe and The Americas . . . had exchanged the fundamental ingredients and ideas of their cuisines. The exchange of foodstuffs began as a deliberate policy of the Spanish crown. Old World crops and livestock were introduced to Mexico and Peru to support a civilized (that is, Spanish) ways of life for the colonists, and New World exotica were sent to Spain as novelties and for agricultural exploitation. But once tomatoes had taken root in Italy, once cattle provided beef and gave milk to Mexico, then local cooks put these wonderful new foods to use. And the world changed.

Raymond Sokolov, in **Why We Eat What We Eat**

### Discussion Questions

1. How strongly is cultural identity tied to specific foods?
2. What foods are associated with Canadian identity?
3. Do you think globalization will result in a loss of this aspect of cultural identity? Why or why not?

# Social Studies 10-1

## Related Issue One



## Chapter Two



# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER TWO:** To what extent do identity and the forces of globalization shape each other?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

#### SPECIFIC LEARNER OUTCOME:

1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)

1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)

1.9 evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization) (I, CC)

**ACTIVITY:** This activity allows students to explore assimilation, acculturation, accommodation and cultural revitalization with concrete, tangible examples. The majority of the examples are taken directly from the textbook "Exploring Globalization", however, the Hmong case study is from "Perspectives on Globalization".

#### IDEAS:

##### Horseshoe Debate:

- After the students have formulated their position on assimilation versus cultural preservation, engage the class in a "horseshoe debate"
- Have the students quickly arrange their desk into a horseshoe.
- Then designate one side of the classroom to be 100% FOR assimilation and the other side to be 100% FOR cultural preservation.
- Inform your class that the horseshoe is a spectrum, and to find a desk in the classroom that represents their respective position on assimilation and cultural preservation.
- Once the students are settled, engage in a class debate, encouraging the students to use examples from class as evidence for their position.
- If the students feel as though their position changes throughout the debate, they are free to move closer to one side of the spectrum or the other.

**Task 3:** Use pages 58-63 in your textbook to answer the following questions.

- 1) Who are the Métis people and where did this group originate from?

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- 2) How is Michif, a language spoken by some Métis, an example of acculturation and accommodation?

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- 3) Describe two initiatives that the Métis took to promote cultural revitalization.

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**Task 4:** MAKE UP YOUR MIND!!! Where do you stand on the issue of assimilation and cultural preservation?

- 1) Draw an x on the spectrum to express where you stand on this issue:

Assimilation

Cultural  
Protectionism

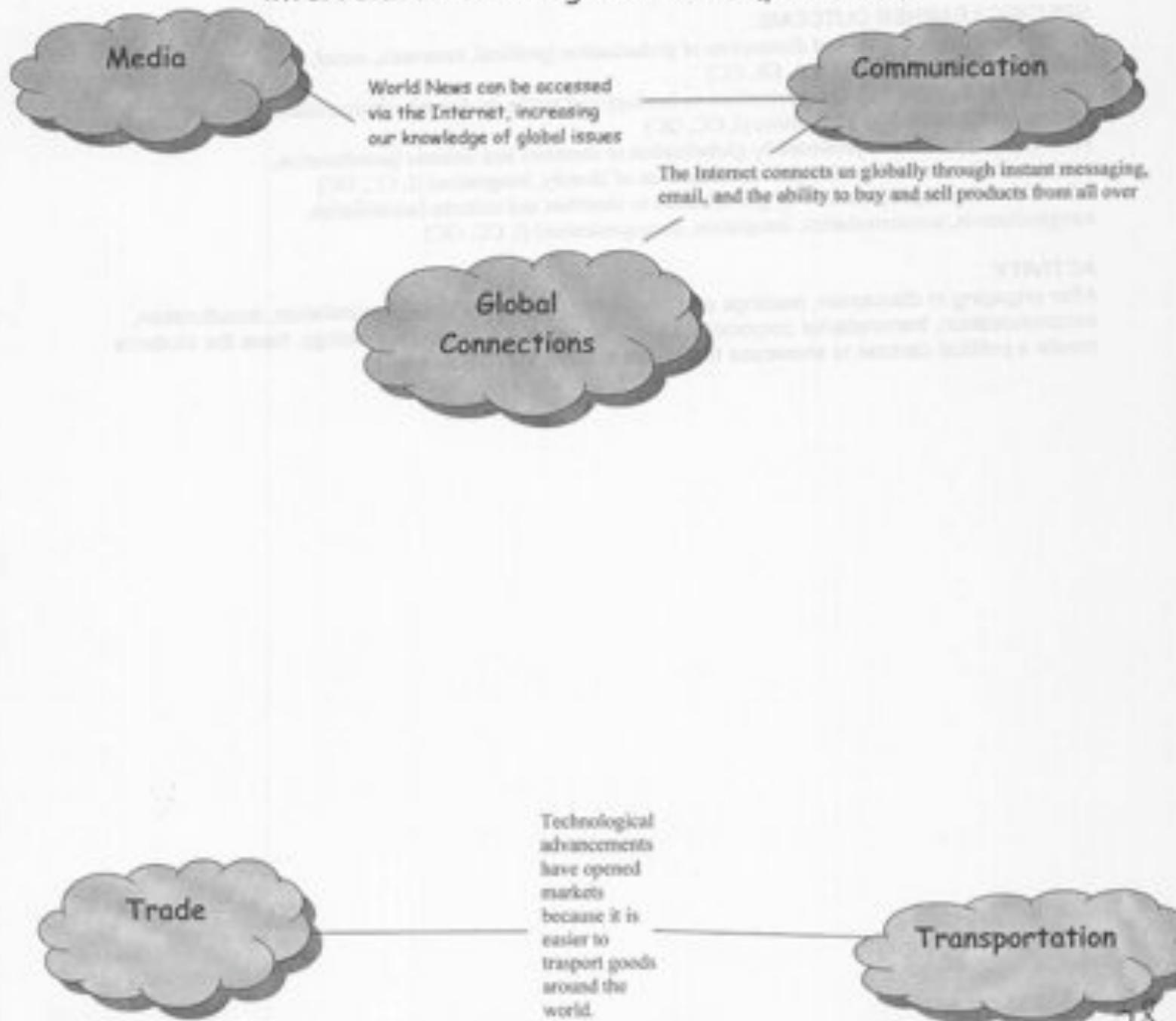
Justify your position.

**BE READY TO DEFEND YOUR POSITION IN A DEBATE!**

# Forces of Globalization



Create a concept map to illustrate how trade, transportation, communication and the media are interrelated in the "global web". (p. 43- 49)







## Creating Your Own **POLITICAL** **CARTOON**

**Task:** After viewing and analyzing some examples of political cartoons, you now have the opportunity to create your own.

**Criteria:**

- Your cartoon **MUST** represent one of the following concepts: *Identity, Acculturation, Homogenization, Assimilation, Technology, Communication or Transnational Corporations.*
- Must include at least two aspects of SSTIC.
- A hard copy needs to be submitted to me.

*You do not have to be an artist to create a political cartoon - just have an open mind and imagination. Have Fun!*

## Political Cartoon Rubric

Criteria	1 Mark	2 Marks	3 Marks	4 Marks
<b>Knowledge of the Topic</b>	- lacks clarity and purpose; little attempt made to achieve the purpose	- states the purpose but does not effectively achieve it	- topic is focused and authentically achieves the purpose	- topic is focused, clear and authentically and creatively achieves the purpose
<b>Creativity of the Product</b>	- final media product is not neat and lacks necessary detail - little attempt made to engage the audience	- final product's appearance has limited impact - some attempt made to engage the audience	- final product's appearance is attractive and creative - engages the audience to be receptive	- final product's appearance is uniquely creative - engages the audience to be responsive
<b>Visual expression of ideas</b>	-visually limited work of art that does not use any elements of SSTIC to express ideas effectively	- visually limited work of art that Uses one of the elements of SSTIC to express ideas.	- uses at least one of the elements of SSTIC to express ideas with some success.	-visually successful work of art using the elements of SSTIC to express ideas effectively

Total: /12





# Banana Split



Task: In your groups complete the following activities and then answer the questions at the end on your own.

## TASK ONE:

Assume that in Canada, the average price of a bundle of bananas is \$1.00. That money needs to be split among all of the people involved in getting the bananas to your local market. There are at least eight groups that deal with the banana bunches before they reach your home:

- 1) Banana Pickers- The workers in Central America that pick the bananas from the plantations- they work long hours at a highly labour intensive job
- 2) Land Owners- The people who own the land the bananas grow on in Central America. They employ the banana pickers.
- 3) Shipping Company- The group that ships the bananas from Central America to the United States and deals with the importers.
- 4) Importer- The group who receive the bananas from the shippers.
- 5) Wholesaler- The Company that bought the bananas from Central America. They are the reason they were imported into the United States. They will go on to sell the bananas to the retail companies (stores). (e.g. Dole)
- 6) Processor- The group that receives the bananas from the importer and inspects them for health and safety reasons. They package the bananas to go to and from the wholesaler.
- 7) Distributor- This is the Canadian group that receive the bananas from the American wholesaler (such as Dole or Chiquita) and send them out to Canadian retailers.
- 8) Retailer- This group buys the bananas from the wholesaler and sells them to the public. (e.g. Safeway, Save on Foods etc.)

Complete the following chart: If the average price of a bundle of bananas is \$1.00, what does your group think would be fair for each member of the process to receive as a "cut" of that dollar?

What would be fair: Split up that dollar

Group	Country of Group	"Cut" of the dollar
Banana Pickers	C.A. (Central America)	
Land Owners	C.A.	
Shipping Company	U.S.	
Importer	U.S.	
Wholesaler	U.S.	
Processor	U.S.	
Distributor	Canada	

Assume the average price of a bundle of bananas is \$1.00 (ANSWER KEY)

Banana Pickers	C.A. (Central America)	2 cents
Land Owners	C.A.	8 cents
Shipping Company	U.S.	10 cents
Importer	U.S.	10 cents
Wholesaler	U.S.	10 cents
Processor	U.S.	10 cents
Distributor	Canada	10 cents
Retailer	Canada	40 cents

TO WHAT EXTENT SHOULD WE EMBRACE  
**GLOBALIZATION?**  
SOCIAL STUDIES 10-1

**Images of Transnational  
Corporations**



1) What are your first impressions of this photograph?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

2) Describe everything that you see in this picture.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

3) What message do you think this image is trying to convey?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER TWO:** To what extent do identity and the forces of globalization shape each other?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

**1.7** Analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)

**1.8** Examine challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)

**ACTIVITY:** See attached sheet "Creating a Political Cartoon"

**IDEAS:** Before students create the political cartoon, they must be familiar with the concepts of assimilation, accommodation, acculturation and homogenization. You may have them define these terms and then engage in a class discussion to ensure they have fully grasped the concepts. In addition, students should be made aware of different techniques used in political cartoons to make them more effective (ex. words, symbols, shading, etc.). Have students analyze several different cartoons by describing what the message is in the cartoon and the techniques used by the artist to convey this message. The cartoons analyzed by students could be examples of the concepts you are asking them to include in their political cartoon or they could be something entirely different.





# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER TWO:** To what extent do identity and the forces of globalization shape each other?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

- 1.1 Acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)
- 1.5 Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

**ACTIVITY:** See attached sheets "Researching a Transnational Corporation" and "Oral Presentation".

**IDEAS:** After introducing the concept of transnational corporations, have students research a transnational corporation using the sheet "Researching a Transnational Corporation." Show the documentary "Wal-mart: The High Cost of Low Prices" to further students' understanding of the pros and cons of transnational corporations. Using the sheet "Oral Presentation", have students prepare a short persuasive speech in which they argue transnational corporations should or should not be eliminated from the world.



# ORAL PRESENTATION

*If you could, would you eliminate all transnational corporations from the world? Why or why not?*

**Directions:** Prepare a 1-2 minute speech answering the above questions. You may want to use information from the following sources to prepare your speech:

- research conducted on a transnational corporation
- the documentary "*Wal-mart: The High Cost of Low Prices*" and accompanying question sheet
- textbook (page 45)
- in-class discussions

**Remember:** Your speech will be more convincing and credible if you back up your position and arguments with specific examples, case studies, and facts.



## Letter to a Banana Company



Your assignment is to write a 1-2 page letter to a banana company. In your letter you will summarize what you have learned about:

- the working conditions of banana-plantation workers
- the "banana wars"
- banana production and the environment
- the displacement of indigenous peoples

Based upon your newly acquired knowledge of this issue, you will explain to the banana company what action you think is the most appropriate to help banana workers and why. Explain to the banana company how this action could be carried out in your community.

Sources of Information:

- class notes
- articles: "The Banana Wars Explained", "Bananas – The Facts"
- pages 50-55 of your text "Exploring Globalization"

**\*\* You may handwrite or type your letter but please make sure it is legible. I cannot mark what I cannot read!**

**\*\*Please staple this sheet to the front of your letter upon submission**

### Evaluation:

Accuracy and quality of information	/10
Appearance, spelling, grammar, punctuation	/5
<b>Total:</b>	<b>/15</b>

# Social Studies 10-1

## Related Issue One



### Chapter Three



# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER THREE:** To what extent is identity affected by communication technology and the media in a globalizing world?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

**1.5** explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

**1.6** examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)

**1.8** analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)

**ACTIVITY:** This is a tremendous inquiry-based activity, where students get to explore and navigate a website to find information on a transnational corporation, diversity and the media. Computers are needed to complete this activity.

See attached.

2) **Product/Service:**

Are the products or services tailored to the unique cultural setting? Give an example.

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**TASK THREE:**

Name of your transnational corporation: \_\_\_\_\_

Type of products/services offered by your corporation:

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The three regions you have chosen to explore:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



How effective do you think the website of your transnational corporation is at selling their product or service? Explain your answer.

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Thinking globally: How has the Internet changed the way that goods and services are advertised and purchased?

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Provide one way that the Internet can preserve local business and one way it could hinder local business.

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### TASK FIVE: Interpret your results:

Asses the degree to which your transnational corporations promotes cultural diversity or a homogenized culture. Make your decision using this 5 point scale then explain and justify your evaluation.

1

2

3

4

5

Highly supportive  
of Homogenized  
culture.

Highly supportive  
of unique cultural  
identities

#### Justify your evaluation:

Explain the rating you gave including evidence to support and justify your decision.  
Include specific examples as to why you made this decision.

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Effects of Internet Use on Identity	
Positive	Negative
1.	1.
2.	2.
3.	3.

# Branding and identity

## Product Marketing

What is meant by the term "Branding"?

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How do marketers develop loyalty and relationships between their products and their customers? Do you feel that you have developed some form loyalty towards any products?

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What does it mean to sell "Lifestyle" or "Image"?

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What are some products that have done this successfully and what lifestyle are they selling?

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# NO LOGO NO LOGO NO LOGO NO LOGO

# No Jobs

**Prosperity for all?**

How do producers cut costs to lower prices?

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What are "Export Processing Zones"?

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Do they benefit the countries in which they're located? What do you think?

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What are some differing perspectives presented in the video on this question? \_\_\_\_\_

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Compare the Western perspective on "Branding" to the Chinese/Indonesian/Pilipino perspective on "Branding".

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Compare the share of profit of everybody involved in this process from the superstar athlete endorsing the product, to the Chinese women making it, to the consumer buying the product off the shelf.

Does this system benefit all those involved? If not, who is and who isn't benefiting?

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# "MERCHANTS OF COOL"

## Social Studies 10-1

### Chapter 3 – Identity, the Media and Communication Technology

#### PART I – THE FACTS

1. Last year how much did teens spend? How much did their parents spend on them?
2. How many advertisements do teens process in a single day?
3. What percentage of teens have a television in their room? What percentage have a personal computer?
4. What is "cool-hunting"?
5. Who are correspondents? Who do they look for?
6. What are some marketing strategies/tools used by companies to find out what is 'cool' and market their product?
7. How many companies sell nearly all of youth culture?
8. Of these media giants, which is the "coolest"? What is their "crown jewel"? How much did this "crown jewel" earn the company last year?

# Activity Bank:

## Globalization and Identity

TO WHAT EXTENT SHOULD  
GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER THREE:** To what extent is identity affected by communication technology and the media in a globalizing world?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

1.6 Examine the impact of media and communications technology on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)

**ACTIVITY:** Using the information found on page 69 of *Exploring Globalization*, have students create a poster that reflects the digital divide found in the world. See attached sheet.

**IDEAS:**



# Social Studies 10-1

## Related Issue One



### Chapter Four

# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER FOUR:** To what extent can people respond to globalizing forces that affect identity?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

#### SPECIFIC LEARNER OUTCOME:

1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)

**ACTIVITY:** This activity enables students to analyze multiple perspectives of transnational corporations by having them analyze contrasting images. It allows the students to see how this economic dimension of globalization presents challenges to identities and cultures by displaying different cultures' take on the transnational corporations' products.

#### IDEAS:

- Have the students analyze the "pro" images of transnational corporations first and respond using the attached question sheet.
- Display the contrasting ("con") images and have the students respond using the question sheet.
- Have the class do a pair-share about the different opinions each image presented, and how their opinion about the products changed after seeing the contrasting images.
- Allow the students some time to write a few sentences highlighting the affects transnational corporations have on a person's identity. Be sure they are using proper vocabulary (i.e. homogenization).
- Gather the class as a group to discuss things (i.e. how were the images different?, how do transnational corporations affect a persons identity?).
- After the students have done this portion, have them write a journal, written report, etc. highlighting how they would like to run things in their own transnational corporation if they took into consideration the identities of individuals around the world.

3. Does the logo appear to fit with the rest of the surroundings? Why or why not?

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### IMAGE #3

1. What is being shown in this image and what message is being put across?

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2. Does the image represent a positive and/or negative perspective on the product?  
Why or why not?

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3. Does the logo appear to fit with the rest of the surroundings? Why or why not?

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### IMAGE #4

1. What is being shown in this image and what message is being put across?

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2. Does the image represent a positive and/or negative perspective on the product?  
Why or why not?

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# Activity Bank

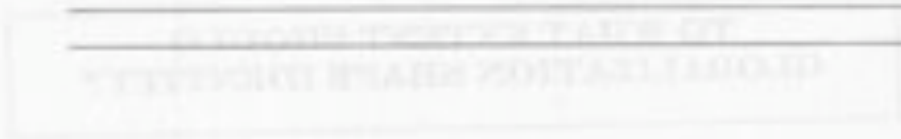
3. Does the logo appear to fit with the rest of the surroundings? Why or why not?

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Small text or label to the right of the logo box.

Text block below the logo box, possibly a question or instruction.

Text block below the previous one.

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# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER FOUR:** To what extent can people respond to globalizing forces that affect identity?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

**1.8** analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)

**1.9** evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization) (I, CC)

**ACTIVITY:** This activity enables students to explore how a culture's intangible heritage is fragile and can be affected directly by globalization. By analyzing the Sundance students will come to realize how intangible heritage is sometimes difficult to protect, and often over-taken or prohibited by other groups.

**IDEAS:**

- Have the students watch the video "Circle of the Sun" (Director: Colin Low). This film depicts a young man from the Blood tribe and his experiences with attending a Sundance ceremony. It also highlights the struggles of his people to keep this aspect of their heritage alive.
- While watching this movie have the students jot-down notes about the Sundance (i.e. what is the Sundance? why was it banned? what affect did this have on the Aboriginal people?, what's happening today?, etc.)
- When the video is complete, have the students write 2 journal entries:
  - the first highlighting how an Aboriginal person would feel at the time of the ban on the Sundance
  - the second journal entry should depict how an Aboriginal person would affirm and promote this aspect of their identity today.
- Then have the students think of their own intangible heritage (i.e. family stories, dances, plays, etc.) and analyze how it may be possible for it to be lost if it weren't protected and someone prohibited it. (Could always use the classic example from the movies Footloose where music was banned. ☺). This could be presented in a paper format, analysis of possible effects losing intangible heritage could have, etc.

# Social Studies 10-1

## Related Issue Two



## Chapter Five

# Activity Bank:

## Historical Globalization

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND TO  
THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

SOCIAL STUDIES 10-1

**CHAPTER FIVE:** To what extent did early globalization affect peoples of the world?

**GENERAL OUTCOME:** Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

**SPECIFIC LEARNER OUTCOME:**

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)

**ACTIVITY:** This video activity serves as a great introduction or a review of historical globalization, colonialism and imperialism.

**IDEAS:** While viewing the film "Colonialism and Imperialism", students are able to explore various aspects of imperialist relationships throughout time, by answering the attached question sheet.



TO WHAT EXTENT SHOULD WE EMBRACE  
**GLOBALIZATION?**  
SOCIAL STUDIES 10-1

8) When did the United States get its independence and who did they get independence from?

9) How did capitalism and the industrial revolution enhance the third phase of colonialism?

10) Why did European colonialism decrease in the Twentieth Century (1900s)?

11) Which organization assisted previously colonized countries in obtaining self-government?

12) Name 3 negative effects of colonialism:

- a)
- b)
- c)

13) Name 2 benefits of colonialism:

- a)
- b)

14) Why do some people consider the United States an example of modern imperialism?







# Cortez the Killer

## By Neil Young

The song is about Hernán Cortés, a conquistador who conquered Mexico for Spain in the 1500s. The song also makes reference to the Aztec ruler Moctezuma II and other events that occurred in the Spanish conquest of the New World. Young has stated in concert that he wrote the song while studying history in high school.

In the liner notes for Decade, Neil writes that the song is banned in Spain. In Spain, Hernando Cortez (or Hernán Cortés) is considered a national hero.

In Mexico, Cortez is viewed less favorably. In the early 1500's, Cortez had an army of 600 sail from what is now Cuba to the Aztec nation where he was considered to be a god. Cortez took their leader -- Emperor Montezuma -- as hostage and then killed many of the Aztecs. He also unwittingly brought new diseases to the Americas, which the natives had no immunities towards. He built what is now Mexico City with slave labor and returned to Spain a hero.

### Cortez The Killer by Neil Young

He came dancing across the water  
With his galleons and guns  
Looking for the new world  
In that palace in the sun.

On the shore lay Montezuma  
With his coca leaves and pearls  
In his halls he often wondered  
With the secrets of the worlds.

And his subjects gathered 'round him  
Like the leaves around a tree  
In their clothes of many colors  
For the angry gods to see.

And the women all were beautiful  
And the men stood straight and strong  
They offered life in sacrifice  
So that others could go on.

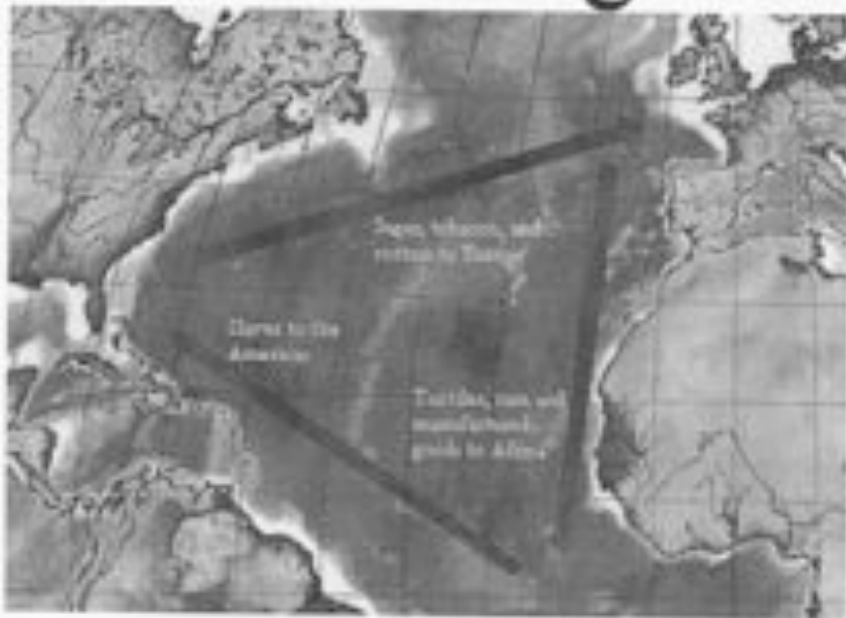
Hate was just a legend  
And war was never known  
The people worked together  
And they lifted many stones.  
They carried them to the flatlands  
And they died along the way  
But they built up with their bare hands  
What we still can't do today.

And I know she's living there  
And she loves me to this day  
I still can't remember when  
Or how I lost my way.

He came dancing across the water  
Cortez, Cortez  
What a killer



# Triangle Trade



Expanding European empires in the New World lacked one major resource -- a work force. Many indigenous peoples were dying from diseases brought over from Europe, and Europeans were unsuited to the climate and suffered under tropical diseases. Africans, on the other hand, were excellent workers: they often had experience of agriculture and keeping cattle, they were used to a tropical climate, resistant to tropical diseases, and they could be "worked very hard" on plantations or in mines.

Between 1450 and the end of the nineteenth century, slaves were obtained from along the west coast of Africa with the co-operation of African kings and merchants. In return, the African kings and merchants received various trade goods including beads, cowrie shells (used as money), textiles, brandy, horses, and perhaps most importantly, guns. The guns were used to help expand empires and obtain more slaves. The export of trade goods from Europe to Africa forms the first side of the triangular trade.

The transport of slaves from Africa to the Americas forms the middle passage of the triangular trade. Slaves were introduced to new diseases and suffered from malnutrition long before they reached the new world. It is suggested that the majority of deaths on the voyage across the Atlantic - the middle passage - occurred during the first couple of weeks and were a result of malnutrition and disease.

As a result of the slave trade, five times as many Africans arrived in the Americas than Europeans. Slaves were needed on plantations and for mines and the majority was shipped to Brazil, the Caribbean, and the Spanish Empire. Less than 5% traveled to the Northern American States formally held by the British.

The third, and final, leg of the triangular trade involved the return to Europe with the produce from the slave-labour plantations: cotton, sugar, tobacco, molasses and rum.

*"The poor slaves work entirely naked, exposed to the heat of the burning sun. The presence of the master intimidates them, and the fear of punishment expedites the work; but they make themselves amends in his absence."*

A description of the conditions of African slaves working on a rice plantation\* at Cambaya, owned by a Muslim caravan leader, during his visit to Futa Jallon in 1820.

## Questions:

1) What is Chattel Slavery?

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2) What is Eurocentrism, and how did it impact who was chosen as a slave?

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# Social Studies 10-1

## Related Issue Two



## Chapter Six



# Activity Bank:

## Historical Globalization

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND TO  
THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

SOCIAL STUDIES 10-1

**CHAPTER SIX:** To what extent do the legacies of historical globalization affect peoples of the world?

**GENERAL OUTCOME:** Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

**SPECIFIC LEARNER OUTCOME:**

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)
- 2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)
- 2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada) (TCC, PADM, GC)

**ACTIVITY:** See attached sheet entitled "Past and Present: The Effect of Global Interaction of Cultures on Indigenous Peoples"

**IDEAS:** This activity is a great project for analyzing the affects imperialism has had on Indigenous peoples around the world. It allows students to research multiple perspectives as well as various periods of time, which will enable them to get a clear grasp on the effects of historical globalization on peoples of the world



## 2) Task Manager

- To delegate tasks to the group (including areas to research, etc) and set specific target dates for task completions
- To ensure that everything needed for each task has been completed according to the rubric.

The task manager should have good people/problem solving skills to delegate tasks and solve any possible disagreements in a diplomatic fashion.

## 3) Project manager

- Responsible for the format of the presentation (ie – PowerPoint)
- Will ensure that the project has everything needed according to the rubric
- Will be responsible for bringing any materials needed for the presentation (ie- props, USB flash port, CD etc.)

The project manager should be computer/electronic savvy and know how to make a PowerPoint presentation and other electronic resources.

## 4) Recorder

- To write down and record any important information in group meetings.
- To decide on best strategy for writing the report and ensure that it includes everything needed.
- To compile the final report, ensuring that it contains all required components and has been edited thoroughly for spelling and grammatical errors.

The recorder should have solid writing and organizational skills.



**Task Two:** Choose one of the following groups to research:

- Maori of New Zealand
- Indigenous people of Hawaii
- The Yanomami of the Amazon rainforest
- The Sami of Scandinavia
- The Bedouin of the Sahara Desert
- The Blackfoot or Cree peoples of Canada
- The Chipaya tribe of Bolivia
- The Mohegan people of the United States
- The Aborigines of Australia
- The Penan people of Malaysia
- The Kikuyu or Ariaal tribes of Kenya
- The Achuar Indians of Ecuador
- The San (Bushman) of South Africa
- Another group that interests you (approved by the teacher)



**Task Two:** Using all available resources, including, but not limited to, the Internet, find the information necessary to answer the three major inquiries listed below. Sample questions have been provided to focus your research. These questions are a guideline, but you are not limited to only these elements. In some cases, you may not be

- Make sure you critically assess each viewpoint.
  - Whose perspective is it?
  - How is that perspective supported?
  - Is there sufficient evidence?
  - Is there a bias?
  - What purpose did the writer have to make their perspective known?



**Task Four:** After your research is gathered, it must be interpreted and presented in two forms:

- a) **Research Paper:** Each group is responsible for submitting ONE research paper on their particular culture.

The paper will be broken into six sub titles:

- 1) **Introduction**
  - "Hook" your readers in.
  - Explain the purpose of the paper (refer to the inquiry question)
  - Make reference to at least TWO different perspectives on the issue.
  - Explain what the body of the paper is comprised of.
- 2) **Life before cultural contact**
  - Use the guiding questions to formulate this section of your paper.
- 3) **Culture contact**
  - Use the guiding questions to formulate this section of your paper
- 4) **The implications of cultural contact today**
  - Use the guiding questions to formulate this section of your paper
- 5) **Conclusion**
  - Formulate a judgment on the affects of historical globalization of your group (Has it been positive, negative or both?)
  - Consider the perspectives of various groups historically and currently to draw your conclusion.
- 6) **References**
  - Please include all sources used (websites, books, magazines). The following link is a good one to help you site your resources properly: Knight Cite: <http://www.calvin.edu/library/knightcite/>

The final draft of the paper must be typed, double-spaced, 12 point Times New-Roman font. The length of the paper should be between 5-8 pages.

# Activity Bank:

## Historical Globalization

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND TO  
THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

SOCIAL STUDIES 10-1

**CHAPTER SIX:** To what extent do the legacies of historical globalization affect peoples of the world?

**GENERAL OUTCOME:** Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

**SPECIFIC LEARNER OUTCOME:**

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)
- 2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)

**ACTIVITY:** See attached sheet entitled "Imperialism: The Berlin Conference"

**IDEAS:** This activity is great for allowing students to explore the multiple dimensions and perspectives on the Scramble for Africa. By completing the following activity students will examine imperialism and its affects on the people of Africa.



## African populations

The map shows Africa as it might have been. The lines are the boundaries between the different ethnic and language groups according to written and oral history. This contrasts with the present political units, shown in colour, which are largely the result of Africa's colonial past.

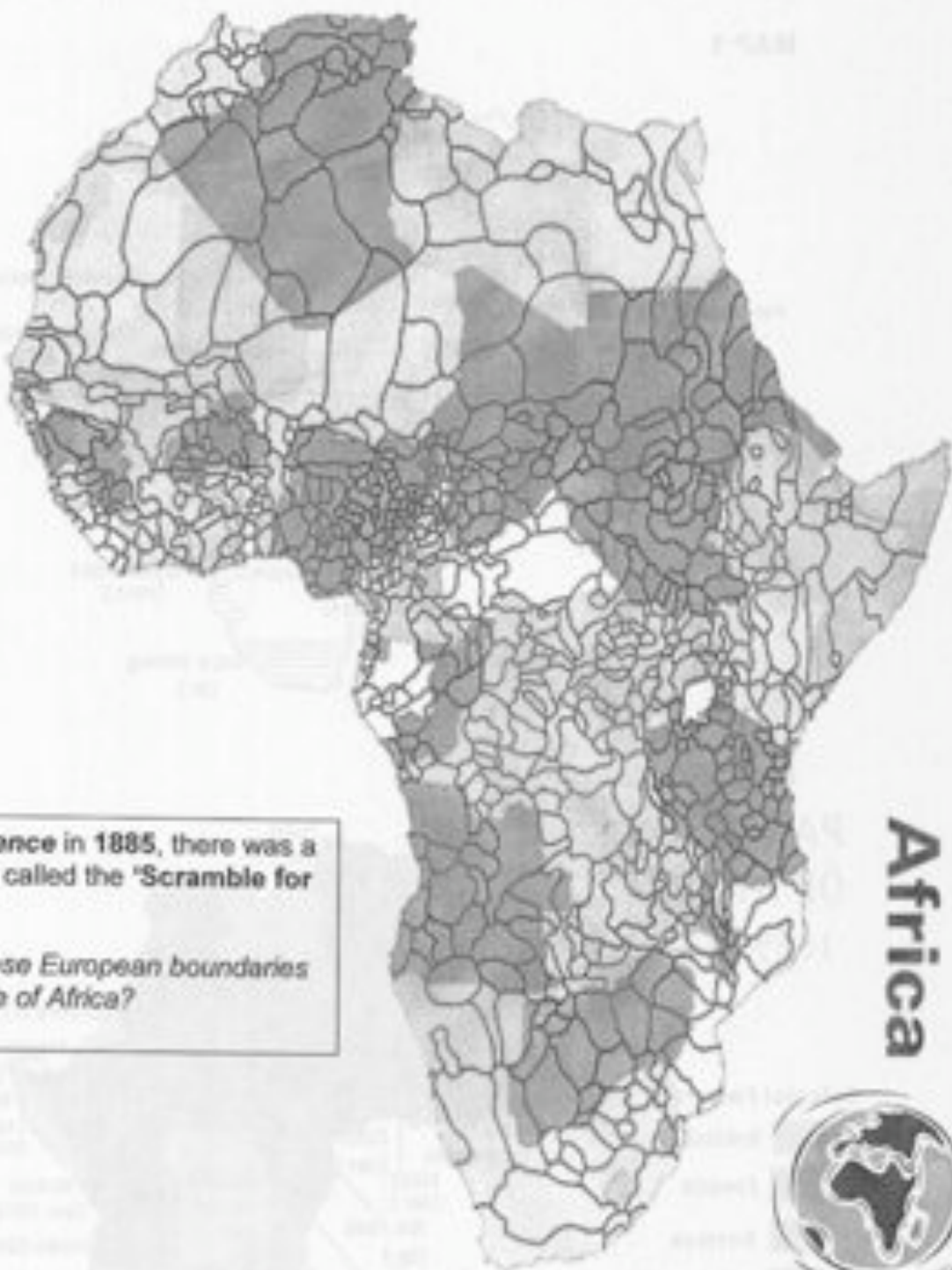
Following the *Berlin Conference* in 1885, there was a European chase for colonies called the '**Scramble for Africa**'.

*What impact do you think these European boundaries had on the indigenous people of Africa?*

Scale 1:80 000 000

0 500 1000 km

Zenithal Equal Area Projection





1. What is the main difference between the 2 maps?

2. What happened to the native African political entities by 1914?

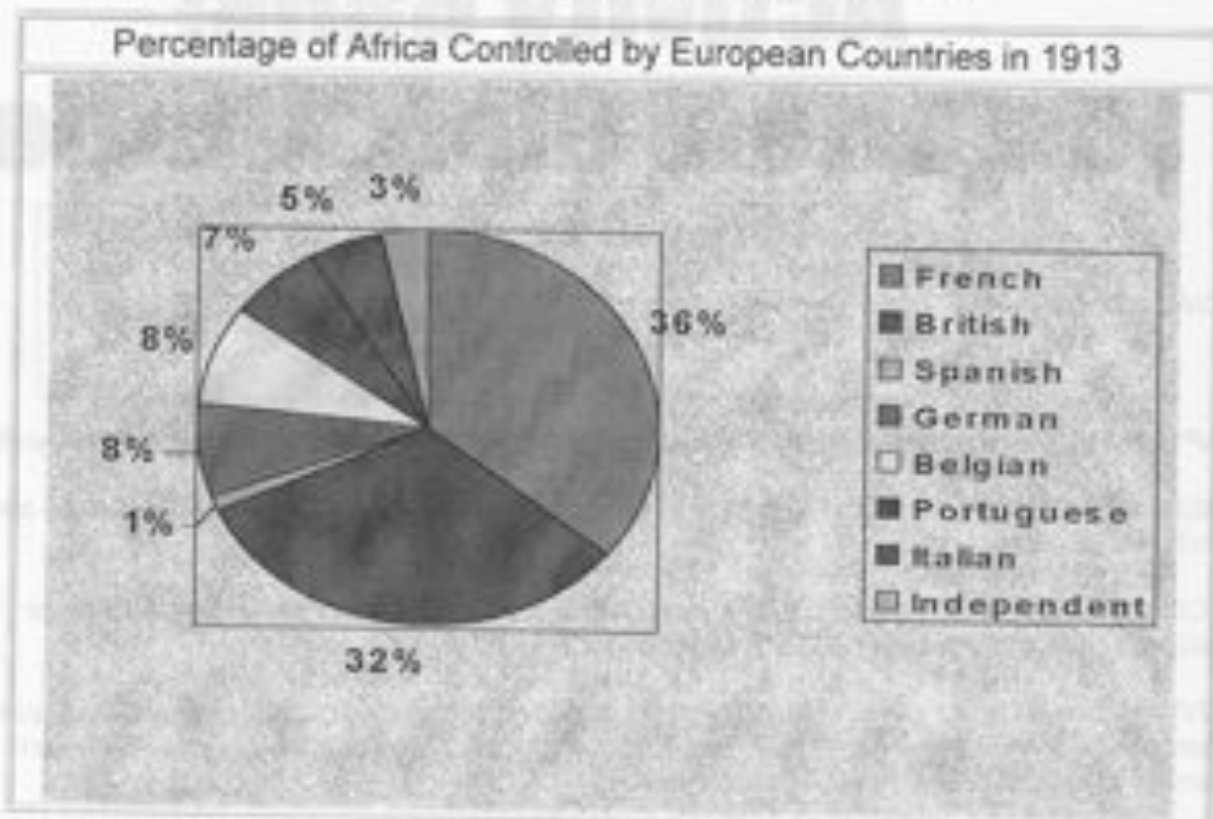
3. According to Map 2-- Which 2 European countries held the most territory in Africa?

4. According to the cartoon, which European countries were fighting for a position in Africa?

5. How did the Berlin Conference lead to the situation shown in this cartoon?



## AFRICA POLITICAL DIVISIONS IN 1913



data above compiled from *Modern World History: Patterns of Interaction*, 1999 by McCougal Little, page 208

1. What percentage of Africa was colonized by 1913?
2. According to the graph, Which 2 European countries held the most territory in Africa?
3. What percentage Africa was controlled by the rest of the countries (excluding the 2 countries mentioned in #2)?
4. How did the Scramble for Africa in the 1800's and 1900's affect the current borders of Africa?

Name:

# The Scramble for Africa



**Directions:** Visit the website

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/11chapter3.shtml>  
to answer the following questions. The following headings correspond to the titles under the index on the right-hand side. Type your answers into this document. **MAKE SURE YOU HAVE FILLED IN YOUR NAME AT THE TOP.** When you have completed the assignment, print it and submit it to the teacher.

## Black Explorers

1. For thousands of years merchants crossed the Sahara to trade gold and slaves for what? How long did this trip take? A typical caravan was comprised of how many camels, merchants and slaves?
2. What merchant proved indispensable to Henry Morton Stanley? How is Stanley described? How did the merchant "save the day" for Stanley?
3. What African American explorer spent six months in the Congo? What was his impression of how the Belgian regime?
4. What were the three main reasons Muslims traveled through Africa? Who was the earliest documented Muslim explorer? When did he explore Africa and what regions did he visit?

3. What country fell under Egyptian control in the 1820s? What country began interfering with Egypt's control of this region?

4. Name three countries taken over by France. What country was partitioned between France and Spain?

5. What country occupied Libya?

6. How did French and British style of colonial rule differ?

7. How did the British and French approach to colonized Africa changed in the second half of the 1800s? What countries left Africa and what new countries moved in?

8. What effect did the Scramble for Africa have on the European powers in Europe? What countries though were still in conflict with each other? What event occurred in 1914 that halted colonization by European powers?



### The European Scramble

1. Commercial greed, territorial ambition, and political rivalry.
2. Defeat in Napoleonic War. British.
3. Sudan. Britain.
4. Algeria, Tunisia, Senegal. Morocco
5. Italy.
6. French colonial rule very centralized, little effort to involve local rulers; British colonial rule was more indirect rule through local rulers and chiefs.
7. No longer going to improvise as go, determined to put things in order and establish clear administrative hierarchy with Europeans at top, Africans below. Dutch and Danes left. Germany, Italy and Belgium moved in.
8. Defused and displaced tensions between European power in Europe. Germany in conflict with France & Britain. WWI.

# Social Studies 10-1

## Related Issue Two



### Chapter Seven

# Activity Bank:

## Historical Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND  
TO THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

**CHAPTER SEVEN:** To what extent have the legacies of historical globalization affected Canada?

**GENERAL OUTCOME:** Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.

**SPECIFIC LEARNER OUTCOME: 2.10** Students will examine imperialist policies and practices that affected indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada (TCC, PADM, GC)

**ACTIVITY:** Students create a political cartoon that depicts contact between Europeans and First Nations peoples. See attached sheet.

**IDEAS:** If students have not created a political cartoon before, have them analyze several political cartoons and describe what makes them effective.



# Activity Bank: Historical Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND  
TO THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

**CHAPTER SEVEN:** To what extent have the legacies of historical globalization affected Canada?

**GENERAL OUTCOME:** Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.

**SPECIFIC LEARNER OUTCOME:**

**2.11** Students will analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on indigenous people, loss of indigenous languages, civil strife) (GC, CC, TCC, I)

**2.12** Student will evaluate various attempts to address consequences of imperialist policies and practices on indigenous people in Canada and other locations (GC, PADM, TCC).

**ACTIVITY:** Students read the article "White guilt, dead children – in the name of political correctness" by Margaret Wente from the Globe and Mail. They then answer questions based on the article to understand Wente's position. Questions are attached. Article is only in hardcopy of activity bank (search on internet to obtain it).

**IDEAS:** Once students have read the article, have them write a one page composition. In the composition students should state whether they agree or disagree with Wente's position. They should also propose how they believe the government and Canadians should try to address the consequences of European policies and practices when they arrived (or if it should be addressed at all).



# Activity Bank:

## Historical Globalization

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND TO  
THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

SOCIAL STUDIES 10-1

**CHAPTER SEVEN:** To what extent have the legacies of historical globalization affected Canada?

**GENERAL OUTCOME:** Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

**SPECIFIC LEARNER OUTCOME:**

2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)

2.4 recognize and appreciate the validity of oral histories (TCC, CC)

2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)

2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)

2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)

2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada) (TCC, PADM, GC)

**ACTIVITY:** See attached sheet entitled "Chapter 7: Legacies of Historical Globalization in Canada"

**IDEAS:** This activity could be completed individually, but works very well as a jigsaw. The number of groups needed for this activity is multiples of four. After you have assigned groups, have the students complete their assigned section. When finished, the students will meet in their new groups (compiled of one person from each of the previous groups) to exchange the information. Although copying answers is tempting for students, try to encourage the "section experts" to teach the information to their new group members as well.

Topic	Section	Expert

**First Peoples and European Settlers:** Read pg 164 and summarize the main concepts/ideas:

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- 
- 
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In your own words, rewrite the section of the treaty quoted in Figure 7-4. In the quoted section, which key phrases highlight the differences in the way First Peoples and Europeans understood landownership? Explain why.

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**The Destruction of the Beothuk:** Read pg 165 and summarize the main concepts/ ideas:

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What does the example of the Beothuk say about European attitudes toward the peoples they encountered? How did this attitude — a legacy of historical globalization — set the stage for some of the challenges facing First Nations today?

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With your group, brainstorm a list of words and phrases that describe the relationship between First Nations and "mainstream" Canadian society today?

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## THE SKIN DIVER AND THE MOON WALKER

Adapted from Robert Ross, "Surfing the Floor: Exploring the Roots of the Aboriginal Healing Perspective," Justice as Healing: A Newsletter on Aboriginal Concepts of Justice, Native Law Center of Canada.

Imagine for a minute that there was a Moon Walker and a Skin Diver. Both have very interesting and exciting jobs. One travels through space to walk on the Moon, a place with little oxygen and little gravity. The other swims through the sea looking for underwater treasures. They work in very different environments and as a result wear very different footwear.

The Moon Walker wears weighted boots to keep him firmly on the ground and the skin diver wears long webbed flippers to help him swim faster and deeper. If the moonwalker wore the skin diver's flippers he would float off into space and if the skin diver wore the moonwalker's boots, he would sink like a stone and probably drowned. In either case, each is likely to experience a lot of grief if forced to wear the others footwear.

Now imagine the two came into contact. Neither one knows that the other works in a completely different environment and the Moonwalker, believing strongly in his "Rightness", tries to get the skin diver to change his ways and adopt his weighted boots as footwear. He tries for centuries to get the skin diver to change by ridiculing him, belittling him and even creating restrictive laws.

The skin diver finally agrees to take off his fins, only while the moonwalker is looking, but for as long as he remains in his own environment, he refuses to put on the moon boots, to do so would be suicide.

Following all of the attempts by the moonwalker, the only real result is that the skin diver has been robbed of his fins and no longer has the mobility, self-esteem and confidence he once had, even in his own environment. All because the moonwalker thought that his footwear was the right footwear for everyone.

1. What do the skin diver and the moonwalker represent? What is being compared? Who represents what?

2. What problems can come from contact between peoples with different cultures? What is the source of these problems?

TO WHAT EXTENT SHOULD WE EMBRACE  
**GLOBALIZATION?**  
SOCIAL STUDIES 10-1

Chapter 7: OPEN BOOK QUIZ

Explain two legacies of historical globalization in Canada?

- 

- 

How has historical globalization affected indigenous peoples in Canada?

Define and explain the following terms:

- Indian Act
- Status Indian
- Cultural Mosaic
- Multiculturalism



# Social Studies 10-1

## Related Issue Two



## Chapter Eight

# Activity Bank: Historical Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND  
TO THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

**CHAPTER EIGHT:** To what extent have attempts to respond to the legacies of historical globalization been effective?

**GENERAL OUTCOME:** Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.

**SPECIFIC LEARNER OUTCOME:** 2.11 Students will analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on indigenous people, loss of indigenous languages, civil strife) (GC, CC, TCC, I)

**ACTIVITY:** Students will become familiar with the genocide in Rwanda by reading pages 189 to 193 of *Exploring Globalization* and answering the questions on the attached sheet.

7. What are the problems being experienced with having war crime trials?  
What has been set up to deal with these problems (serving as an alternative)?

8. Name one group who is helping Rwandans rebuild their lives. How are they doing this?

## Some devastating facts . . .

UNICET reported that during the genocide

- 99.9% of Rwandan children witnessed violence
- 76.6% of Rwandan children experienced death within their family
- 69.5% of Rwandan children witnessed someone being killed
- 57.7% of Rwandan children witnessed killings or injuries with machetes
- 31.4% of Rwandan children witnessed rape or sexual assault

*"Rwanda will never ever leave me . . . fifty to sixty thousand people walking in the rain and the mud to escape being killed, and seeing a person there beside the road dying. We saw lots of them dying. And lots of those eyes still haunt me, angry eyes or innocent eyes, no laughing eyes. But the worst eyes that haunt me are the eyes of those people who were totally bewildered. . . Those eyes dominated and they're absolutely right. How come I failed? How come my mission failed?"*

Romeo Dallaire



# Hotel Rwanda - Assignment



## Step 1.

Watch the movie *Hotel Rwanda*. Take notes in the space provide below on how the genocide in Rwanda was handled by the United Nations, foreign countries, and the country of Rwanda. Make sure your notes are specific, detailed and accurate.

## Step 2.

Using your notes, write a one page composition critiquing how the situation was handled by all parties. Propose what you think should have been done during the genocide in Rwanda (BE SPECIFIC).

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Notes:





# Apartheid in South Africa

## 1948 - 1989

For almost 50 years, South Africa was ruled by *apartheid* — a brutal system of **racial segregation** (separation) that kept the nation's black majority in poverty while a white minority held the wealth and power. In fact, all South Africans were classified by race as being White, Asian, Coloured (mixed ancestry), Indian or Black. Apartheid is a prominent example of **ethnocentrism**, as the white minority held a belief that they were a superior and more esteemed race compared to their Black, Asian, Indian and Coloured counterparts.

Many unfair restrictions were placed on non-white South Africans including curfews and the dehumanizing responsibility to carry a passport identification card at all times. Non-white South Africans were constantly required to show their passport and prove their citizenship. If they failed to produce a passport in could result in severe beatings or even jail time.

The segregation of housing was known as the **homeland system**. Homelands were independent states to which each African was assigned by the government according to the record of origin (which was frequently inaccurate). All political rights, including voting, held by an African were very limited and restricted to the designated homeland. Education, medical care, and other public services were segregated, and those available to Black people were of an inferior standard. The black education system within "White South Africa" was designed to prepare blacks for lives as a working-class. There was a deliberate policy in "White South Africa" of making services for black people inferior to those of whites, to try to "encourage" black people to move into the black homelands. (<http://www.us-students-stanford.edu/~calico211/apartheid.html>)

*Many Parallels can be made between the Black homelands of South Africa and Native reservations in Canada. Describe the commonalities that these two government mandated policies shared?*

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After watching the film clips on Apartheid, write a brief paragraph to answer the following 3 questions: *Who is Nelson Mandela? What did he stand for? Why was his election in 1994 significant?*

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Apartheid and the People of South Africa		
	Blacks	Whites
Population	19 million	4.5 million
Land Allocation	13 percent	87 percent
Share of National Income	< 20 percent	75 percent
Ratio of average earnings	1	14
Minimum taxable income	300 rands	750 rands
Doctors/population	1/44,000	1/400
Infant mortality rate	20% (urban) 40% (rural)	2.7%
Annual expenditure on education per pupil	\$45	\$600
Teacher/pupil ratio	1/60	1/22

Figure 1: Disproportionate Treatment circa 1978. Source: [Lee86]

What does this chart imply about the quality of life of Black South Africans in comparison to White South Africans?

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Ultimately, Blacks demonstrated, held strikes and rioted over such discriminatory practices. As a result diplomatic pressure mounted abroad for change. In 1990, Nelson Mandela, who had devoted his life to democracy, equality and learning for all South Africans, was released from prison after serving almost 30 years for those beliefs. He was elected president of the African National Congress the following year, and in 1993 received the Nobel Peace Prize on behalf of all South Africans who suffered and sacrificed so much to bring peace to their country. On May 10, 1994, Nelson Mandela was elected South Africa's first black President, in that country's first truly democratic election. (<http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>)



Do you think Steven Van Zandt, and other artists against Apartheid were effective in their campaign to end Apartheid with the boycott of Sun City? Explain!

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GREENPEACE

# NON-GOVERNMENTAL ORGANIZATIONS

HUMAN RIGHTS WATCH



**Directions:**

1. Visit the website [http://library.duke.edu/research/subject/guides/ngo\\_guide/db/a-e.asp](http://library.duke.edu/research/subject/guides/ngo_guide/db/a-e.asp)
2. Research four non-governmental organizations by clicking on the links provided. Three non-governmental organizations have been selected for you to research. The other you may select on your own.
3. Complete all questions on the following sheet based on your research.

## NGO #1: Greenpeace

Describe when Greenpeace was founded, what its first mission was, where its headquarters are located, and how many supporters it has worldwide.

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Describe three positive environmental changes Greenpeace has helped bring about.

1.

2.

3.

What are five of the global issues in which Human Rights watch is involved?

- >
- >
- >
- >
- >

List three victories of Human Rights Watch.

1.

2.

3.

### NGO #3: Canadian Council for Refugees

What is the mission statement of the CCR?

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When was the CCR founded? Issues are often brought to the attention of which agencies by the CCR?

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# Social Studies 10-1

## Related Issue Two



## Chapter Nine

# Activity Bank:

## Economic Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR ALL  
PEOPLE?

**CHAPTER NINE:** To what extent did world events shape contemporary economic globalization?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

3.3 Students will explore understandings of contemporary economic globalization. (GC, ER)

3.4 Students will examine the foundations of contemporary globalization (F.A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)

**ACTIVITY:** Students read pages 216 to 223 of *Exploring Globalization* and answer the questions on the attached worksheet. This activity can be done as an open book quiz or an assignment. The diagram explaining the causes of the Great Depression should be shown to students as a class and discussed. The attached article could be distributed to students and read individually or may simply be used for the teacher's background knowledge and instruction. See attached sheet.

**IDEAS:** As a class, construct a timeline of the major 20<sup>th</sup> century world events that shaped contemporary economic globalization.

4) Describe the conditions that led to the Russian Revolution:

5) What is the economic model of Communism?



6) What reforms did Joseph Stalin introduce? Were they effective? Explain.

7) Create a diagram that illustrates the chain reaction caused by the stock market crash in 1929.

8) List four impacts of economic depression:



9) Explain how WWII began.

10) Describe the impact that WWII had on the Canadian economy?



WORLD WAR II 1939-1945



crashes. These market crashes, combined with the maldistribution of wealth, caused the American economy to capsize.

The "roaring twenties" was an era when our country prospered tremendously. The nation's total realized income rose from \$74.3 billion in 1923 to \$89 billion in 1929. However, the rewards of the 1920's were not shared evenly among all Americans. According to a study done by the Brookings Institute, in 1929 the top 0.1% of Americans had a combined income equal to the bottom 42%. Automotive industry mogul Henry Ford provides a striking example of the unequal distribution of wealth between the rich and the middle-class. Henry Ford reported a personal income of \$14 million in the same year that the average personal income was \$750. This maldistribution of income between the rich and the middle class grew throughout the 1920's.

The large and growing disparity of wealth between the well-to-do and the middle-income citizens made the U.S. economy unstable. For an economy to function properly, total demand must equal total supply. In an economy with such disparate distribution of income it is not assured that demand will always equal supply. Essentially what happened in the 1920's was that there was an oversupply of goods. It was not that the surplus products of industrialized society were not wanted, but rather that those whose needs were not satiated could not afford more, whereas the wealthy were satiated by spending only a small portion of their income.

Through such a period of imbalance, the U.S. came to rely upon two things in order for the economy to remain on an even keel: credit sales, and luxury spending and investment from the rich.

One obvious solution to the problem of the vast majority of the population not having enough money to satisfy all their needs was to let those who wanted goods buy products on credit. The concept of buying now and paying later caught on quickly. By the end of the 1920's 60% of cars and 80% of radios were bought on installment credit. Between 1925 and 1929 the total amount of outstanding installment credit more than doubled from \$1.38 billion to around \$3 billion.

The U.S. economy was also reliant upon luxury spending and investment from the rich to stay afloat during the 1920's. The significant problem with this reliance was that luxury spending and investment were based on the wealthy's confidence in the U.S. economy. If conditions were to take a downturn (as they did with the market crashed in fall and winter 1929), this spending and investment would slow to a halt. While savings and investment are important for an economy to stay balanced, at excessive levels they are not good. Greater investment usually means greater productivity. However, since the rewards of the increased productivity were not being distributed equally, the problems of income distribution (and of overproduction) were only made worse. Lastly, the search for ever greater returns on investment lead to wide-spread market speculation.

Maldistribution of wealth within our nation was not limited to only socioeconomic classes, but to entire industries. In 1929 a mere 200 corporations controlled approximately half of all corporate wealth<sup>1</sup>. While the automotive industry was thriving in the 1920's, some industries, agriculture in particular, were declining steadily. In 1921, the same year that Ford Motor Company reported record assets of more than \$345 million, farm prices plummeted, and the price of food fell nearly 72% due to a huge surplus. While the average per capita income in 1929 was \$750 a year for all Americans, the average annual income for someone working in agriculture was only \$273. The prosperity of the 1920's was simply not shared among industries evenly. In fact, most of the industries that were prospering in the 1920's were in some way linked to the automotive industry or to the radio industry.

Several factors lead to the concentration of wealth and prosperity into the automotive and radio industries. First, during World War I both the automobile and the radio were significantly improved upon. Both had existed before, but radio had been mostly experimental. Due to the demands of the war, by 1920 automobiles, radios, and the parts



Prices had been drifting downward since September 3, but generally people were optimistic. Speculators continued to flock to the market. Then, on Monday October 21 prices started to fall quickly. The volume was so great that the ticker fell behind. Investors became fearful. Knowing that prices were falling, but not by how much, they started selling quickly. This caused the collapse to happen faster. Prices stabilized a little on Tuesday and Wednesday, but then on Black Thursday, October 24, everything fell apart again. By this time most major investors had lost confidence in the market. Once enough investors had decided the boom was over, it was over. Partial recovery was achieved on Friday and Saturday when a group of leading bankers stepped in to try to stop the crash. But then on Monday the 28th prices started dropping again. By the end of the day the market had fallen 13%. The next day, Black Tuesday an unprecedented 16.4 million shares changed hands. Stocks fell so much, that at many times during the day no buyers were available at any price.

This speculation and the resulting stock market crashes acted as a trigger to the already unstable U.S. economy. Due to the maldistribution of wealth, the economy of the 1920's was one very much dependent upon confidence. The market crashes undermined this confidence. The rich stopped spending on luxury items, and slowed investments. The middle-class and poor stopped buying things with installment credit for fear of losing their jobs, and not being able to pay the interest. As a result industrial production fell by more than 9% between the market crashes in October and December 1929. As a result jobs were lost, and soon people started defaulting on their interest payment. Radios and cars bought with installment credit had to be returned. All of the sudden warehouses were piling up with inventory. The thriving industries that had been connected with the automobile and radio industries started falling apart. Without a car people did not need fuel or tires; without a radio people had less need for electricity. On the international scene, the rich had practically stopped lending money to foreign countries. With such tremendous profits to be made in the stock market nobody wanted to make low interest loans. To protect the nation's businesses the U.S. imposed higher trade barriers (Hawley-Smoot Tariff of 1930). Foreigners stopped buying American products. More jobs were lost, more stores were closed, more banks went under, and more factories closed. Unemployment grew to five million in 1930, and up to thirteen million in 1932. The country spiraled quickly into catastrophe. The Great Depression had begun.

# John Maynard Keynes (1883-1946)



Following the Second World War, one major economic question being debated was, *What is the appropriate role for government in the economy?* John Maynard Keynes, a British economist, developed theories that called for a large role for government in the economy. Keynes argued that falling wages resulted in decreased spending. He believed that active and direct government intervention in the marketplace was the only method to increase total spending, ensure economic growth and stability and prevent—or lift the economy out of—**recession**. A recession is a period of reduced economic activity lasting longer than two business quarters (six months).

(Source: *Perspectives on Globalization*)

## RATIONALE OF KEYNESIAN ECONOMICS:



*Active government intervention in the marketplace and monetary policy is the best method of ensuring economic growth and stability.*

→ Governments should increase spending (invest in infrastructure, public works and small business) and decrease taxes when consumer spending is too low and threatens a recession = more investment, higher employment, and increased consumer spending.

→ Governments reduce spending and increase taxes when consumer spending is too great and inflation is on the rise = less investment, less consumer spending and the potential for higher unemployment rates (lower employment).

Use the following two sources to formulate your own definition of inflation:

Inflation:

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Source I

What **INFLATION** means

**TODAY**  
Your dollar buys...

**WITH INFLATION**  
Your dollar buys **LESS**

**PRICE CONTROL**  
helps stop inflation...  
**SUPPORT PRICE CONTROL**

SOURCE II





# Friedrich Hayek

## (1899 - 1992)



Keynesian theory laid the foundations for a welfare-oriented form of Capitalism practiced by many Western countries. By the late 1960s, however, inflation and weak productivity caused many economists to question the wisdom of government intervention in the economy.

Friedrich Hayek was an Austrian-British economist and political philosopher known for his defense of classical liberalism and free-market capitalism against socialist and collectivist thought in the mid-20th century. He believed that when governments try to plan or control societies, those societies are doomed to failure. He argued that human societies are simply too complex to be planned, and can never match the natural evolutionary wisdom that comes from a free society. According to Hayek, a government should protect the market ensuring that its rules and laws do not interfere with competition between businesses. He believed that competition and the market would keep the economy "booming" and that the government should stay out of the way. Hayek's theories were based on his analysis of **totalitarian** regimes such as the Soviet Union and Nazi Germany, where governments had enormous control over every aspect of society, including the economy. The Soviets and the Nazis claimed they were creating an ideal state for their people while stripping them of their basic rights and freedoms. His idea that the role of government must be limited in any society became generally accepted in the Western world. (Source: Perspectives on Globalization)

Since both Nazi Germany and the Soviet Union eventually collapsed, does this suggest that Hayek's views were accurate?

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Hayek Argued that less government involvement in the economy meant greater economic freedom and prosperity. In what ways might government intervention limit economic freedom?

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In what circumstances is government intervention necessary?

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Compare Hayek's key ideas to the key ideas of Adam Smith. What are the major similarities in their theories?

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# Activity Bank:

## Economic Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR ALL  
PEOPLE?

**CHAPTER NINE:** To what extent did world events shape contemporary economic globalization?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

**3.5** Students will analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organization, transnational corporations, media and transportation technologies (TCC, GC, ER, PADM).

**ACTIVITY:** Students compare the World Bank and the IMF, as well as analyze the effectiveness of both organizations by reading the information on the attached sheet and in *Exploring Globalization*. See attached sheet.

**IDEAS:** Discuss the World Bank and the IMF before distributing the sheet to students so they have a general understanding of these organizations. It may be useful to have students pair up to complete this sheet, as the concepts may be difficult for students to grasp on their own. As a follow-up activity students could visit and explore the websites of both institutions (the IMF website has various interactive activities for students).



### SOURCE 1



"His needs take precedent over your needs for food, housing, health care, and education."

### SOURCE 2

The IMF is the lubricant of world trade. It lends U.S. currency, say, to Costa Rica, so that Costa Rica can buy our computers. Then Costa Rica sells us coffee and bananas and earns dollars to pay the loan back. Without the IMF, trade between every nation and every other nation would have to be balanced at all times -- which would slow things down considerably. However, when Costa Rica hasn't exported enough coffee and bananas and its foreign exchange debt builds up, the IMF essentially steps in and takes over the government. In its wake education, health, and nutrition budgets are decimated. Crops and forest products are diverted from domestic needs to export. The balance of payments improves. The people and environment suffer." - Donella H. Meadows, Dartmouth College Professor

### SOURCE 3

The World Bank has been a major lender to India's massive energy program, financing open-pit mines and coal-burning power plants that pollute an enormous area with acid drainage and smog. The project will soon be the single largest new source of greenhouse gas emissions in the world. It has displaced 140,000 people who were not compensated, who have no place to go, and who are not even served by the electricity the project generates.

The Bank has financed roads through the Amazon that usher in deforestation. Its projects log uplands that sends eroded silt downriver to clog dams. Only after furious opposition has it desisted from funding dams on the Narmada River in India that would have displaced a million people. Nonprofit organizations routinely follow the Bank around analyzing and publicizing the detrimental environmental and social impacts of its projects -- something the Bank would do for itself, if it could look beyond money to the real physical and human aspects of development.

[www.sustainer.org/dhm\\_archive/index.php?display\\_article=vn549brettonwoodsed](http://www.sustainer.org/dhm_archive/index.php?display_article=vn549brettonwoodsed) - Bk -

Use the sources above to explain some criticisms of the IMF and World Bank:

Is the World Bank and the IMF adequately fulfilling their respective duties?  
Put an X on the spectrum to indicate your position. Justify your answer.

\$

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\$\$\$

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# Public Service Announcement

Public service announcements communicate a limited amount of information in a short time – 60 seconds or less – and in such a way that the audience will remember it. PSAs can be used to:

- share time-sensitive information (e.g. storm warnings, road closures, flooded areas)
- raise awareness (e.g. of a rabies clinic for pet or local special events)
- disseminate information that has value to everyone (e.g. pre-election political party platforms, information with educational value)

You will develop a PSA that is designed to disseminate educational information on the topic assigned to you. Pick the three key ideas of the assigned topic, record them on your sheet, and create a 60-second PSA. Elect a group member to deliver the PSA to the class, who will record the three key ideas of your PSA on their worksheet.

# Social Studies 10-1

## Related Issue Three



# Chapter Ten



# Activity Bank: Economic Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR ALL  
PEOPLE?

**CHAPTER TEN:** To what extent do contemporary factors contribute to expanding globalization?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

3.5 Students will analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organization, transnational corporations, media and transportation technologies (TCC, GC, ER, PADM).

**ACTIVITY:** Students will examine the four key factors that contribute to expanding globalization (communication technologies, trade, transportation, media) in a jigsaw activity. Students are divided into four groups. In these groups, students are assigned one of the four factors and make notes on how this factor contributes to expanding globalization using *Exploring Globalization*. Students then meet with their second group, which contains one member from each of the four original groups. Students then complete the worksheet by having the other groups members explain the other three factors. The number and size of the groups obviously depends on the size of the class.  
**See attached sheet.**

**IDEAS:** Students could also complete the attached sheet individually.





## Transportation

Use pages 240 to 241 of *Exploring globalization* to make notes on how transportation helps to expand globalization.



## Media

Use page 241 of *Exploring globalization* to make notes on how media helps to expand globalization.



# Activity Bank: Economic Globalization

**TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR  
ALL PEOPLE?**

SOCIAL STUDIES 10-1

**CHAPTER TEN:** To what extent do contemporary factors contribute to expanding globalization?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)

3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy)  
(ER, PADM, GC)

**ACTIVITY:** This activity is solid case study about outsourcing. It uses the recent (2005) TELUS labour dispute as an example of the costs and benefits of outsourcing. This activity pairs well with Thomas Friedman's documentary "The Other Side of Outsourcing".

**See Attached**

What might the following interest groups say about outsourcing?

- a. The CEO of TELUS:
- b. Canadian Call-Center Employees/ Union Members (TWU):

c. Customers of TELUS:

d. Foreign Workers:

e. Nationalists:



Thomas Friedman's "The Other Side of Outsourcing", examines what happens when the demands of the global economy - with all its Westernizing influences - collides with the deeply held traditions of Indian culture. Using this documentary, the images provided and class discussion, write a 150 word response to the following question: *To what extent should we embrace outsourcing?*

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# Exploring Maquiladoras

**Task One:** Read pages 242-243.

**Task Two:** Provide Pros and Cons on Maquiladoras for the following groups of people. Try to provide specific statistics from the text.

a) American Workers:

Pros	Cons

b) Mexican Workers

Pros	Cons

c) Mexican Women workers:

Pros	Cons

d) Transnationals that operate Maquiladoras:

Pros	Cons

- a) **Task Three:** Choose one of the following tasks to represent the position of a worker, owner, or any other position that is relative. Issues to address could include: working conditions, capitalistic profit, who own the rights to the Maquiladoras, NAFTA, gender discrimination or environmental concerns.
- b) Journal Entry (minimum 250 words)
- c) Visual Representation: Create a series of pictures that represent a Maquiladora/ Collage
- d) Write a poem or create song lyrics
- e) Newspaper article
- f) Other (approved by the teacher)

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## THE ECONOMICS OF COFFEE

The economy of the community is based on coffee production - nothing else."

-Alemayehu Abraham, school principal, Oromia, Ethiopia



- 1) Coffee is the most valuable trading commodity for Ethiopia. Draw a flow diagram that represents how the coffee trade impacts the livelihood of Ethiopian farmers.

The International Coffee Agreements were the most successful effort to control coffee supply to date. From the 1960s to 1989, they stabilized the market and stalled a decline in prices. The agreements included both importing and exporting countries, limited excess supplies using a quota system, implemented price controls and promoted an increase in coffee consumption.



- 2) How do the International Coffee Agreements from 1960-1989 contradict with the principles of free trade? In your opinion, should this agreement be reinstated or should the principles of trade liberalization rule the international marketplace?

# Black Gold

"Wake up and smell the coffee"

\*\* Seattle USA, birth place of Starbucks \*\*

How does Janine describe her experience working at Starbucks?



What business does she say they are in? Would you agree?

\*\* Sidama Ethiopia, major supplier of Starbucks coffee \*\*

How would you rate their overall level of prosperity? Give examples to support your decision.



\*\* London England, International coffee market \*\*

According to the business men, how much money are the coffee growers making per lb of coffee? Who do they attribute this to?

Is there a distinct disparity in prosperity between London, Seattle and Sidama? Explain.

\*\* Sidama Ethiopia, major supplier of Starbucks coffee \*\*

When given the choice, are Ethiopian farmers growing coffee? Why or Why not

According to the Ethiopian representatives, why can't African farmers compete with Western farmers?



# Activity Bank:

# Economic Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR  
ALL PEOPLE?

**CHAPTER TEN:** To what extent do contemporary factors contribute to expanding globalization?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)

3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)

3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)

**ACTIVITY:** This activity explores the Softwood lumber dispute between Canada and the United States. After giving the students some background into NAFTA, this case study allows the students to gain an understanding into the difficulties of making international trading rules and how they affect different groups of people. This assignment pairs nicely with the following CBC archive clips:

[http://archives.cbc.ca/IDC-1-73-787-4769/politics\\_economy/softwood/clip9](http://archives.cbc.ca/IDC-1-73-787-4769/politics_economy/softwood/clip9)

[http://archives.cbc.ca/IDC-1-73-787-4770/politics\\_economy/softwood/clip10](http://archives.cbc.ca/IDC-1-73-787-4770/politics_economy/softwood/clip10)

[http://archives.cbc.ca/IDC-1-73-787-13993/politics\\_economy/softwood/clip12](http://archives.cbc.ca/IDC-1-73-787-13993/politics_economy/softwood/clip12)

[http://archives.cbc.ca/IDCC-1-73-787-4779/politics\\_economy/softwood/](http://archives.cbc.ca/IDCC-1-73-787-4779/politics_economy/softwood/)

# Social Studies 10-1

## Related Issue Three



## Chapter Eleven



# Activity Bank: Economic Globalization

SOCIAL STUDIES 10-1

**TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR  
ALL PEOPLE?**

**CHAPTER ELEVEN:** To what extent does globalization affect sustainability?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)

3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)

3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

**ACTIVITY:** This activity is a web quest which requires a period in the computer lab. It gives the students a first-hand account of their own ecological footprint and how their everyday choices affect the sustainability (or lack thereof) of the earth's resources. Students can navigate the site to gain an understanding on how they can practice greater environmental stewardship



### Computer Lab:

Visit the website:

[http://www.royalsaskmuseum.ca/about/community\\_heritage\\_sustainability.shtml](http://www.royalsaskmuseum.ca/about/community_heritage_sustainability.shtml)

Click on the "Calculate your Ecological footprint" link.

Calculate your own ecological footprint. For each indicator, please provide background information by exploring the "more info"

**Food Footprint:**

**Goods and Services Footprint:**

**Shelter Footprint:**

**Mobility Footprint:**

My ecological footprint is \_\_\_\_\_



How does your ecological footprint compare to the average footprint of people from around the world?



Compare your footprint to the average footprint in any developing country. Provide at least 5 variables that could account for the difference in size (i.e. – access to natural resources)



If everyone had a footprint like yours, how many earths would we need to sustain the world's current population?



Provide 4 potential ways you could reduce the size of your ecological footprint. Be specific and realistic!

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# *Population Studies*

## **POPULATION**



When did the world's population reach 6 billion?

What is the world's population estimated to reach in the year 2050?

What was the world's population in 1965 at the World Fair?

In what two continents is population growth the most pronounced?

When did people first make a connection between population and level of development?

What policy was first introduced in China in 1979?

How many people's births were prevented by the policy?

The United States has \_\_\_\_\_ % of the world's population, but consumes \_\_\_\_\_ % of the world's resources.

How many planets would be needed to sustain the world's people if everyone lived like the average person in the United States?



# Social Studies 10-1

## Related Issue Three



## Chapter Twelve



# Activity Bank: Economic Globalization

SOCIAL STUDIES 10-1

**TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR  
ALL PEOPLE?**

**CHAPTER TWELVE:** To what extent can globalization bring sustainable prosperity to all people?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

**3.6** Students will analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) ER, PADM, GC

**ACTIVITY:** Students examine privatization, specifically of water, by completing the attached sheet.

**IDEAS:** Have students share their ideas and thoughts on privatization of water after completing the attached worksheet. In a class discussion, review the pros and cons of privatization and have students share how they think privatization is affecting countries' economies and people.

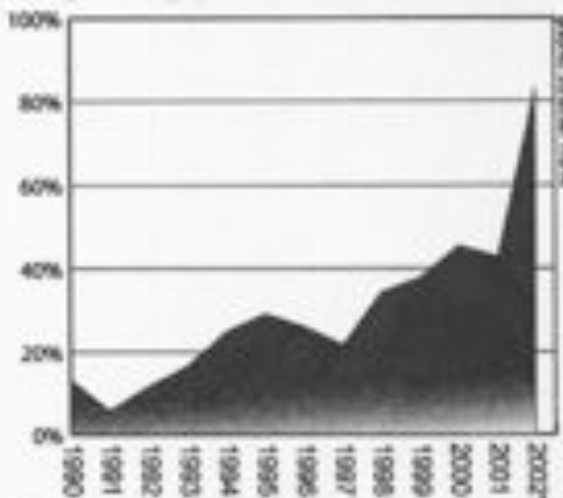


The rush to privatize water continues unencumbered, despite its unpopularity among residents worldwide who are affected by it. Countries faced with large debts are forced by the World Bank and IMF to privatize water. Water deregulation is a common demand of the World Bank and IMF as part of their loan conditions. In 2000, out of 40 IMF loans distributed through the International Finance Corporation, 12 had requirements of partial or full privatization of water supplies. They also insisted on the creation of policies to stimulate "full cost recovery" and the elimination of subsidies. African governments, such as Ghana, increasingly give in to pressures for water privatization. In Ghana, the World Bank and IMF policies forced the sale of water at market rate, requiring the poor to spend up to 50 percent of their earnings on water purchases. As Vandana Shiva writes in *Water Wars*, "The water crisis is the most pervasive, most severe, and most invisible dimension of the ecological devastation of the earth."

**WATER PRIVATIZATION IN ARGENTINA: MORE CHOICES FOR THE CONSUMER**



**Percent of water loans requiring privatization by year**



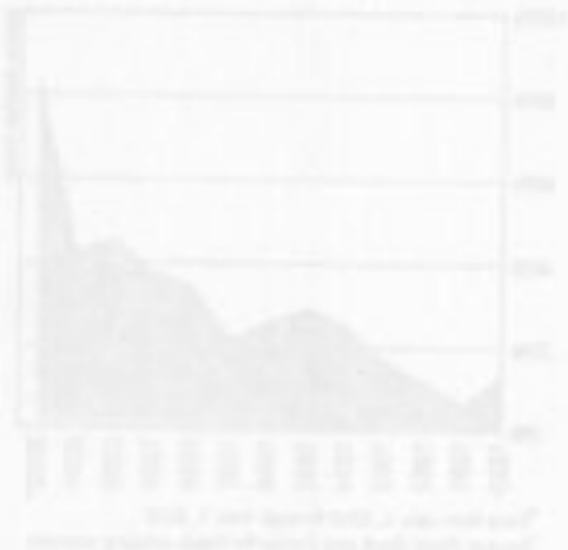
\*Data from Jan. 1, 2002 through Nov. 1, 2002  
Source: World Bank and Center for Public Integrity analysis

Source: Shiva, Vandana. 2002. *Water Wars: Privatization, Pollution, and Profit*. South End Press. 156 pgs.

**Write a paragraph explaining why you think water should or should not be privatized.**

The plan to replace water collection measurement devices on regularly emptying residents' households was affected by a COVID-19 outbreak that kept large parts of the West Bank and Gaza in a severe water supply shortage as a result of the 15% reduction in the West Bank and Gaza. In 2020, only 40% of the water collected through the Palestinian Authority's water collection system was used for drinking water. The reduction in water collection on the ground is due to a number of factors: the lack of necessary staff, the reduction in the number of water collection points, and the fact that the water collection system is in a state of disrepair. The West Bank and Gaza are facing a severe water shortage, and the Palestinian Authority is doing its best to provide the water it can. The West Bank and Gaza are facing a severe water shortage, and the Palestinian Authority is doing its best to provide the water it can. The West Bank and Gaza are facing a severe water shortage, and the Palestinian Authority is doing its best to provide the water it can.

Percent of water loans repaid by year



Water collection points in the West Bank and Gaza are often in a state of disrepair, and the Palestinian Authority is doing its best to provide the water it can.



# Privatization of Water

## TASK ONE:

Define Privatization:

Can you think of three Canadian industries that were formally public or crown property that are now privatized?

According to the textbook (page 291), what are two advantages of privatization?

What are two potential disadvantages of privatization?

## TASK TWO:

In her book *Water Wars*, the Indian author Vandana Shiva lists nine principles underpinning water democracy. At least two of these principles are directly compromised by the privatization of water. Point number four states that "Water must be free for sustenance needs. Since nature gives water to us free of cost, buying and selling it for profit violates our inherent right to nature's gift and denies the poor of their human rights." When private companies try to make large profits through high water prices, it denies the poor the inalienable right to the most necessary substance for life. In accordance with this fact, point number seven states, "Water is a commons. . . It cannot be owned as private property and sold as a commodity." How can one justify claiming water as their own through contractual agreements while letting another human being go thirsty? Water is a commons because it is the basis of all life. Water rights are natural rights and thus are usufructuary rights, meaning that water can be used, but not owned. As far fetched as water ownership may seem, it is happening at an increasing rate around the globe.



This privatization of services is only the first step toward the privatization of all aspects of water. Through this new globalization and privatization of water resources, there is an effort to replace collective ownership of water sources with corporate control. This effort is being met with increasing opposition. Supporters of privatization say that it has a great track record of success, increasing the efficiency, quality, reliability and affordability of services to the population.





Social Studies 10-1  
Related Issue Three



Chapter Twelve



# Population Studies: POPULATION



What are the world's population trends?

What is the world's population expected to reach by the year 2050?

What are the world's population trends in the 21st century?

What are the world's population trends in the 21st century?

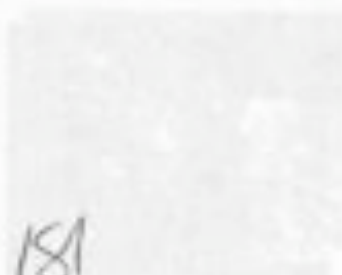
What are the world's population trends in the 21st century?

What are the world's population trends in the 21st century?

What are the world's population trends in the 21st century?

What are the world's population trends in the 21st century?

What are the world's population trends in the 21st century?



# Activity Bank:

## Economic Globalization

SOCIAL STUDIES 10-1

**TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR  
ALL PEOPLE?**

**CHAPTER ELEVEN:** To what extent does globalization affect sustainability?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

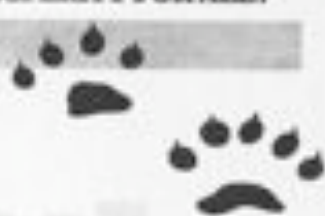
3.7 Students will explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) LPP, CC, ER, GC

**ACTIVITY:** Students watch the video "Eyes of Nye, Population: Human Demographics" to examine the impact population growth is having on sustainability. They then complete a short quiz on important facts mentioned in the video.

**IDEAS:** Students can complete the sheet as they watch the video or they can take notes during the video that they can then use to complete the quiz.



# Ecological Footprints



Use Chapter 11 to answer the following questions:

NAME: \_\_\_\_\_



What does an ecological footprint represent? How is it measured?

\_\_\_\_\_

\_\_\_\_\_



What is Canada's ecological footprint? If everyone consumed as much of Canadians, how many more planets would we need to meet our needs? What impact do Canadians have on sustainable development? Are there any reasons that can explain this?

\_\_\_\_\_



Create a mind map that illustrates the factors that contribute to an individual's or household's footprint. Try to provide examples that are not listed in the textbook.

\_\_\_\_\_



Man's footprint on the planet today





Social Studies 10-1  
Related Issue Three



Chapter Eleven

TO WHAT EXTENT DOES GLOBALIZATION CONTRIBUTE TO SUSTAINABLE PROSPERITY FOR ALL?

## MULTIPLE PERSPECTIVES ON THE

# SOFTWOOD LUMBER DISPUTE

Use the following information and the clips from the CBC archives to answer the following questions:

The Canadian forestry sector employs approximately 280,000 Canadians, and roughly 300 communities are dependent upon the forestry sector. U.S. lumber producers cannot meet domestic demand for softwood lumber; consequently, Canada now supplies over a third of the United States' consumption of this product. The U.S. housing and other industries, which employ over 7 million American workers, have come to rely upon unfettered access to this quality product.



What do you think the reaction of the American homebuilding industry is likely to be to any tariffs imposed on imports of softwood lumber coming from Canada?

How will lumber wholesalers and retailers in the U.S. respond? Is this positive or negative for their industry?

How are Canadian Workers affected by the Softwood Lumber Dispute?

During 2000-2001, when 27 U.S. lumber mills closed permanently and another 133 closed until the lumber market improves, only two Canadian mills were closed. This is often cited by U.S. producers as proof that Canadians are subsidizing their softwood lumber industry. Is this argument valid? Are there other factors that need to be taken into consideration? Justify your position.

"We are in the people business selling coffee"  
"Wake up and smell the coffee"

\*\* Cancun Mexico, sight of the WTO International conference \*\*

Has Africa prospered over the past 20 years? What are some of the problems of the WTO, World Bank and IMF?

What is the perspective of the African representative regarding the progress of the trade talks with the WTO?

What about western representatives?



\*\* Djibuti East Africa, recipients of International aid \*\*

How many Ethiopians are dependent on International aid each year?

How do Africans feel about being dependent on aid? What do they suggest?

In your opinion, what are some possible ways to increase the sustainable prosperity of African coffee farmers?

\*\*\* Journal response. \*\*\*

*Based on the information in this video and other class activities answer the following question:*

Are the WTO, World Bank and IMF, effective organizations? Are they meeting their objectives? Who is benefiting the most from these organizations? Please list arguments from a multiple of perspectives. (Entries should be a min of 250 words)





- 3) Using your knowledge from Black Gold, the textbook and class discussion, complete the following chart

### FREE TRADE

#### PROS

#### CONS

### FAIR TRADE

- 4) *"Our hope is one day the consumer will understand what they are drinking. Consumers can bring a change if awareness is given to consumers. It is not only on coffee, all products are getting a very low price - and the producers are highly affected."* TADESSE MESKELA

What is consumer awareness? What are ways that you can be a responsible consumer? What barriers prevent consumers from making more responsible decisions in the marketplace?



# Activity Bank: Economic Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR  
ALL PEOPLE?

**CHAPTER TEN:** To what extent do contemporary factors contribute to expanding globalization?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)

3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)

3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)

**ACTIVITY:** This activity is derived from the documentary "Black Gold", which explores the coffee trade in Ethiopia. It focuses on the concepts of free vs. fair trade, trade liberalization, government subsidization and the World Trade Organization. Attached is both a worksheet for the students to complete while watching the documentary as well as an assignment which requires the students to think critically about current trading patterns and economic relationships between countries. The assignment includes a possible journal response which requires students to respond to how effective the WTO, World Bank and IMF are.

See Attached

# Activity Bank:

## Economic Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR  
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3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)

**ACTIVITY:** This activity is derived from the textbook reading in Exploring Globalization on pages 242-243. After the students read the case study, have them evaluate the pros and cons of Maquiladoras by looking at multiple perspectives. Task three of this worksheet contains an assignment which allows for differentiated learning and gives the students the opportunity to choose their assignment.

See Attached

# Outsourcing: A Case Study



On November 7, 2005, workers rallied in downtown Calgary outside the Harry Hays (Federal) Building, on 4th Avenue, kitty corner from the TELUS Tower and one of the major arteries in downtown Calgary. Rush-hour commuters were greeted by well over 200 telecommunications workers who held up a large banner at all four crosswalks every time the traffic light changed. The banner said HELP KEEP OUR JOBS IN CANADA! SEND DARREN TO MANILA! Darren Entwistle is the CEO of TELUS, head of a corporation already outsourcing TELUS workers' jobs to the Philippines and India. The workers lined the sidewalk and held up their signs to face the traffic coming in to the downtown core: "Corporations are Not Above the Law - Enforce Section 108 Now!" "Implement Anti Scab Legislation Now;" "I am a Taxpayer Locked Out by TELUS and Ignored by the Government"

"CIRB -- No Consequences for Breaking the Law" "Where is the Government When We Need Them?" "Are CEO's Running the Country?" and many more. In spite of the fact that many workers had just received the news that yet another deal had been signed, workers militantly protested federal government inaction which permits TELUS to break the law repeatedly with impunity. They also demanded that the Canadian government take a stand against corporations such as TELUS which are outsourcing their jobs offshore. Source: The Marxist-Leninist Daily

Using the article above and the clips viewed in class, provide a definition of outsourcing:  
**Outsourcing:**

"Hello, Welcome to Air Canada," says the person on the other end of the phone line. She is about to help trace baggage gone missing on an Air Canada flight. She is not a unionized Air Canada employee, but a worker for WNS Global Systems. She talks over the phone from one of their call centres in either Mumbai or Pune. As of January 2005, the financially troubled airline contracted out its lost baggage services to WNS and closed its Montreal call centre. Approximately 50 Canadian jobs were affected. That is, they transferred to other departments or bought out. The airline also closed its European reservation call centre in London, England in favour of the Indian call centres...They work cheap and long distance rates are at an all-time low. A dollar goes farther in India, thus major corporations can pay an educated Asian workforce 20 to 50 per cent of the wages of a North American doing the same job." (Source: WNS Magazine)

Using the quote above, can you think of some potential criticisms of outsourcing?

Provide a rationale that would explain/justify outsourcing?





# Activity Bank:

## Economic Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR ALL  
PEOPLE?

**CHAPTER TEN:** To what extent do contemporary factors contribute to expanding globalization?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

3.5 Students will analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organization, transnational corporations, media and transportation technologies (TCC, GC, ER, PADM).

**ACTIVITY:** Students compare and contrast NAFTA and the EU by completing a Venn diagram using information on pages 248 and 249 of *Exploring Globalization*. Students should be aware that they must include information beyond that contained in Figure 10-15. Use the Venn diagram comparing the World Bank and the IMF on pg. 228 as an example.

**IDEAS:** When the students have completed the activity, as a class discuss what points should be included in the diagram.



## What Factors Contribute to Expanding Globalization?

# Communication Technologies



Use page 238 of *Exploring Globalization* to make notes on how communication technologies help to expand globalization.

FROM THE TOP LEFT OF  
THE SPINNING GLOBE, COMMUNICATION  
TECHNOLOGIES HELP TO EXPAND  
GLOBALIZATION.



## Trade

Use pages 239 to 240 of *Exploring globalization* to make notes on how trade helps to expand globalization.



Social Studies 10-1  
Related Issue Three



Chapter Ten

# Public Service Announcement

- Public service announcements communicate a limited amount of information in a short time – 30 seconds or less – and in such a way that the audience will remember it. PSAs can be used to:
- share time-sensitive information (e.g. storm warnings, road closures, flooded areas)
  - raise awareness (e.g. of a rabies clinic for pet or local special events)
  - disseminate information that has value to everyone (e.g. pre-election political party platforms, information with educational value)

You will develop a PSA that is designed to disseminate educational information on the topic assigned to you. Pick the three key ideas of the assigned topic, record them on your sheet, and create a 60-second PSA. Elect a group member to deliver the PSA to the class, who will record the three key ideas of your PSA on their worksheet.

# Activity Bank: Economic Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR ALL  
PEOPLE?

**CHAPTER NINE:** To what extent did world events shape contemporary economic globalization?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

3.4 Students will examine the foundations of contemporary globalization (F.A. Hayek, Bretton Woods Conference, Milton Friedman)

3.5 Students will analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organization, transnational corporations, media and transportation technologies (TCC, GC, ER, PADM).

**ACTIVITY:** In groups, students prepare a 60 second public service announcement on one of the following topics: Bretton Woods Conference, John Maynard Keynes, Friedrich Hayek, World Bank, IMF, or GATT. Students must convey the three key ideas of their assigned topic in their PSA, which the rest of the class will record (look in TRM for reproducible). See attached sheet.

**NOTE:** THIS ACITVITY IS FROM THE TEACHER RESOURCE MANUAL FOR EXPLORING GLOBALIZATION. IT IS INCLUDED AS WE DEVELOPED THE ATTACHED SHEET FOR IT AND INCLUDED SOME ADDITIONAL IDEAS ON HOW IT MAY BE COMPLETED.

**IDEAS:** Students should use the information from their text and classroom discussions to formulate their PSAs; however, allowing students to use the internet to further research their assigned topic may prove useful in furthering their understanding of the topic and allowing them to include more in-depth information. In addition, students may want to create several powerpoint slides or notes on the computer to enhance their presentation. Teachers may want to have groups convey the three key points to the class before their presentation and allow the class to copy them down or give the class time to write/copy them down after the presentation (having the class copy down the information during the presentation interrupts the flow of the PSA). Also, instead of having groups elect one member to deliver the PSA, teachers may want to specify that all group member must be involved in delivering the PSA to the class.



# World Bank and the IMF:



## Successes or Failures?



Why were the IMF and the World Bank created?

Using the Venn diagram on page 228 of your textbook, highlight 4 major similarities between the World Bank and the IMF:

- 
- 
- 
- 

What are the fundamental differences between the IMF and the World Bank?

*Provisions such as reducing corruption, increasing democracy, adopting Western-style free markets and reducing government spending on social programs are often imposed by the World Bank on developing countries who are in need of loans.*

Why do you think that the World Bank imposes these types of restrictions?

What value system is being promoted with these restrictions?

In your opinion, are there potential problems with this type of system or is it a positive initiative?



# Trickle-Down Economics

**Trickle-down economics** is an economic theory which states that investing money in companies and giving them tax breaks is the best way to stimulate the economy.

Trickle-down economics is best identified with the economic policies of the Ronald Reagan administration (1981 - 1989), known as **Reaganomics** or **supply-side economics**. It functioned on the belief that the American economy was struggling because of excessive taxation. With more money going to taxes, individuals and corporations were unable to invest capital to stimulate growth. The plan called for massive tax cuts (particularly for big business and individuals with high incomes) deregulating industries (privatizing them) and limiting the role of government, in order to stimulate investments. According to theory, this economic growth would then 'trickle down' to the workers, stimulating the economy and providing greater prosperity for all.

Supply-side economics was also implemented by other conservative political leaders including Canada's Brian Mulroney and Britain's Margaret Thatcher. Mr. Mulroney deregulated industries - dismantling the national energy program and the Foreign Investment Review Agency. He privatized companies such as deHavilland, Canadair and Air Canada, all while pursuing free trade. (Source: 2007 CTVglobemedia)

Source I

PROS

## The Effects of Reaganomics

CONS

Interest rates fell six points. Eight million new jobs were created as unemployment fell.	The trade deficit quadrupled. the number of people (white, black, and Hispanic) below the poverty level increased in almost every year between 1981 (31.8 million) and 1992 (39.3 million).
An eight percent growth in private wealth.	the 1980s the personal savings rate fell from 8 percent to 6.5 percent
Inflation averaged 12.5 percent when Reagan entered office, was reduced to 4.4 percent when he left.	Fiscal debt almost tripled between 1981 and 1989 (\$994 billion to \$2,867 billion)

"Yes, it created wealth for some companies and some individuals, but the legacy has been the creation of a permanent underclass, a greater gap between rich and poor, an assault on social security and an undermining of public health care that continues to this day."  
Maude Barlow. Speaking about Mulroney's Conservative Revolution

SOURCE II



SOURCE III



"I'VE NEVER SEEN A TIDE RISE LIKE THAT BEFORE."

SOURCE IIII

Make a judgment about the effectiveness of Reaganomics using the four sources above:

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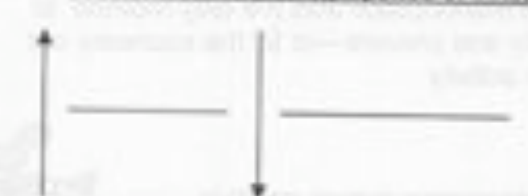
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Label "Government Spending" and "taxes" the following diagram to illustrate the basic principles of Keynesian Economics. Describe the cause and effect relationship for each:

Gov't Response During a Recession:



Gov't Response During a period of Inflation:




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*The decadent international but individualistic capitalism in the hands of which we found ourselves after the [First World] War is not a success.*

—John Maynard Keynes, July 15, 1933

In July 1944, the Bretton Woods Conference was held. What was the purpose of this conference?

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How does the above quote reflect Keynes' perspective on unrestricted Capitalism?

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Alberta is currently enjoying a "booming" economy- investment is high, unemployment is low and the cost of real-estate is inflated! The Alberta government has chosen to increase oil and gas revenues to provide funding to other sectors of our province.

How does this policy coincide with Keynesian economics? What are the discrepancies?

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1A7



# Activity Bank:

# Economic Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT DOES  
GLOBALIZATION CONTRIBUTE TO  
SUSTAINABLE PROSPERITY FOR ALL  
PEOPLE?

**CHAPTER NINE:** To what extent did world events shape contemporary economic globalization?

**GENERAL OUTCOME:** Students will assess economic, environmental and other contemporary impacts of globalization.

**SPECIFIC LEARNER OUTCOME:**

3.3 Students will explore understandings of contemporary economic globalization. (GC, ER)

3.4 Students will examine the foundations of contemporary globalization (F.A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)

**ACTIVITY:** Students explore the theories of Keynes and Hayek and answer questions to demonstrate their understanding by completing the attached worksheet. Students also examine how Hayek's theories were put into practice through trickle-down economics and assess its effectiveness by examining several sources on the attached sheet.

**IDEAS:** Teachers may want to have students complete this sheet in partners so that they can discuss the concepts with another student, as economic theories can be confusing for students. It is best to discuss this sheet as a class once it has been completed so that students fully understand the economic theories being examined.



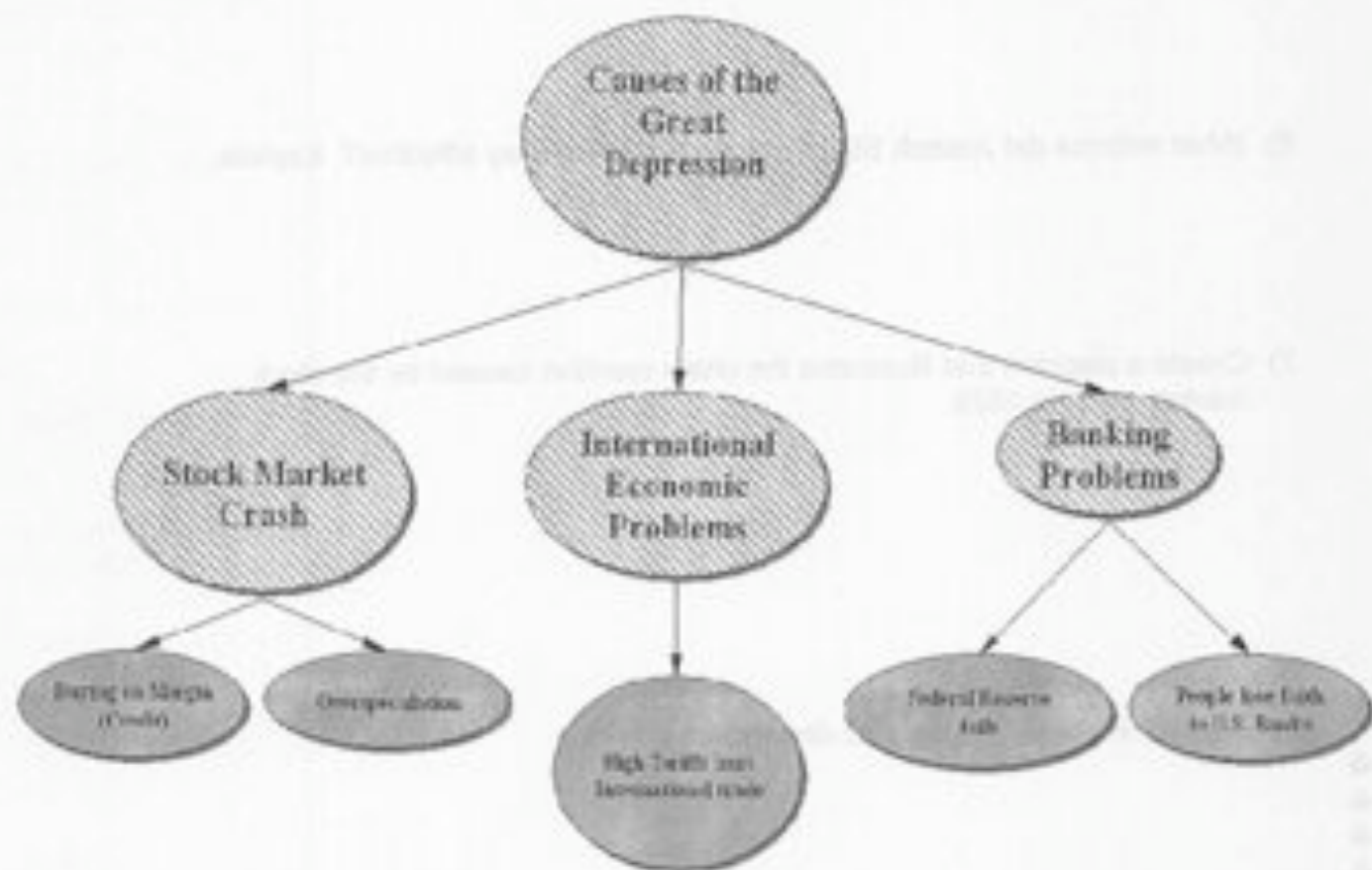
necessary to build these things were being produced in large quantities; the work force in these industries had been formed and had become experienced. Manufacturing plants were already in place. The infrastructure existed for the automotive and radio industries to take off. Second, due to federal government's easing of credit, money was available to invest in these industries.

The federal government favored the new industries as opposed to agriculture. During World War I the federal government had subsidized farms, and payed absurdly high prices for wheat and other grains. The federal government had encouraged farmers to buy more land, to modernize their methods with the latest in farm technology, and to produce more food. This made sense during that war when war-ravaged Europe had to be fed too. However as soon as the war ended, the U.S. abruptly stopped its policies to help farmers. During the war the United States government had paid an unheard of \$2 a bushel for wheat, but by 1920 wheat prices had fallen to as low as 67 cents a bushel. Farmers fell into debt; farm prices and food prices tumbled. Although modest attempts to help farmers were made in 1923 with the Agricultural Credits Act, farmers were generally left out in the cold by the government.

A last major instability of the American economy had to do with large-scale international wealth distribution problems. While America was prospering in the 1920's, European nations were struggling to rebuild themselves after the damage of war. During World War I the U.S. government lent its European allies \$7 billion, and then another \$3.3 billion by 1920. By the Dawes Plan of 1924 the U.S. started lending to Axis Germany. American foreign lending continued in the 1920's climbing to \$900 million in 1924, and \$1.25 billion in 1927 and 1928. Of these funds, more than 90% were used by the European allies to purchase U.S. goods. The nations the U.S. had lent money to (Britain, Italy, France, Belgium, Russia, Yugoslavia, Estonia, Poland, and others) were in no position to pay off the debts. Their gold had flowed into the U.S. during and immediately after the war in great quantity; they couldn't send more gold without completely ruining their currencies.

There were several causes to this awkward distribution of wealth between U.S. and its European counterparts. Most obvious is that fact that World War I had devastated European business. Factories, homes, and farms had been destroyed in the war. It would take time and money to recuperate. Equally important to causing the disparate distribution of wealth was tariff policy of the United States. The United States had traditionally placed tariffs on imports from foreign countries in order to protect American business. However these tariffs reached an all-time high in the 1920's and early 1930's. The effect of these tariffs was that Europeans were unable to sell their own goods in the United States in reasonable quantities.

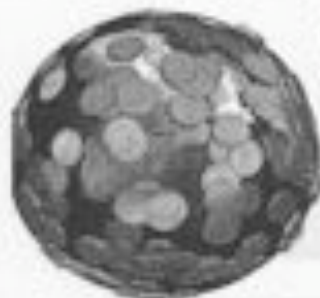
Mass speculation went on throughout the late 1920's. In 1929 alone, a record volume of 1,124,800,410 shares were traded on the New York Stock Exchange. From early 1928 to September 1929 the Dow Jones Industrial Average rose from 191 to 381. This sort of profit was irresistible to investors. Company earnings became of little interest; as long as stock prices continued to rise huge profits could be made. Through the miracle of buying stocks on margin, one could buy stocks without the money to purchase them. Buying stocks on margin functioned much the same way as buying a car on credit. Using the example of RCA, a Mr. John Doe could buy 1 share of the company by putting up \$10 of his own, and borrowing \$75 from his broker. If he sold the stock at \$420 a year later he would have turned his original investment of just \$10 into \$341.25 (\$420 minus the \$75 and 5% interest owed to the broker). That makes a return of over 3400%! Investors' craze over the proposition of profits like this drove the market to absurdly high levels. By mid 1929 the total of outstanding brokers' loans was over \$7 billion; in the next three months that number would reach \$8.5 billion. Interest rates for brokers loans were reaching the sky, going as high as 20% in March 1929. The speculative boom in the stock market was based upon confidence. In the same way, the huge market crashes of 1929 were based on fear.



## Main Causes of the Great Depression

Paul Alexander Gusmorino 3rd : May 13, 1996

The Great Depression was the worst economic slump ever in U.S. history, and one which spread to virtually all of the industrialized world. The depression began in late 1929 and lasted for about a decade. Many factors played a role in bringing about the depression; however, the main cause for the Great Depression was the combination of the greatly unequal distribution of wealth throughout the 1920's, and the extensive stock market speculation that took place during the latter part that same decade. The maldistribution of wealth in the 1920's existed on many levels. Money was distributed disparately between the rich and the middle-class, between industry and agriculture within the United States, and between the U.S. and Europe. This imbalance of wealth created an unstable economy. The excessive speculation in the late 1920's kept the stock market artificially high, but eventually lead to large market



# ECONOMIC GLOBALIZATION

## Chapter 9: Foundations of Economic Globalization

1) In your own words, summarize the meaning of economic globalization:

2) The textbook lists 7 factors that affect the global economy. In your opinion, which of these factors have the greatest impact on the global economy? Rank each factor and provide a justification for your ranking.

- #1
- #2
- #3
- #4
- #5
- #6
- #7

3) Describe the economic costs of WWI for:

- a) Britain and France:
- b) Germany (What are Reparations?):
- c) Russia:
- d) Canada





Social Studies 10-1  
Related Issue Two



Chapter Nine





List and briefly explain the 8 issues that Greenpeace works on worldwide.

Issue	Explanation

## NGO #2: Human Rights Watch

Describe what Human Rights Watch does as a non-governmental organization.

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When was the 'birth' of Human Rights Watch? Why did it form? Where is it based in the world?

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# Activity Bank:

# Historical Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND  
TO THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

**CHAPTER EIGHT:** To what extent have attempts to respond to the legacies of historical globalization been effective?

**GENERAL OUTCOME:** Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.

**SPECIFIC LEARNER OUTCOME:** 2.12 Student will evaluate various attempts to address consequences of imperialist policies and practices on indigenous people in Canada and other locations (GC, PADM, TCC).

**ACTIVITY:** Students visit and explore various NGOs' websites to better understand their purpose and function. Students must visit the websites of Greenpeace, Human Rights Watch and Canadian Council for Refugees to answer specified questions about the NGOs. Students then select a fourth NGO of their choice to research. See attached sheet.

**IDEAS:** After students have completed the assignment, discuss what they discovered about NGOs. Ask students what they learned about NGOs' purpose, function, how they are funded and why they are effective or ineffective. Have several students share which NGO they selected to research and briefly describe it to the class.

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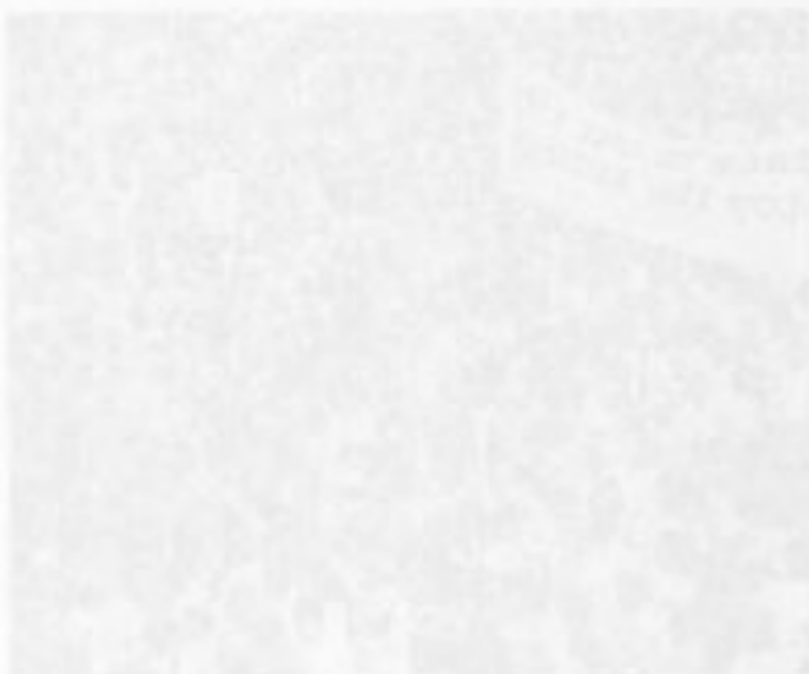
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# Examples of Legislation During Apartheid:

**The Prohibition of Mixed Marriages Act (1949):** This law prohibited marital union between persons of different races.

**The Immorality Act (1950):** This law made it a criminal offence for a white person to have any sexual relations with a person of a different race.

**The Population Registration Act (1950):** This law introduced an identity card for all persons over the age of sixteen. Their racial group was stipulated on the card. This law required all citizens to be registered as black, white, coloured or Indian.

**The Group Areas Act (27 April 1950):** This law partitioned the country into different areas, with different areas being allocated to different racial groups. This law represented the very heart of apartheid because it was the basis upon which political and social separation was to be constructed.

**Bantu Authorities Act (1951):** This law created separate government structures for black people.

**The Reservation of Separate Amenities Act (1953):** This law prohibited people of different races from using the same public amenities, such as restaurants, public swimming pools, restrooms, and so on.

**The Mines and Work Act (1956):** This law formalized racial discrimination in employment.

**Bantu Investment Corporation Act (1959):** This law set up a mechanism to transfer capital to the homelands in order to create jobs in the black homelands.

**The Extension of University Education Act (1959):** This law created separate universities for Blacks, Coloureds and Indians.

**Black Homeland Citizenship Act (1970):** This law changed the status of the inhabitants of the 'homelands' so that they were no longer citizens of South Africa. The aim was to ensure whites became the demographic majority within South Africa.

In your opinion, rank the 3 laws that are the most ethnocentric. Justify your rankings!

#1

#2

#3

129

**FOR USE BY WHITE PERSONS**

THESE PUBLIC PREMISES AND THE AMENITIES THEREOF HAVE BEEN RESERVED FOR THE EXCLUSIVE USE OF WHITE PERSONS.

By Order Provincial Secretary

**VOIR GEBRUIK DEUR BLANKES**



# Activity Bank:

## Historical Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND  
TO THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

**CHAPTER EIGHT:** To what extent have attempts to respond to the legacies of historical globalization been effective?

**GENERAL OUTCOME:** Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.

**SPECIFIC LEARNER OUTCOME:** **2.11** Students will analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on indigenous people, loss of indigenous languages, civil strife) (GC, CC, TCC, I).  
**2.12** Student will evaluate various attempts to address consequences of imperialist policies and practices on indigenous people in Canada and other locations (GC, PADM, TCC).

**ACTIVITY:** Search streaming.discoveryeducation website to obtain several clips on Nelson Mandela that convey who he was and what he fought for. Show students these clips, as well as the "Sun City" song/video (which can be found on youtube). Then have students complete the attached worksheet.

**IDEAS:** Have a class discussion based on the questions contained in the worksheet (specifically which laws are the most ethnocentric/racist and whether the Sun City boycott campaign was effective in ending apartheid).

# Activity Bank:

## Historical Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND  
TO THE LEGACIES OF HISTORICAL  
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2.12 Student will evaluate various attempts to address consequences of imperialist policies and practices on indigenous people in Canada and other locations (GC, PADM, TCC).

**ACTIVITY:** Students will watch the movie *Hotel Rwanda* and write a one-page composition. In the composition students will critique how the situation was handled by the international community and propose what they think should have been done. See attached sheet.

**IDEAS:** As an alternative, have students watch the movie *Hotel Rwanda* and assess how accurately the movie depicted the lead up to the genocide and the actual genocide in Rwanda based on their knowledge of the situation.

## Rwanda

### A Response to Historical Globalization



**Directions:** Use pages 189 to 193 in *Exploring Globalization* to complete the following questions.

1. Where is Rwanda located? What is the capital city of Rwanda?
2. Who colonized Rwanda? What actions were taken by the imperial powers that led to the genocide in Rwanda?
3. Describe the events leading up to the genocide. What was the immediate cause of the genocide?
4. What groups were killed? What groups did the killing? How many people were killed?
5. How did the international community respond to the crisis during the genocide? What has the United Nations done since the genocide has ended?
6. When and why did the genocide finally end?

Social Studies 10-1  
Related Issue Two



Chapter Eight



- Cultural Plurality

- Quiet Revolution

- Numbered Treaties

Write a 150-200 word response to the following question. Be sure to use specific examples to support your claim.

To what extent do the legacies of historical globalization affect Canada?



# Activity Bank:

## Historical Globalization

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND TO  
THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

SOCIAL STUDIES 10-1

**CHAPTER SEVEN:** To what extent have the legacies of historical globalization affected Canada?

**GENERAL OUTCOME:** Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

**SPECIFIC LEARNER OUTCOME:**

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada) (TCC, PADM, GC)
- 2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of indigenous languages, civil strife) (GC, CC, TCC, I)
- 2.12 evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations (GC, PADM, TCC)

**ACTIVITY:** See attached sheet entitled "Chapter 7: Open Book Quiz"

**IDEAS:** This activity allows students to explore legacies of historical globalization in Canada. This quiz should be given to students as a review of the contents of chapter 7. It is a good final activity, and will be a useful study tool for the unit and final exam.

# Activity Bank:

# Historical Globalization

**TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND TO  
THE LEGACIES OF HISTORICAL  
GLOBALIZATION?**

SOCIAL STUDIES 10-1

**CHAPTER SEVEN:** To what extent have the legacies of historical globalization affected Canada?

**GENERAL OUTCOME:** Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

**SPECIFIC LEARNER OUTCOME:**

**2.5** recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)

**2.6** examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)

**ACTIVITY:** See attached sheet entitled "The Skin Diver and the Moon Walker"

**IDEAS:** This activity is a great way to introduce or affirm concepts of ethnocentrism and cultural contact. The students should read the story, and answer the questions. In addition, role playing of the story can be performed to emphasize the underlying meaning of the story.

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TO WHAT EXTENT SHOULD WE EMBRACE  
**GLOBALIZATION?**  
 SOCIAL STUDIES 10-1

**Chapter 7: Legacies of Historical Globalization in Canada:**

**Early Contact:** Read pg 162 and summarize the main concepts/ideas:

- 
- 
- 
- 
- 

Compare the early relationship between Europeans and the First Peoples of present-day Canada with that between Europeans and the Indigenous peoples of the Caribbean and Central and South America. What might explain the differences?

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**Colonization in Canada:** Read pg 163 and summarize the main concepts/ideas:

- 
- 
- 
- 
- 

List reasons the French government might have wanted to encourage settlement in New France, as well as Catholicism among First Peoples. Beside each reason, briefly note who would — and would not — benefit.

Reason to encourage settlement	Who benefits? Who does not?
•	•
•	•
•	•
•	•



White guilt, dead children – in the name of political correctness – Margaret Wentz

**QUESTIONS**

1. In recent years, the responsibility for aboriginal children's welfare has been transferred from provincial authorities to whom? What was the idea behind these transfers?
2. Does Wentz think children are benefiting from this transfer of responsibility? What examples does she use to support her position?
3. Regarding Europeans' treatment of aboriginals in the past, what wrong-doings are "white" people trying to redress according to Wentz?
4. According to Wentz, why are "white" authorities reluctant to intervene in cases of abuse and neglect of aboriginal children?

# Creating a Political Cartoon

Your task is to create a political cartoon that depicts contact between Europeans and First Nations peoples in Canada. You may create a general cartoon or you may focus on something more specific (i.e. the fur trade, the destruction of the Beothuk, the decimation of the population by disease). You may also choose to depict how the effects of cultural contact continue to affect our country today. Remember to use the strategies you have studied to make your cartoon more effective (size, symbols, text, images, colour).

You will not be marked on your drawing or artistic ability. You will be marked on the accuracy and relevance of your message, as well as how effectively you have conveyed it.



"We'd like to buy your land. Do you take discover card?"

Social Studies 10-1  
Related Issue Two



Chapter Seven

Section 104 - General

- 1. The purpose of this section is to provide for the... (faint text)
- 2. The purpose of this section is to provide for the... (faint text)
- 3. The purpose of this section is to provide for the... (faint text)
- 4. The purpose of this section is to provide for the... (faint text)

Section 105 - General

- 1. The purpose of this section is to provide for the... (faint text)
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# Activity Bank: Historical Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND  
TO THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

**CHAPTER SIX:** To what extent do the legacies of historical globalization affect people of the world?

**GENERAL OUTCOME:** Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.

**SPECIFIC LEARNER OUTCOME:** 2.8 Students will explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM).

**ACTIVITY:** See attached sheet. Student visit the specified website and answer the attached questions. Students get a sense of how exploration and historical globalization are linked to imperialism and the "Scramble for Africa". Answer key is attached also.

**IDEAS:** Save the attached file to a folder that students can access. They can simply type their answers right onto the sheet and print it off when they are done. They also can simply link to the website by clicking on the URL instead of having to type the URL into the address bar (saves time and confusion).

6. Who is Otto Van Bismark and what role did he play in the Scramble for Africa?

7. Who is King Leopold II? (Page 141)

8. What affect did Leopold's' rule have on the local indigenous people of the Congo?

9. Define the following two terms:

Eurocentrism:

Ethnocentrism:

10. Read the following statement:

The scramble for Africa began in the mid 1870's with the purpose to colonize the "Dark continent". It was called the Dark Continent because of the large river basin of the rain forests surrounding the Congo River in Western Africa. This area was virtually unexplored because traveling up the river by boat was impossible due to the massive systems of rapids that were only 10 miles upstream from the Atlantic Ocean.

Many argue that there is another reason Africa was called the "Dark Continent". What do you think this reason is and how does it relate to Eurocentrism and ethnocentrism?

# Imperialism

## The Berlin Conference

In 1884 at the request of Portugal, German chancellor Otto von Bismark called together the major western powers of the world to negotiate questions and end confusion over the control of Africa. Bismark appreciated the opportunity to expand Germany's sphere of influence over Africa and desired to force Germany's rivals to struggle with one another for territory.

At the time of the conference, 80% of Africa remained under traditional and local control. What ultimately resulted was a hodgepodge of geometric boundaries that divided Africa into fifty irregular countries. This new map of the continent was superimposed over the one thousand indigenous cultures and regions of Africa. The new countries lacked rhyme or reason and divided coherent groups of people and merged together disparate groups who really did not get along.

Fourteen countries were represented by a plethora of ambassadors when the conference opened in Berlin on November 15, 1884. Of these fourteen nations, France, Germany, Great Britain, and Portugal were the major players in the conference, controlling most of colonial Africa at the time.

At the time of the conference, only the coastal areas of Africa were colonized by the European powers. At the Berlin Conference the European colonial powers scrambled to gain control over the interior of the continent. Following the conference, the give and take continued. By 1914, the conference participants had fully divided Africa among themselves into fifty countries.

**The boundaries of present day Africa were largely determined at the Congress of Berlin.**

**What effect has the Congress of Berlin had on modern day Africa?**



## Imperialism

### Legacy in Africa



## b) Presentation:

The presentation needs to focus on answering the inquiry question as it relates to your particular indigenous group. You do not need to include all of the information you gathered for your paper in the presentation. Choose the information that enables you explain the 3 guiding questions, and justify your conclusions in a way that both entertains and informs the rest of the class.

- Presentations must be between 8-10 minutes in length.
- All group members must have an active role in the presentation
- It is suggested that presentations include at least one of the following:
  - PowerPoint
  - Flash
  - Video
  - Musical Performance
  - Skit
  - Projected images and Sounds



## Evaluation:

RESEARCH PAPER:	/30
REFERENCES:	/5
PRESENTATION:	/40
PEER EVALUATION:	/10
USE OF CLASS TIME:	/15

**Total:** \_\_\_\_/100





able to answer all questions. It is the task manager's responsibility to delegate who researches what question(s). A checklist has been provided for you.

**1) What was life like for your indigenous group before cultural contact with an imperialist nation?**

- What indigenous people are you researching?
- Where are these people located?
- How long ago did their civilization develop?
- What was the structure of government before cultural contact?
- How was a ruler chosen?
- What type of monetary system did they have?
- What types of occupations did people have in their original culture?
- Describe the original diet of these people.
- How were the children educated? What did they learn? How was it taught?
- What role did religion and family play in the culture of these people?
- Any other interesting facts, stories or statistics about your culture.

**2) How did cultural contact with the imperialist nation alter the life of your indigenous group?**

- When did these people first encounter explorers or other foreign peoples?
- What happened when these two cultures came into contact?
- How were the indigenous people treated by the foreigners?
- How did the either (or both) cultures benefit from contact? Provide examples.
- How were either (or both) cultures hindered by contact? Provide examples.
- How did the diet, government, homes, amenities of the people change?
- What events or circumstances account for changes?
- Were there changes to the education system after cultural contact? If so, what?
- How were the values and beliefs of these people affected by contact with foreign culture?

**3) How are the legacies of historical globalization continuing to affect your indigenous group?**

- What elements of indigenous culture have been lost by cultural globalization?
- What elements of indigenous culture have been enhanced by cultural globalization?
- Can you find elements of: assimilation, acculturation, marginalization, integration, accommodation? Which best describes the results of cultural globalization for these people?
- What type of authority rules these people now? (Is it imposed from outside the people themselves or are they still self-governing?)
- Do other elements of globalization (economic, technological, political) provide means for the group you are studying to revitalize and/or protect their culture?



**Task Three:**

- Find as many different perspectives on the historical globalization of your indigenous group as you can.
- As a group, brainstorm the stakeholders involved in this cultural contact
  - Who cares?
  - Whose values and beliefs are reflected in the various sides of the issue?

# SOCIAL STUDIES



## Past and Present:

# The Effect of Global Interaction of Cultures on Indigenous Peoples



### Introduction

One of the most controversial aspects of the growing global interaction between individuals, groups and nations is the impact of such connections on local cultures. Powerful and influential cultures can force smaller local cultures to change – sometimes in relatively minor ways through acculturation and accommodation, but often in major ways, through homogenization or assimilation, resulting in the virtual disappearance of ancient ways of life.

This is particularly true for indigenous peoples around the world. When they were isolated from contact with foreign cultures, they developed unique cultural identities, complete with distinct languages, religions, political systems, clothing, food, values and beliefs. However, contact with foreign cultures, have brought both challenges and opportunities to indigenous societies. Some argue that cultural interaction has had primarily negative consequences. Others claim that globalization has brought opportunities for these peoples that they would never have had otherwise. Still others insist that global connections can be both positive and/or negative, and that it is the response from the indigenous communities that matters. (Gardner & Lavold, 2007)

**Inquiry Question:** *To what extent do the legacies of historical globalization affect peoples of the world?*



**Task One:** In groups of 4, you will choose and examine one indigenous society to see what effects globalization has had on their culture. In order to promote an efficient and successful group atmosphere, each group member must choose one of the following roles to fill. The roles are as follows:

1) **Group Leader**

- Ensure that each member's work/tasks are completed on time.
- Responsible for submitting work to the instructor
- Act as mediator between instructor and group

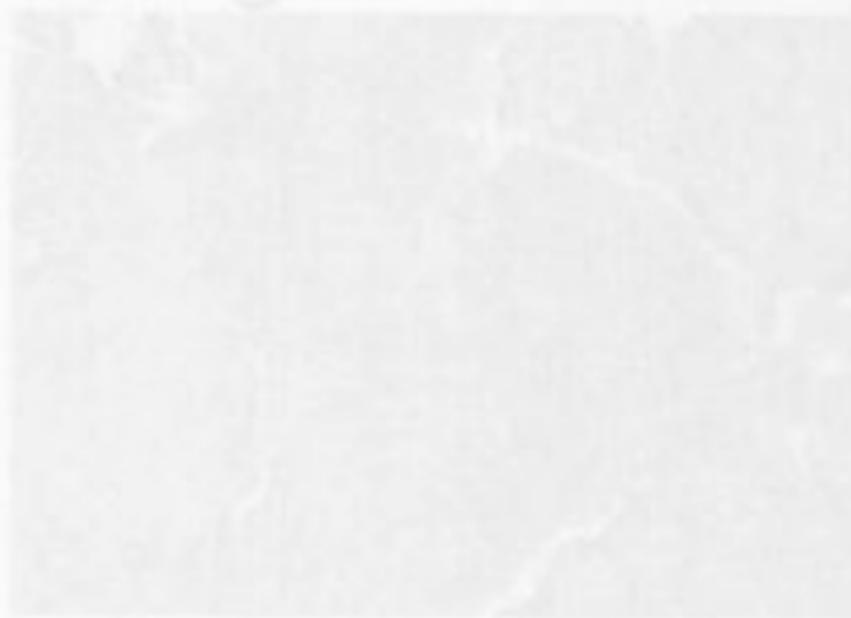
It is vital that the group leader pay attention in class when information regarding this project is being discussed so they are able to relay that info back to the group.

Social Studies 10-1  
Related Issue Two



Chapter Six

# Triangle Trade



Options from several years with  
 all to hand with no savings banks  
 will be working with you personal  
 will have some established means  
 will encourage transitioning to real  
 performance when you feel your  
 " income will be strong.

To understand why the approach is  
 not a no growth world market  
 and better positioned to "rebalance"  
 all global, lower volatility market  
 2007 is under such a low

introduction

Typical rates of 10 to 15%

How much more? At least 10%  
 now after 10 years of 10% and  
 10% a year

When you build a fund with 10 to 15% savings banks, you'll  
 have a lot of money in the bank. You'll have a lot of money in the bank.  
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# Activity Bank:

## Historical Globalization

SOCIAL STUDIES 10-1

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND TO  
THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

**CHAPTER FIVE:** To what extent did early globalization affect peoples of the world?

**GENERAL OUTCOME:** Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

**SPECIFIC LEARNER OUTCOME:**

- 2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)

**ACTIVITY:** See attached sheet entitled "Triangle Trade"

**IDEAS:** Have the students read through the information on the triangle trade and answer the questions. To emphasize multiple perspectives on this topic, students can partake in a role play/simulation, where they are depicting different stakeholders in the triangle trade (Europeans, Africans, people in the Americas)

# Activity Bank:

## Historical Globalization

TO WHAT EXTENT SHOULD  
CONTEMPORARY SOCIETY RESPOND TO  
THE LEGACIES OF HISTORICAL  
GLOBALIZATION?

SOCIAL STUDIES 10-1

**CHAPTER FIVE:** To what extent did early globalization affect peoples of the world?

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- 2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)
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- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)

**ACTIVITY:** See attached sheet "Cortez the Killer, by Neil Young"

**IDEAS:** Hand out the attached sheet and read through the introduction information on Hernán Cortés. Play the song "Cortez the Killer" by Neil Young (U-Tube, CD version, etc.) while the students follow along with the lyrics. Be sure to emphasize with the students Neil Young's opinion on Cortés, the biases within the song, as well as other outside information and perspectives on Cortés. After students have explored these avenues, ask them to draw their own conclusions about Cortés and whether he was a hero or killer.



## Colonialism and Imperialism: A Video Quiz

1. Name the three phases of imperialism:

- a)
- b)
- c)

2. List two economic benefits of imperialism:

- a)
- b)

3) According to the film, who were the first Imperialists?

4) What is Mercantilism?

5) Which countries were predominately involved in the colonization of South America?  
\_\_\_\_\_

6) Which countries were predominately involved in the colonization of North America?  
\_\_\_\_\_

7) What was the scramble for Africa?

Social Studies 10-1  
Related Issue Two



Chapter Five



# Activity Bank: Globalization and Identity

GLOBALIZATION TAKES ON  
A NEW MEANING

SOCIAL STUDIES 101

CHAPTER YOUR 12 AND YOUR OWN: THE MEANING OF GLOBALIZATION

OR HOW TO TAKE THE MEANING OF GLOBALIZATION INTO YOUR OWN HANDS

GLOBALIZATION TAKES ON A NEW MEANING

GLOBALIZATION TAKES ON A NEW MEANING

GLOBALIZATION TAKES ON A NEW MEANING

GLOBALIZATION TAKES ON A NEW MEANING

GLOBALIZATION TAKES ON A NEW MEANING

ACTIVITY: THE MEANING OF GLOBALIZATION

ACTIVITY: THE MEANING OF GLOBALIZATION

ACTIVITY: THE MEANING OF GLOBALIZATION

6A30

- 1. The activity is designed to help students understand the meaning of globalization and its impact on society.
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- 9. The activity is designed to help students understand the meaning of globalization and its impact on society.
- 10. The activity is designed to help students understand the meaning of globalization and its impact on society.

# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER FOUR:** To what extent can people respond to globalizing forces that affect identity?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

1.9 evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization) (L, CC)

**ACTIVITY:** This activity allows students to explore laws and legislations that governments and organizations have developed to promote and/or affirm language and culture. There are numerous avenues that can be taken with this activity, which are highlighted below.

**IDEAS:**

- Have the students research the *Universal Declaration on Cultural Diversity* and provide a summary of how this declaration protects, promotes and/or affirms language and culture.

OR

- Have the students compare works such as *Declaration of the Rights and Freedoms of Indigenous Peoples* with the *Declaration of Rights and Freedoms*.
- After research is completed, the students will analyze the similarities and differences between these two declarations, and whether or not the *Declaration of the Rights and Freedoms of Indigenous Peoples* protects Aboriginal peoples' unique culture and identity.

OR

- Have the students create their own declaration that protects either their own language and culture, or another language/culture different from their own.

3. Does the logo appear to fit with the rest of the surroundings? Why or why not?

**IMAGE #5**

1. What is being shown in this image and what message is being put across?

2. Does the image represent a positive and/or negative perspective on the product? Why or why not?

3. Does the logo appear to fit with the rest of the surroundings? Why or why not?

**IMAGE #6**

1. What is being shown in this image and what message is being put across?

2. Does the image represent a positive and/or negative perspective on the product? Why or why not?

# Impacts of Transnational Corporations on Identity

## IMAGE #1

1. What is being shown in this image and what message is being put across?

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2. Does the image represent a positive and/or negative perspective on the product? Why or why not?

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3. Does the logo appear to fit with the rest of the surroundings? Why or why not?

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## IMAGE #2

1. What is being shown in this image and what message is being put across?

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2. Does the image represent a positive and/or negative perspective on the product? Why or why not?

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Social Studies 10-1  
Related Issue One



Chapter Four

## Chapter 3 – Identity, The Media, and Communication Technology

**Digital Divide:** The gap that separates people who do – and do not – have access to up-to-date digital technology.

**Assignment:** In your assigned groups, create a poster containing items that create the digital divide. You must indicate the countries/continents that have the highest access to up-to-date digital technology and those that have the lowest access. Find a creative way to do this. For example, you may want to draw on the different continents and paste the most digital items on the continents with the highest access and the least digital items on the continents with the lowest access. Make sure your poster has a title.

## PART II - YOUR OPINION

1. Would you participate in one of the focus groups that allows companies to find out what is "cool" among teens? Why or why not?
2. Are you surprised at the strategies and tools companies use to find out what will help them market their products to teens? Were you aware that you were a target demographic?
3. As a teen, how does it make you feel to know that companies invest this much time and money into finding out what you think is "cool"?
4. Do you think you are aware of the messages that companies send to teens through their advertising? Can you think of an advertisement that appealed to you and made you want to buy the companies product? Describe it.

# Activity Bank: Globalization and Identity

TO WHAT EXTENT SHOULD  
GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER THREE:** To what extent is identity affected by communication technology and the media in a globalizing world?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

1.6 Examine the impact of media and communications technology on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)

**ACTIVITY:** Show the first 20 minutes of the PBS documentary "Merchants of Cool" and have complete attached "Merchants of Cool" worksheet.

**IDEAS:**



Why did many American producers shift from Taiwan and Korea to China and the Philippines?

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How do countries attract American producers and their factories to their countries?

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How does this affect American/Western workers?

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How does owning a pair of "Nike" shoes support Globalization?

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Why is placing logos on the outside of clothes so effective?

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Do you feel that marketing has the power to influence individual identity? If so, how? If not, how come?

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# Activity Bank:

# Globalization and Identity

## TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER THREE:** To what extent is identity affected by communication technology and the media in a globalizing world?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

1.6 examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (L, CC, GC)

1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (L, CC, GC)

**ACTIVITY:** This corresponds with the movie "No Logo"  
See attached.

**TASK FOUR: Record Your Results:**

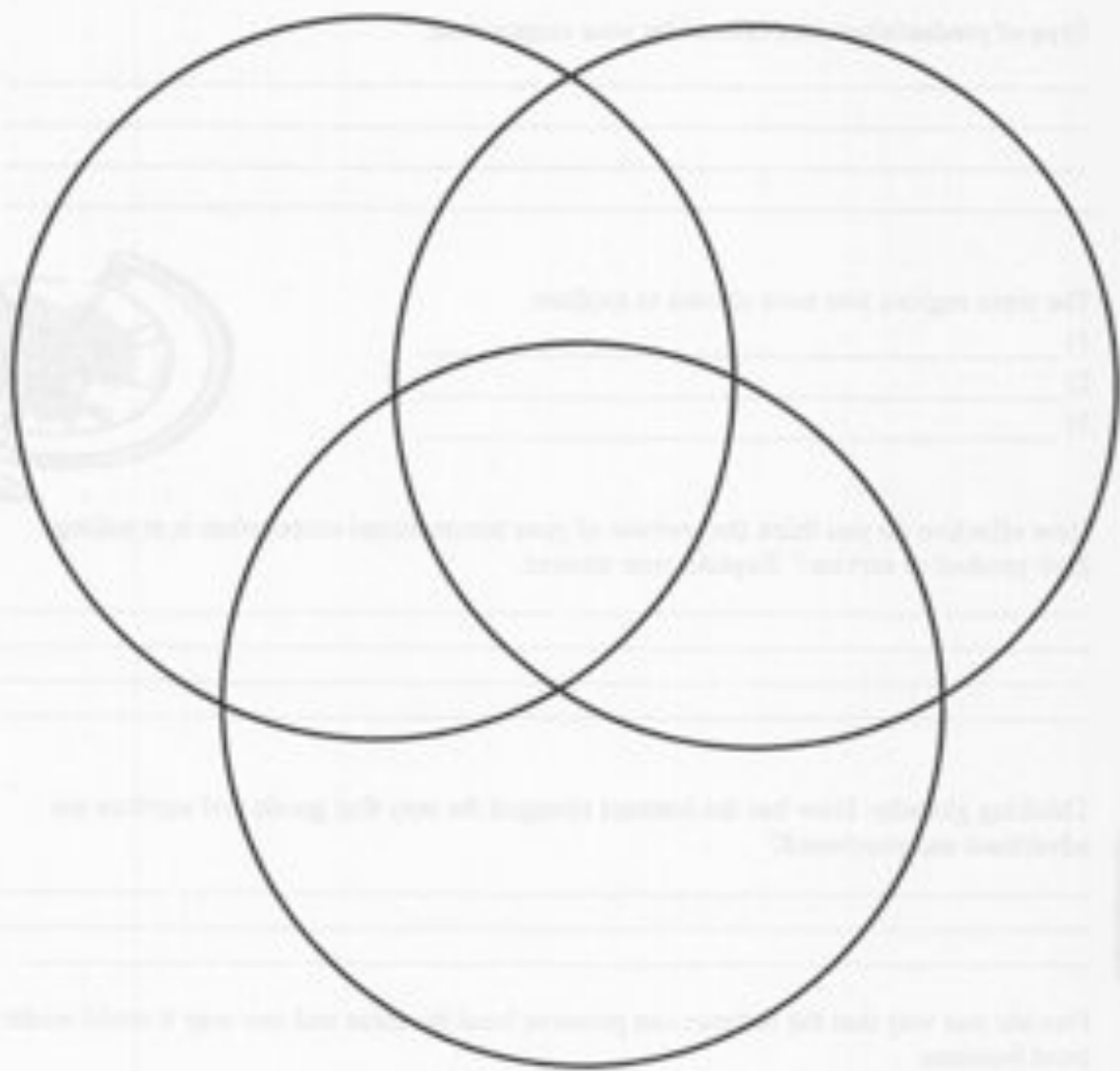
Use the following VENN Diagram to record the similarities and differences between all three regions

**Region 1**

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**Region 2**

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**Region 3**

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# Global Media and Identity

## Critical Challenge:

- To what extent does global advertising support cultural diversity or homogenization?
- To what extent does the Internet affect our identity?

## TASK ONE:

Explore the website of a transnational corporation such as Disney, Nike, McDonalds, Volkswagen, Microsoft, Coca-Cola or any others you can think of. Each site has links to the regions of the world where they do business. Examine the different marketing techniques for three different regions (i.e. USA, UK, Japan, Brazil). You may work with a partner but you both must produce your own work.

## TASK TWO:

Use the following indicators to help you answer the questions below about your transnational corporation:

Do they use symbols, language and visuals unique to the culture	or	Do they use globally recognized symbols
Do they show cultural sensitivity to beliefs or values?	or	Do they send a common message reflecting common core values regardless of the area of the world they are marketing to
Do they offer product/service modifications to meet unique cultural needs/demands?	or	Do they offer common products/services with little or no differentiation for various areas of the world?

### 1) Marketing:

Does the marketing for the product/service accommodate for cultural differences? Explain.

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If the website is not adapted to reflect specific cultural characteristics, which (or whose) cultural values and identity are being illustrated?

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Social Studies 10-1  
Related Issue One



Chapter Three



LETTER TO A BARRISTER GENERAL

Your assignment is to write a 1-2 page letter to a barrister general. In your letter you will summarize what you have learned about:

- 1. the written constitution of Pennsylvania
- 2. the "three branches"
- 3. the separation of powers
- 4. the department of judicial branch

Based upon your newly acquired knowledge of the state you will explain to the barrister general what you think is the most important to the state's future and why. Explain to the barrister general how this will be carried out in your community.

Points of Discussion

- > state's history
- > article "The General Assembly" - "The Law"
- > page 165 of your text "Judicial Branch"

\*\* You may be asked to type your letter but please make sure it is legible. I cannot read what I cannot read!

\*\* Please write this about in the front of your letter upon submission

Evaluation

10	Accuracy and quality of information
10	Organization, spelling, grammar, punctuation
10	Length

# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER TWO:** To what extent do identity and the forces of globalization shape each other?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

**SPECIFIC LEARNER OUTCOME:**

1.2 Appreciate how the forces of globalization shape, and are shaped by, identities and cultures (I, CC, GC)

1.5 Explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

**ACTIVITY:** See attached sheet "Letter to a Banana Company".

**IDEAS:** After teaching students about the banana trade through notes, class discussion, reading of the textbook and reading several articles, have students use their knowledge to write a letter to a banana company. The students must explain to the banana company what action they think the company should take to help improve the working conditions of banana workers. The letters could then be sent to an organization through their website (ex. [www.bananalink.org](http://www.bananalink.org)), who may be willing to forward them to a banana company.



## Researching Transnational Corporations

**Directions:** Choose one of the transnational corporations from the following list to research. Complete the questions below.

Wendy's  
McDonald's  
Dole  
Del Monte  
Daishowa

Coca-Cola  
Nike  
Wal-Mart  
Microsoft

### Questions:

1. Where is this transnational company's headquarters located?
2. What other countries do they develop products or deliver goods and services in?
3. How many people does this company employ worldwide?
4. List the company's various job positions (ex. Wal-Mart: greeter, cashier, etc.)
5. What is the average wage of an employee of this company? Does it differ depending on the person's position? What country they live?
6. What was the company's gross annual earnings last year (2006)?
7. Based on your research, would you like to work for this company? Why or why not?

# Creating a Political Cartoon

Your task is to create a political cartoon that depicts homogenization, acculturation, accommodation **OR** assimilation of a minority into mainstream culture. Remember to use the strategies you have studied to make your cartoon more effective.

You will not be marked on your drawing or artistic ability. You will be marked on the accuracy and relevance of your message, as well as how effectively you have conveyed it.

## Evaluation:

Accurate, relevant /5

Effective /5

Total: /10

**\*\*Staple this sheet to the front of your assignment upon submission.**





4) Where might the picture have been created and who might have created it?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

5) How "successful" do you feel the photo is at providing information, conveying feelings, etc? Why do you feel this way?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_



# Activity Bank: Globalization and Identity

## TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

**CHAPTER TWO:** To what extent do identity and the forces of globalization shape each other?

**GENERAL OUTCOME:** Students will explore the impact of globalization on their lives.

### **SPECIFIC LEARNER OUTCOME:**

**1.5** explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

**1.8** analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)

### **ACTIVITY:**

This activity requires students to examine 6 (or more) different images of major transnational corporations. Some of the images represent positive representations of transnational's, while others represent images that convey big businesses in a more pessimistic manner.

- Encourage students to become "critical thinkers" about the images. The questions provided can be completed orally, through class discussion, or individually in the worksheet provided below.



Retailer	Canada	
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TASK TWO: Now that you have completed the chart for what you think would be "fair", complete the chart again with what you believe to be the reality.

Opinion on reality

Group	Country of Group	"Cut" of the dollar
Banana Pickers	C.A. (Central America)	
Land Owners	C.A.	
Shipping Company	U.S.	
Importer	U.S.	
Wholesaler	U.S.	
Processor	U.S.	
Distributor	Canada	
Retailer	Canada	

### TASK THREE:

On your own answer the following questions in point form.

1. List the similarities and differences between your two charts.
2. In your opinion, what are the reasons for the similarities and differences between what is "fair" and what is "reality"?

TASK FOUR: As a class we will do a demonstration with pennies and cups. Fill in the above chart again, this time beside your answers, put in the actual numbers.

Class Discussion:

Is this situation fair?

What is the percentage of the money that stayed in Canada? How would buying locally affect the distribution?

What can we do about the issue?

What do you think "Fair Trade" means?

We looked at the impact to the people, what is another area of impact caused by the banana trade?

# Activity Bank: Globalization and Identity

## TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

CHAPTER TWO: To what extent do identity and the forces of globalization shape each other?

GENERAL OUTCOME: Students will explore the impact of globalization on their lives.

SPECIFIC LEARNER OUTCOME:

1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (L, CC, GC)

### ACTIVITY:

This is a good supplementary activity to the "Banana Wars" and banana trade that is presented on pages 50-55 of exploring globalization.  
See Attached.

### IDEAS:

- Arrange the classroom into 8 groups before the students come into class
- Begin the class by playing The Banana Boat song "Day-O" by Harry Belafonte (you may want to have the lyrics visible on the board or projector)
- After the music stops, inform the class that today they are investigating globalization through the eyes of a banana
- Assign each group one of the 8 different groups that are involved in the banana trade industry.
- Then, distribute a banana to each group and instruct that group to assume that each banana is worth an arbitrary \$1.00.
- Have each group "cut" or draw a line on the banana, indicating what portion or percentage of the banana their group deserves.
- Have each group formulate a rationale for their decision:
  - What is their responsibility and duties?
  - What are their overhead costs?
  - How much do they need to pay their employees?
  - How much transportation costs do they incur?
  - How time consuming/labour intensive is their job?
- Each group must present to the class their justification.
- Write each groups answer on the board and add up the totals.
- Then have the class guess the "real" percentage that each invested group makes out of the dollar and have the class create a chart with the correct answers.
- Engage in a class discussion regarding their perceptions, particular inequalities etc.

# Activity Bank: Globalization and Identity

## TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

CHAPTER TWO: To what extent do identity and the forces of globalization shape each other?

GENERAL OUTCOME: Students will explore the impact of globalization on their lives.

### SPECIFIC LEARNER OUTCOME:

- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)
- 1.6 examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)
- 1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)
- 1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)

### ACTIVITY:

After engaging in discussion, readings and classroom extensions about assimilation, acculturation, accommodation, transnational corporations and the role of media and technology, have the students create a political cartoon to showcase their understanding of the concepts.



# Activity Bank:

## Globalization and Identity

### TO WHAT EXTENT SHOULD GLOBALIZATION SHAPE IDENTITY?

SOCIAL STUDIES 10-1

CHAPTER TWO: To what extent do identity and the forces of globalization shape each other?

GENERAL OUTCOME: Students will explore the impact of globalization on their lives.

SPECIFIC LEARNER OUTCOME:

- 1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

ACTIVITY:

- Have the students read pages 43-49 in the "Exploring Globalization" textbook.
- When they have completed reading, have the class work individually or in small groups (2-3) to complete the concept map provided.
- Instruct the students to make as many connections as possible (a couple ideas have been provided)
- Take up the concept map on the board, and create a giant concept map with all student ideas.

IDEAS:



# Assimilation: A Class Debate...

**TASK 1:** Read the perspectives of the following two speakers to answer the questions below:

## Speaker One

"I would argue that this cultural invasion will lead to the disintegration of identity and the spirit of culture."

## Speaker Two

"I consider the decline of cultural distinctions as a substantial sign of enhanced communication, a measure of integration of societies, and a step toward the unification of civilizations."

1) What does **Speaker one** express about cultural assimilation?

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2) List two potential "critics of globalization" who would share this point of view?

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3) What does **Speaker Two** express about cultural assimilation?

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4) List two potential "Globalization Cheerleaders" who would share this point of view?

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**Task 2:** Using the example of the "Hmong in America", complete the following chart to illustrate both the positive and negative aspects of assimilation:

Positive Aspects of Assimilation	Negative aspects of Assimilation

Social Studies 10-1  
Related Issue One



Chapter Two



## Food: A Multicultural Feast

As you are watching Food: A Multicultural Feast, complete the following questions.

1. What country is Sauerkraut from?
2. What continent is chocolate from?
3. Not too many years ago yogurt was a good eaten only by "health nuts" and who?
4. When did the first banana enter the United States? Which country did it enter the United States via?
5. What country's people brought many of today's popular potato foods with them when they came to the U.S.A?
6. What country brought us cookies and doughnuts?

### **True or False:**

7. Chili originated in Mexico.
8. Chop Suey cannot be found in China.
9. Spaghetti and meatballs is uniquely Italian.
10. Corn on the cob is a European favourite.



Perspective:

Your group has the perspective of The United States. You benefit from Albertans supplying oil to your country and want to continue to buy oil from this land.

- As a group prepare a defense using the facts of the article. (What kind of influence do you have in ensuring that Canadians continue to trade their oil?)
  - Make sure to emphasize how quality of life has been affected by the government's decision to allow this land to be used for development.
- \*\* Choose one person in your group to write down your defense and 1-2 people to speak on your group's behalf
- Americans are a powerful economic ally to Canada.
  - By trading oil, Canadians will improve the trade relations between the two countries. (Canada imports about 80% of goods from US)
  - Nations are interdependent and have a responsibility to assist each other.

Perspective:

Your group has the perspective of Amnesty International and you feel as though the rights of the Lubicon Cree have been violated.

- As a group prepare a defense using the facts of the article. (Note: in 1990, the United Nations charges Canada with a human rights violation under the International Covenant on Civil and Political Rights stating that "recent developments threaten the way of life and culture of the Lubicon Lake Cree")
  - Make sure to emphasize how quality of life has been affected by the government's decision to allow this land to be used for development.
- \*\* Choose one person in your group to write down your defense and 1-2 people to speak on your group's behalf
- It is a human rights violation and has led to the decimation of a culture.
  - When development threatens culture it needs to be reconsidered.
  - The Alberta government needs to take measures to assist the Lubicon people. Whether it's retribution payments, gov't royalties or finding new land for the people to habituate.

**Lubicon Cree Perspectives**  
**(Answer Key)**

**Perspective:**

**Your group has the perspective of the Lubicon Cree and you feel your rights have been violated.**

- As a group prepare a defense using the facts of the article.
- Make sure to emphasize how quality of life has been affected by the government's decision to allow oil companies to drill on the land and for other development to occur.

**\*\* Choose one person in your group to write down your defense and 1-2 people to speak on your group's behalf.**

- The way of life of the Lubicon has been completely destroyed. They relied on hunting, fishing and trapping which was completely decimated by the Alberta government building roads into the area as well as the deforestation due to the Daishowa Paper Manufacturing Co. Not only was their land destroyed, the animals that lived on the land also disappeared.
- Because of this substantial change in the primary way they meet their needs - the Lubicon Welfare State increased from 10% to 90% in only four years.
- They were not involved in Treaty 8 due to the remote environment where they live - and thus were never able to reach an agreement with the government regarding the rights to the land.
- Quality of Life has been diminished because their cultural has been compromised and their identity has been transformed.
- Demand a share of the royalties and fees from the developments that have destroyed their way of life.

**Perspective:**

**Your group has the perspective of the Alberta Government and you feel your actions are justified.**

- As a group prepare a defense using the facts of the article.
- Make sure to emphasize how quality of life has been affected by the government's decision to allow oil companies to drill on the land and for other development to occur.

**\*\* Choose one person in your group to write down your defense and 1-2 people to speak on your group's behalf.**

- "I believe in peacekeeping, not policing; diversity, not assimilation; and that the beaver is a truly noble animal."
- A number of politicians, including Joe Clark, began to refer to the ad during speeches and campaigns. Heritage Minister Sheila Copps even showed a video of the commercial to Americans at the International Press Institute's World Congress in 2000 to show them just how passionate Canadians are about their cultural identity.
- The ad was never translated into French, and never aired in Quebec.
- Across Canada, a number of different ethnic groups came up with their own spoofs of the commercial. The "I Am Italian" rant, for instance, included lines like "I pronounce it ESPRESSO, not EX-PRESSO" and "I drink wine, not beer, and I don't use utensils for pizza." And in Ottawa, they wrote a spoof of the rant poking fun at Toronto: "I have a beautiful Peace Tower, not a big 'look-at-me' tower. And I don't expect the Canadian army to shovel my driveway!"
- The actor who played Joe Canadian, Nova Scotia's Jeff Douglas, made waves again when he departed for Hollywood in 2001. Like many Canadian actors, he was off to try to make it big in the United States. This created a huge stir in Canada, as newspaper articles lamented his departure and commented on how very Canadian it was that he had to go to the United States to become a successful actor.
- Douglas has found some success in the United States, including a starring role on the children's show *Strange Days at Blake Holsey High*. He still appears in Canadian productions however — in 2004, he was in an episode of CBC's *This Is Wonderland*.
- While clearly boosting Canadian patriotism, did the ad boost Molson Canadian sales? A 2001 Maclean's article noted that although Molson wouldn't reveal exact figures, a spokesperson did say sales jumped following the Joe Canadian commercial. Author Paul Brent, however, maintains that this wasn't a very big jump, as sales remained relatively flat between 1999 and the end of 2000.

Source: [http://archives.cbc.ca/IDC-1-69-1395-8738/life\\_society/beer/](http://archives.cbc.ca/IDC-1-69-1395-8738/life_society/beer/)





## Evaluation:

Presentations will be evaluated according to the "Performance Task Rubric" attached to this sheet. (25 marks)

Rationales and the Criteria fulfillment will be evaluated according to the "Minor Assignment" Rubric as per the course outline. (15 marks)

Total: 40 marks





# Identity Rant



## Task One:

As a class create a concept map on: What is Canadian Identity?

## Task Two:

Watch the "Joe Canadian" Molson advertisement and discuss with a partner the question:

*"To what extent does this reflect Canadian values and identity?"*

## Task Three:

Read the article "I Am Canadian; a Limited Identity" and answer the following questions in your notes:

- 1) Does the advertisement identify with all Canadians?
- 2) Are there any groups excluded?
  - a. If so, which groups and why do you think they were left out?
- 3) Which members of our society can best relate to this perspective on Canadian identity?
- 4) Evaluate how accurate this advertisement is at illustrating your identity as a Canadian.

## Task Four:

We all share common aspects of our identity, but no two people are the same. Everyone has unique individual and collective aspects of their identity. Your task is to create your own "Identity Rant" that illustrates who you are and the various aspects that make you, YOU! You will be required to share your "Identity Rant" with the class in the form of a presentation.



## Globalization? What Does it Mean?



Globalization is a term that has no straightforward "correct" definition. There are many different perspectives on the issue that affect the meaning. Perspectives are to be critically evaluated and judged so you can make an informed decision on which one think is correct for you.

**Task One:** Read the following perspectives on globalization.

(Source: [www.globaleducation.edna.edu.au](http://www.globaleducation.edna.edu.au))

- It doesn't matter how far apart we might be geographically, economically or culturally, we're all held tightly together as members of the human race in an all-embracing web.
- Jobs are leaving many of the developed nations and moving to developing nations. The money earned helps those developing nations move forward in the world - more jobs, cheaper goods, more profits for research and development. Everybody wins.
- Countries which are open to external investment are able to develop their economies to generate incomes from exports and raise their standards of living.
- Of the world's 6 billion people, 175 million are migrants, a phenomenon which has 'internationalized' many cities. Melbourne is the world's third largest Greek-speaking city, and in New York there are more people who speak Spanish as their first language than there are who speak English. The overseas earnings of migrants assist their country of origin - the Philippines was less severely affected by the Asian financial crisis than its neighbours, aided in part by more than \$7 billion in annual remittances from overseas Filipino workers.
- Young people have adopted international brands and styles without discrimination. They dress up like their favourite band, mousing the words to songs they don't understand and that support values that don't belong to them. Our culture is under siege!
- Recently we have seen the collapse of undemocratic regimes, improved workers' rights, an increase in environmental awareness and responsibility, and an increase in consumer advocacy. When companies abuse their global position they are caught out and forced to change their ways, thanks to the empowerment of the global consumer.

**Task Two:** Choose four of the perspectives and with a partner beside or behind you identify (for each of them):

- What are two key ideas represented in the statement?
- What view does the statement provide on globalization?
- Is there a bias in the statement? If so what is the bias?
- Do you agree or disagree with the statement? Why?



**Task Three:** Define globalization: (On your own)

Taking information from all of the different perspectives, write a two or three sentence definition of the word, "globalization". Be prepared to share with the class. Class discussion: What does globalization mean?

# Social Studies 10-1

## Related Issue One



## Chapter One

# Activity Bank

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Chapter One: Introduction to the Study of Psychology

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CHAPTER FIVE  
CHAPTER SIX  
CHAPTER SEVEN  
CHAPTER EIGHT

Chapter Three: Learning

CHAPTER NINE  
CHAPTER TEN  
CHAPTER ELEVEN  
CHAPTER TWELVE

Chapter Four: Intelligence and Cognition





### Scramble for Africa – Answer Key

1. Textiles, finished goods, guns. Three months. 1400 camels and 400 merchants and slaves.
2. Arab-African merchant Tippu Tip. Brutal, self-glorifying whose men were on the point of revolt. Tippu told them that he would take care of them if they went on. And continued.
3. Civil war veteran and journalist George Washington Williams. Witnessed the horrors of forced labour under the Belgian regime, leaving him “disenchanted, disappointed and disheartened.” His accounts of what he saw at the hands of the Belgians contributed to raising public awareness of the brutal treatment of the people of the Congo.
4. Observing the faith by going on pilgrimage; spreading the faith among non-believers, and academic interest.

### White Explorers

1. Scientific and geographical knowledge; fame and celebrity; people to convert to Christianity
2. Hugely increased a general understanding of geography, climate and resources. All information travelers brought back contributed to devising an imperial strategy for controlling Africa.
3. To establish the sources of two of African's great trading arteries, the Niger and the Nile respectively.
4. Mungo Park
5. French Explorer Rene Caillie, 1820s
6. Richard Burton, John Hanning Speke; trying to find source of the Nile; had public falling out over the source and Speke died
7. David Livingstone. First European to cross continent from the Zambezi to Luanda on the West coast. Newspaper reporter turned traveler Henry Morton Stanley.
8. Mary Kingsley. Animals and plant life. Liberia, Sierra Leone, Angola and Cameroon.

### White Explorers

1. List the three reasons Europeans explored Africa.
2. What were the results of European exploration?
3. In the first half of the 1800s, what was the main desire of European explorers?
4. What Scottish explorer died in 1805 trying to find the source of the Niger?
5. Who was the first European to enter Timbuktu? When did he do this?
6. What two explorers were commissioned by the Royal Geographical Society and the Foreign Office? What was their mission? What was the outcome?
7. Who was the most famous British traveler of all? He was the first European to do what? Who described this traveler's experiences?
8. Who was one of the few women travelers of the 19<sup>th</sup> century? What was she investigating? What countries did she visit?

### The European Scramble

1. What three factors fuelled Europeans to take over Africa?
2. What made the French look to Africa? Who were the French competing with for control of North Africa?