



Social Studies 30–  
Preserving Democracy

	Developing Self-Esteem	Living Respectfully
Respecting Diversity	Preventing Prejudice	Resolving Conflict Peacefully

## Unit 6: Globalization—With or Without You?

### Contributor

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### Unit Plan Objective

Students will explore the concept of globalization and how it can mean different things to different people in different places. They will also explore whether globalization is a concept that people choose to be a part of or whether globalization occurs without the input of citizens. Students will examine a variety of points of view regarding globalization, and they will be encouraged to explore those points of view and the role they see for themselves in choosing or influencing the pace or degree of globalization. Students will also explore the implications of globalization as evidenced by current events. Students will gain an appreciation of the following:

- Different points of view
- Different motivations
- The role that individuals play and have played
- Being an informed citizen and the implications of knowing
- What can happen when a citizen is unaware and unknowing

Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

### Time

This unit will take approximately three weeks with one 80-minute class each day. It may be lengthened depending on class interest and the chosen extended activities.

## Lesson 1: The Constant Gardener

### Lesson Objective

Through a variety of activities and discussions, students will come to accept that with the notion of globalization comes the critical factor of personal responsibility. A discussion of growth and prosperity at the expense of the needs of others should be forefront.

## Time

This lesson will take approximately two classes.

## Materials

- *The Constant Gardener* video/DVD
- Television and DVD or video equipment

## Getting Started

### Knowledge Now

Use the following questions to remind students of what they have learned to date that will assist them in this unit.

Note: This discussion can be as a large group or small group (where students share their ideas with the whole class). The teacher ensures that all students are participating in the discussion and review.

- What issues have come to be seen as issues of global concern?
- What have you learned that may lead to potential solutions to these global concerns?
- What in your view will lead us to a future with the possibility of change?
- What have you learned about ideologies both political and economic that may prove to be impediments to solving some of our global concerns?
- How would you define *globalization*?
- In what context have you seen, heard or discussed globalization?

### Engaging Interest

Watch the film *The Constant Gardener* length: 129 minutes; Rated R.

This is a film about the horrors of big business and the way it is willing to experiment on the poor to achieve goals. Rachel Weisz plays Tessa, a feisty activist who uncovers a conspiracy by a pharmacy company to test experimental drugs on the poor natives of Africa.

## Learning Activities

Discuss the movie and how globalization and individual responsibility are defined. Answer the following questions

- Are the events that provide the context for the character in the story just one example of individual greed or are they just a symptom of a larger problem?

The movie clearly outlines the role that a few individuals choose to deal with what they see as an injustice.

How do you feel about:

- The injustice that you witnessed
- The actions of the characters

Is this a global issue with a potential solution? (The students should keep these questions in mind as they begin to explore the various meanings of globalization.)

## **Assessment/Analysis**

Students reflect – through writing – on the question *Is this a global issue with a potential solution?* Students jot down thoughts/ideas about globalization and the connection (or disconnection) to personal responsibility.

## **Application**

Students may wish to rent the film and watch it a second time with parents/guardians. The dialogue could then be seen from another perspective.

## **Activities for Extension and/or Integration**

- Students identify current world events that may prove to reflect the injustice that globalization can create
- Students create a visual symbolizing their definition of *globalization*

## **Subject and Level Learner Outcomes for Subject and Level**

### **Social Studies 30-1**

#### **Dimensions of thinking**

##### **S.1 Develop skills of critical thinking and creative thinking:**

- Evaluate ideas and information from multiple sources
- Determine relationships among multiple and varied sources of information
- Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- Synthesize information from contemporary issues in order to develop an informed position
- Assemble seemingly unrelated information to support an idea or to explain an event
- Analyze current affairs from a variety of perspectives

##### **S.4 Demonstrate skills of decision making and problem solving:**

- Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action, if appropriate, on important issues
- Develop inquiry strategies to make decisions and solve problems
- Generate and apply new ideas and strategies to contribute to decision making and problem solving

#### **Social participation as a democratic practice**

##### **S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:**

- Participate in persuading, compromising and negotiating to resolve differences
- Demonstrate leadership during discussions and group work
- Respect the needs and perspectives of others
- Collaborate in groups to solve problems

#### **Research for deliberative inquiry**

##### **S.7 Apply the research process:**

- Develop, express and defend an informed position on an issue
- Reflect on changes of perspective or opinion based on information gathered and research conducted

- Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or issue of inquiry

## **Communication**

### **S.8 Demonstrate skills of oral, visual and textual literacy:**

- Communicate effectively to express a point of view in a variety of situations
- Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- Ask respectful and relevant questions of others to clarify viewpoints
- Listen respectfully to other

### **S.9 Develop skills of media literacy:**

- Appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification

***Key Issue: To what extent should we embrace an ideology?***

***Related Issue 1: To what extent should ideology be the foundation of identity?***

- 1.2 Appreciate various perspectives regarding the relationship between individualism and common good
- 1.7 Analyze individualism as a foundation of ideology (principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property)
- 1.8 Analyze common good as a foundation of ideology (principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property)
- 1.9 Analyze the dynamic between individualism and common good in contemporary societies

***Related Issue 2: To what extent is resistance to liberalism justified?***

- 2.2 Appreciate how citizens and citizenship are impacted by the promotion of ideological principles
- 2.11 Analyze perspectives on the imposition of the principles of liberalism
- 2.12 Analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism and extremism)
- 2.13 Evaluate the extent to which resistance to the principles of liberalism is justified

***Related Issue 3: To what extent are the principles of liberalism viable?***

- 3.9 Evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism)

***Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology?***

- 4.1 Appreciate the relationship between citizenship and leadership
- 4.2 Exhibit a global consciousness with respect to the human condition and world issues

- 4.5 Explore how ideologies shape individual and collective citizenship
- 4.6 Analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy)
- 4.7 Analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples)
- 4.8 Evaluate the extent to which ideology should shape responses to contemporary issues

## Safe and Caring Topics and Concepts

### Living Respectfully

- Exploring the cause and consequences of conflict, peace, justice and violence
- Examining ways in which injustice affects people
- Identifying ways individuals have contributed to peace in our world
- Examining intimidation versus respect
- Examining rights and responsibilities

### Respecting Diversity and Preventing Prejudice

- Exploring how standing in someone else’s shoes helps avoid and/or resolve conflict
- Respecting human rights

### Resolving Conflict

- Exploring and analyzing examples of peaceful and non-peaceful resolution of conflict
- Identifying conditions that increase the potential for violence
- Describing behaviours that obstruct peaceful conflict resolutions

## Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p><b>Go to</b>  <a href="http://www.sacsc.ca">www.sacsc.ca</a>  <b>Click on</b>  Resources, Strategies for  strategy descriptions</p>	<ul style="list-style-type: none"> <li>• Group discussion (small, large)</li> </ul>	<ul style="list-style-type: none"> <li>• Metacognition; problem solving (posing of questions)</li> </ul>	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Identifying current events with a similar result</li> </ul>		<ul style="list-style-type: none"> <li>• Reflective writing</li> </ul>	<ul style="list-style-type: none"> <li>• DVD/Video – <i>The Constant Gardener</i></li> </ul>

## Supplementary Resources

- [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)
- [www.wikipedia.org](http://www.wikipedia.org)
- Friedman, Thomas, 2005. *The World Is Flat: A Brief History of the Twenty-First Century*, New York, Farrar, Straus and Giroux Publishing.