



Grade 12 Social Studies 30
Preserving Democracy

Living
Respectfully

Preventing
Prejudice

Respecting
Diversity

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 4: Globalization—Let's Talk About That

Lesson Objective

Students will continue to examine varying perspectives on global issues and globalization. Readings will reflect a continuum, and students will write an essay referring to the information acquired over the unit.

Time

This lesson will take approximately five or six classes.

Materials

- Online articles (URLs under Supplementary Resources)

Getting Started

Knowledge Now

Activity – Inside Outside Circle

- Divide the class in two. Have students form two circles of the same number of students. One group forms a circle facing outward; the other group forms a circle around these students facing inward. (If the class is large, do two Inside-Outside circles.) Each student should now be facing a partner.
- At the teacher's signal, the students on the outside share with their partners a response to the teacher's question: *What new knowledge have you gained about global issues and the term globalization?* Students have one minute. Once this time has passed, the students on the inside circle share their learnings.
- At the teacher's signal, the outside circle rotates one person in a clockwise direction. At the teacher's discretion, the new partners can exchange ideas with reference to the same question or a new question can be posed: *What new attitudes have you developed because of your new knowledge concerning global awareness issues and globalization?*

Note: This can be repeated or morphed according to the teacher and the needs of the students.

Learning Activities

Activity – Nonfiction reading

- Students are assigned the reading “The World after Sept. 11” (see URL under Supplementary Resources).
 - Personal Reflection: In his article, Chomsky quotes Thucydides: “Large nations do what they wish, while small nations accept what they must.” Discuss.
- Review the central points of Tony Blair's speech (Lesson 3)
 - Personal Reflection: “This is a battle with only one outcome: our victory, not theirs” (Tony Blair). Discuss.
- Students are reminded of the inquiry model (see Alberta's program of studies; URL under Supplementary Resources) to *compare* the two readings.

Affinity Charting

- Focuses on cognitive learning that requires students to think analytically, synthesize their findings and evaluate information. Affinity charting requires that students think of answers independently (they usually write these on Post-it notes) and then group their common ideas onto a continuum.
- Students will discuss (with input and direction from the teacher) the major differences between the two papers. Implications of these positions and Appadurai's taxonomy will also be examined.

Activity (nonfiction)

- Students read two papers: Which taxonomies are highlighted?
Personal Reflection on “Globalization: Valid Concerns?”
 - What are the concerns of the critics of globalization?
What should we do about those concerns?
What does the future hold?
 - What does globalization mean to Fischer?

Personal Reflection on “Seattle and the WTO”

- Discuss Nader’s understanding of “market fundamentalism”
- What does globalization mean to Nader?

Activity (nonfiction)

- The final paper to be read is “Democracy and Globalization,” by John Ralston Saul. This is a difficult reading and the teacher will have to lead the students through the paper subsequent to the reading. Discussion during reading will be self-generating. URL can be found under Supplementary Resources.

Note: Teachers may wish to break this reading into component parts where students will take responsibility for teaching their peers. Please refer to the Jigsaw Activity (URL under Teaching Strategies) for specific directions.

- Students will then return to the original questions in preparation for their final essay.
 - 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 contexts have you seen, heard or discussed globalization?

Assessment/Analysis

Students will be asked to write an essay on globalization. The guiding question is *so you think that globalization is simple. Let’s talk about that.* Evaluation format will be the Alberta Education rubric for the social studies diploma exam (see URL under Supplementary Resources)

Application

Students will conduct a survey of students and teachers to determine their awareness of globalization. Then through the school newspaper, they will make students aware of the results. From this point, students may choose to focus on one aspect and begin a course of action. One example is to encourage the purchase of fair trade products in the school.

Activities for Extension and/or Integration

- Students will receive a list of websites and information sources to further their knowledge.
- Students will be asked to facilitate an awareness of issues through organizing presentations by various NGOs’ and other groups.
- Keep aware, through a media watch, of issues..

- Give life to building a fair and open global arrangement through understanding, involvement and compassion.
- Fair trade. An in-depth study of developing countries in which the rich North takes advantage: Mexico, Peru, Ghana, Guatemala and the Caribbean. (See *The No-Nonsense Guide to Fair Trade* under Supplementary Resources.)

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
- Consult a wide variety of sources that reflect varied viewpoints on particular issues
- Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or issue of inquiry
- Develop, refine and apply questions to address an issue
- Record relevant data for acknowledging sources of information, and cite sources correctly
- Respect ownership and integrity of information

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 others
- Use a variety of oral, visual and print sources to present informed positions on issues
- Compose, revise and edit text

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, 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

4.3 Accept responsibilities associated with individual and collective citizenship

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
- 4.9 Develop strategies to address local, national and global issues that demonstrate individual and collective leadership
- 4.10 Explore opportunities to demonstrate active and responsible citizenship through individual and collective action

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>Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions</p>	<ul style="list-style-type: none"> • Inside Outside Circle – Appadurai’s Taxonomy • Jigsaw activity 	<ul style="list-style-type: none"> • Metacognitive activities • Problem solving 	<ul style="list-style-type: none"> • Lecture (re: clarifying readings)

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Literature (nonfiction) 		<ul style="list-style-type: none"> • Reflective journal 	<ul style="list-style-type: none"> • Essay writing • Affinity charting • Brainstorming

Supplementary Resources

URLs

- <http://en.wikipedia.org>
- Democracy and Globalization, John Ralston Saul
(<http://www.abc.net.au/specials/saul/fulltext.htm>)
- The World after September 1, Noam Chomsky (www.zmag.org/chomskyafter911.htm)
- Seattle and the WTO, Ralph Nader (www.nader.org/interest/12799.html)
- Globalization article (includes Appaudrai's Taxonomy)
http://en.wikipedia.org/wiki/Globalization#Measurement_of_Globalization
- Globalization: Valid Concerns? Stanley Fischer
<http://www.imf.org/external/np/speeches/2000/082600.htm>
- Tony Blair's speech part one
<http://politics.guardian.co.uk/labour2001/story/0,1414,562006,00.html>
- Alberta Program of Studies Inquiry Model
http://education.gov.ab.ca/k%5F12/curriculum/bySubject/social/soc10_00.pdf

Books

- Ransom, David, 2001. *The No-Nonsense Guide to Fair Trade*. New Internationalist Publications Ltd.

Student Handout 1

Democracy and Globalization by John Ralston Saul

Ask student to go to the following website, www.abc.net.au/specials/saul/fulltext.htm