

Globalization



Overview of this Resource

Theme: Contemporary Economic Globalization

Description of the Resource: This resource is specifically designed for teaching the third unit (Related Issue 3) of Alberta’s Social Studies 10-1 and 10-2 programs. It consists of 13 activities that explore different facets and issues of global economic integration since 1945. There is a heavy emphasis on economic globalization in the 21st century. The activities are designed for use by a wide range of grade 10 students. Most of them can be readily used in AP, IB and Academic Challenge classrooms. Some may require teacher modification.

Issues-Centered Approach: Each section addresses one, two or more issues of economic globalization. Focus issues are identified in the plan for each activity, and two or more perspectives on each issue are provided in each lesson. The resource introduces students to opinions about globalization that range from hyperglobalist to extreme anti-globalist. Students are encouraged to develop their own informed opinion about each issue.

Primary Issues Addressed by This Resource: “To what extent does economic globalization provide sustainable prosperity for all people?” and “To what extent should we embrace economic globalization?”

Focus on Labour Issues: The Aspen Foundation for Labour Education supports the Social Studies 10-1 program’s emphasis on labour issues and employment issues in globalization. This Activity Pack is designed to help teachers and students deal with these issues and associated learning outcomes. The perspectives of labour organizers and activists are included in several activities—but always alongside opposing viewpoints. The Aspen Foundation endorses the multiple-perspectives approach of the new Alberta social studies curriculum as essential to the formation of active and responsible democratic citizens.

Guidelines for Use: This resource was created to address one issue (one unit) of a four-issue (four-unit) course: economic globalization. It is recommended that teachers complete the unit on historical globalization prior to using these activities. The unit on the globalization of culture and identity can be taught either before or after this unit. It is recommended that teachers deal with most “Related Issue 4” outcomes after economic globalization.





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Guidelines for Use: cont. Activity 2 is intentionally placed early in the unit to allow the teacher to present, if it has not already been done, the writing requirements that the students will face in Grade 12.

Activity 2 provides sample writing responses for the 10-1 source-based question and 10-1 major writing assignment. It also contains all three writing assignments for 10-2. These assignments are based upon the diploma models and use the Diploma rubrics.

Activities 12 and 13 are optional and can be cut if time is a consideration. If you wish to use them, they should be placed after Activity 5. Activity 11 provides the culminating lesson for the Activity Pack.

Many activities may be adapted to suit the needs of the classroom and the technology available.

Scope and Sequence of Activities: The activities in this resource are organized as a complete teaching unit. Activities 1 through 3 are introductory activities. Activities 4 through 9 focus on deepening knowledge, broadening understanding and building skills. Activities 10 and 11 are culminating activities. Activities 12 and 13 are optional. Each activity, however, can be used independently of the others.

Learning Outcomes Addressed by This Resource: All learning outcomes for Related Issue 3 are covered here. The Activity Pack also deals with environmental and economic outcomes associated with Related Issue 4 and some outcomes from Related Issue 1. Outcomes are clearly identified for each of the 13 activities in the resource. The activities address both the Key Outcome and General Outcome 3 of Social Studies 10-1. Assessing economic globalization is a crucial step in determining whether to embrace globalization in general.

Skills Emphasis: This resource is called an Activity Pack because it stresses active rather than passive learning. The 13 activities in the pack require students to think, analyze, interpret, synthesize, create, design, research, survey, debate, cross-examine, plan, write, perform and evaluate. Every activity addresses Skill Outcomes from the Social Studies 10-1 Program of Studies; these outcomes are clearly identified in each activity plan.



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Flexibility and Adaptability of the Resource: Teachers are encouraged to pick and choose from amongst the activities and exercises provided here. Combining elements of two or more activities is also possible. Teachers are encouraged to adapt, customize and update any and all activities in this resource package.

Complete use of the unit as presented will require between 25 and 30 80-minute class periods.

Alternate Approaches and Opportunities for Enrichment: Each activity plan provides alternate approaches to accomplish the same educational goals. Strategies for enrichment are also included if an opportunity exists to explore an issue in more depth.

Authors of the Resource: Greg Robinson and Paul Padberg are social studies teachers at Strathcona High School in Edmonton. Greg Robinson is an Advanced Placement curriculum coordinator, a co-coordinator of the Edmonton Public Schools Globalization Collaboration Project, and a former curriculum consultant for 10-12 social studies at Alberta Education. Paul Padberg is a global traveler who began his teaching career in Japan. He contributed to the EPSB Globalization Collaboration Project and piloted many of the activities in this resource in his grade 10 courses (Advanced Placement, 10-1 and 10-2).

In his 41 years of teaching, Rick Winter taught all grades between Grade 6-12. He served on the Knowledge and Skills Committee that created the outgoing Alberta Social Studies Curriculum and has been active at all stages of the development of the new Alberta Program of Studies. He has marked Diploma exams and served as a standards confirmer, and has been part of a textbook writing team and text reviewing team for Alberta Education. Rick received the ATA Social Studies Award of Excellence in Teaching Social Studies and has recently retired as Department Head of Social Studies at St. Francis Xavier High School in Edmonton. He has participated in and facilitated numerous workshops on aspects of the new curriculum, with an emphasis on sample planning strategies.

