

# 1

## Activity 1

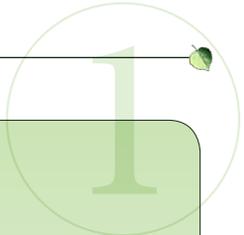
# Introducing Economic Globalization and Sustainable Prosperity

## Summary of Issues and Learning Outcomes

Lesson Outcome	<p>Students will understand basic terminology related to economic globalization. They will understand that economic globalization affects everyone and it has complex consequences.</p>
Inquiry Questions	<p>What is sustainable prosperity?</p> <ul style="list-style-type: none"> <li>◦ Is it possible for all people to achieve sustainable prosperity?</li> <li>◦ How was the GWG Company impacted by the forces of globalization?</li> <li>◦ What are the positive and negative impacts of privatization, growth of trade unions, foreign ownership and outsourcing?</li> </ul>
Values and Attitudes Outcomes	<p>3.1 recognize and appreciate alternative viewpoints that exist with respect to the relationships among politics, economics, the environment and globalization.</p> <p>3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment.</p>
Knowledge and Understanding Outcomes	<p>3.3 explore understandings of contemporary economic globalization.</p> <p>3.4 examine the foundations of contemporary globalization.</p> <p>3.6 analyze economic challenges and opportunities of globalization.</p> <p>3.9 analyze multiple perspectives in sustainability and prosperity in a globalizing world.</p>
Key Skills	<p>S.1.1 evaluate ideas and information from multiple sources.</p> <p>S.1.2 determine relationships among multiple and varied sources of information.</p> <p>S.1.7 evaluate the logic of assumptions underlying a position.</p> <p>S.2.4 evaluate the impact of significant historical periods and patterns of change on the contemporary world.</p> <p>S.7.2 reflect on changes of perspective or opinion based on information gathered and research conducted.</p>



## Activity Overview



This opening lesson introduces Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?* Part 1 will help students understand the question and related terminology. Concepts such as *sustainability, prosperity, privatization, foreign investment, labour unions and outsourcing*—factors related to globalization—are introduced. Part 2 examines the story of Edmonton's GWG (Great Western Garment) Company. The analysis will provide a context for understanding globalization from a local perspective and help students begin to weigh the positive and negative impacts of the economic forces that drive globalization. Part 1 should take 1 period and Part 2, 2-3 periods. Part 2 could be shortened by eliminating the jig-saw activity.

### Time:

- 2- 4 periods

### Materials:

- Large sheets of chart paper and felt pens
- Wall chart paper

### Preparation:

- Photocopy **Activity Master 1: Opener Survey – What Do You Think?**
- Photocopy **Sustainable Prosperity Cards and Exit Cards**
- Photocopy **Activity Master 2: Bum Jeans**
- Photocopy **Activity Master 3,4, and 5: GWG Jigsaw Guides** for Group 1, 2 and 3
- Computer access for groups of 3
- A space whereby students can form continuous lines

### Key Concepts

- Sustainability
- Prosperity
- Privatization
- Foreign investment
- Labour unions
- Outsourcing

### Objectives/Rationale: Part 1

This activity asks students to think about their world as they are introduced to the concept of globalization. A number of short activities allow them to explore what they know and believe about economic globalization and sustainable prosperity and how these are connected to their lives and community. Concepts and ideas from this opener will carry through the unit and help students analyze the issues and related case studies.

### Instructional Strategies: Part 1

1. **Opener:** Ask students to individually complete **Activity Master 1: Opener Survey – What Do You Think?**
2. **Human Continuum:** Designate an area of the classroom where all students can stand in a continuous line. The line will mirror the continuum used in the survey.

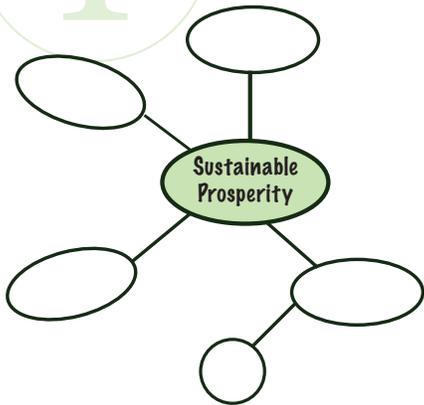
LOW

HIGH

Pose each of the six (6) questions (one at a time) and ask students to stand in the approximate place on the line based on their personal response. After posing question #1, ask them to talk to those standing close to them and review their ideas and reasons. Randomly select students from various points on the continuum to explain the reasons for their position. Repeat for remaining questions.



## 1 Instructional Strategies: Part 1 cont.



3. After students return to their desks, debrief the activity by asking questions such as:
  - Did you get the feeling that you and your classmates are optimistic or pessimistic about your economic futures?
  - Do you think Albertans and Canadians are in a good position in relation to other provinces/countries?
  - What concerns do you have about your economic future? (List these on the board). Why?
4. Focus on Related Issue #3: *To what extent does globalization contribute to sustainable prosperity for all people?*

Explain that the class will be addressing the above question and that it will be important to come to a common understanding of what it means. Organize students into groups of about four (4) and provide a large sheet of paper and some felt pens to each group. Ask them to write the term *sustainable prosperity* in the centre of the page. Ask the group to develop a mind map that explores the concept.
5. Debrief this step by posting the concept maps and identifying key ideas. End by asking the class to develop a working definition of the term *sustainable prosperity*.

**\*\*NOTE: this definition should be revised and revisited as unit progresses.**

6. Students will remain in their groups. Make sets of cards using **Sustainable Prosperity Cards** (at the end of the lesson). Provide a set to each group and ask one student to deal them out. Students will take turns initiating a conversation based on the card they were dealt. The student should start by reading the card and asking the group whether or not they agree or disagree with the statement. After discussions, highlight the concepts that underlie each issue.
7. Closure – Exit Card. Provide a blank exit card to each student (**provided at the end of the lesson**). Ask them to write one question related to the class. Review their questions and utilize them in context as the unit progresses.

**\*Ask students to wear blue jeans to class tomorrow!**

### Objectives/Rationale: Part 2

Part 2 begins to explore the story of the Great Western Garment factory in Edmonton. The GWG story illustrates about how globalization plays out in the local economy. A jigsaw approach will provide a quicker way to explore the numerous resources on the Royal Alberta Museum's website. Alternatively, teachers may also choose to use the teacher resources available on their website.

**Resources** Piece by Piece: The GWG Story

<http://www.royalalbertamuseum.ca/virtualExhibit/GWG/index.html>



## Instructional Strategies: Part 2

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1. Opener: The day prior to this class ask your students to wear blue jeans to class. At the beginning of the class ask them to check the labels on their own jeans to determine where they were manufactured.
2. Ask them to cluster or form lines according to country of manufacture. Record the countries' names and the numbers of jeans manufactured there on a chart at the front of the room.
3. Discuss the data by asking questions such as:
  - Where were the majority of blue jeans made?
  - Which continent or region dominates the manufacture of blue jeans? Speculate on the reasons.
  - Are there some areas in the world not represented? Why?
  - What percentage of the blue jeans are made in Canada?
  - Ask if anyone has parents or caregivers who are involved in textile industries. Elaborate student's stories or experiences.
4. Use **Activity Master 2: Bum Jeans** and show the Bum Jeans ad in conjunction with the following questions:
  - Why have blue jeans been the single most popular item of clothing for decades almost worldwide? (possible answers - style, comfort, durability, sexy)
  - Do you think about where or how your jeans are made? Is it a factor in your buying?

<http://www.royalalbertamuseum.ca/virtualExhibit/GWG/en/products/gwgbrands.html#video5-8-1>

5. Supplement with additional questions designed to help students understand the personal connection they may have regarding this sample of their clothing. Ask them to consider reasons for the fact that textile manufacturing typically occurs in Asia.

6. Main Activity<sup>1</sup>—Jigsaw:

Discuss the **Background**—According to the Virtual Museum, “the GWG factory was established in Edmonton in 1911, by World War II GWG was the largest work wear manufacturing company in Canada and, reputedly, in the British Empire. The company bought or built plants in Winnipeg, Brantford and Saskatoon. Levi Strauss & Co. purchased a majority interest in 1961 and the remaining shares in 1972, and closed the last plant in 2004.” This part of the lesson will help the students understand what happened to the GWG plant in Edmonton and how the forces of globalization affected the business and the economy of Edmonton.

Jigsaw Activity: Use a jigsaw approach to explore the website. Assign students to Home Groups of three (3). Ask them each to choose a **different topic** (Timeline and History of GWG, Labour Force, or Products and Marketing). Use the **Activity Masters 3, 4, and 5** at the end of this lesson for each group. In other words, every member of the Home Group will be focusing on a different topic. Provide one of three **Activity Masters: GWG Jigsaw Guides** to individuals based on their topic.

<sup>1</sup> The GWG story is a teaching unit written by the Royal Alberta Museum. It traces the history of Edmonton's GWG Company as it produced blue jeans over the last century. Included in the unit are advertising video clips, pictures, and GWG artifacts. These show the strength and power of the GWG brand, known for quality, style and reasonable price. Piece by Piece: The GWG Story <http://www.royalalbertamuseum.ca/virtualExhibit/GWG/index.html>



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## Instructional Strategies: Part 2 cont.

### The main steps in the Jigsaw are as follows:

**Step 1** – Individual Research – ask students to answer the questions related to the topic they have been assigned.

**Step 2** – Groups students into Expert Groups. These are groups of 3 and comprise students who researched the **same topic** (i.e. History of GWG). Expert groups check answers and develop a visual of the main points in their section.

**Step 3** – Return to Home groups and take turns sharing the key points.

7. Debrief the Jigsaw: The jigsaw provides a context for students to get the big picture about what is involved in clothing manufacture and marketing. GWG eventually closed in Edmonton, mostly due to forces of globalization. It will be important to engage students in a discussion that focuses on why the plant closed and the impacts of that closure on the local economy.
8. Wrap this up by showing the video at:

<http://www.royalalbertamuseum.ca/virtualExhibit/GWG/en/history/thelevisera.html#video2-7-1>

“Then Edmonton Mayor Bill Smith said the decision to close the plant was “almost inevitable in the global economy.” Was the closure of the plant inevitable? The 1961 decision to sell the majority of GWG to Levi Strauss, allowing the latter access to the Canadian market and, by the mid-1980s, integrating GWG operations into a huge multinational firm took the ultimate decision about the future of the plant out of local hands. Had it remained in local ownership, it might have been able to compete in the fashion denim market, where price point is less significant. GWG thrived in its first 50 years through innovation, flexibility (something that’s difficult to achieve in a highly engineered plant or a huge bureaucracy), and cooperation with labour and the local community. GWG’s accomplishments are particularly significant given that GWG was the only major garment manufacturing company west of Winnipeg.”

9. Using questioning strategies, ask students about the forces that led to the company’s demise in Canada. Go back to Part 1 and review concepts such as: privatization, labour unions, and outsourcing to begin to analyze the forces of globalization that apply to the GWG situation. (From the History of GWG; The Levi’s Era)

**Differentiated Learning** Adjust time and shorten the assignments to adjust for student differences.

**Metacognition** Students **may reflect** on their learning by answering the following questions:

- How did you relate to this topic?
- Do you think that you can influence the forces of globalization?

**Assessment** Get a sense of student interest and knowledge from the questions posed on their **Exit Cards**. Assess the jigsaw by using a checklist that indicates their level of participation, willingness to share ideas and contribute to the group.



## ACTIVITY MASTER 1: Opener Survey – What Do You Think?

*Instructions: Place an X on the continuum that indicates how you currently feel.*

1. I believe that my standard of living will be higher than my parents.



2. I am optimistic about my economic future.



3. I think that Canadians will be economically secure in the future.



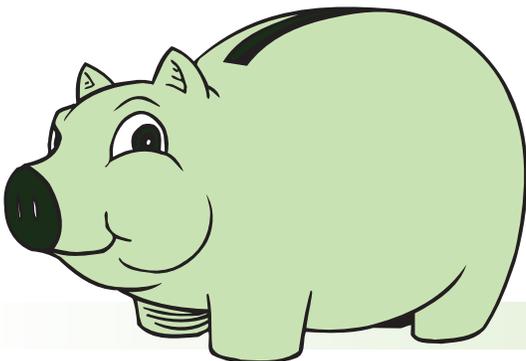
4. I believe that, in general, most people in the world will be more prosperous in the future.



5. I believe that it is very important to keep jobs in Canada.



6. I believe that it is important for Canadians to maintain ownership of businesses in Canada.



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## Prosperity Cards

*Instructions: Photocopy this page and make a set of cards for each group.*

1

It is idealistic to think that sustainable prosperity for all people can be achieved.

2

Sustainable prosperity for all people is more likely to be achieved when business people pay low taxes.

3

Sustainable prosperity for all people is more likely to occur in places with strict environmental controls.

4

Sustainable prosperity for all people is more likely to occur when governments protect their own country's businesses by enacting protective tariffs (taxes on imported goods).

5

Sustainable prosperity for all people is more likely to occur when workers have guaranteed wages, good pensions and benefits, and safe working conditions.

6

Globalization will enhance sustainable prosperity for all people.

## Exit Card

*Instructions: Photocopy this card and provide each student with an Exit Card at the end of the class.*

My question is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## ACTIVITY MASTER 2:

# Bum Jeans

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<http://www.royalalbertamuseum.ca/virtualExhibit/GWG/en/products/gwgbrands.html#video5-8-1>



Bum Jeans were promoted at the Canadian Finals Rodeo through a controversial rendition of the song, Pomp and Circumstance, and a competition in which people's bums were judged as they stood on stage in their jeans. Across the country, university campuses and disco contests picked up on the theme.

1980 advertisement for Bum Jeans produced by Baker Lovick for GWG (0:33) A television advertisement featuring various people walking or moving from behind, focused on their bottoms to show how well the jeans fit.

Courtesy Royal Alberta Museum, Edmonton



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## ACTIVITY MASTER 3: GWG Jigsaw Guides

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### Group 1 – Timeline and History of GWG

Review the following pages (including videos) on Piece by Piece: The GWG Story web site:  
<http://www.royalalbertamuseum.ca/virtualExhibit/GWG/index.html>

#### Timeline

<http://www.royalalbertamuseum.ca/virtualExhibit/GWG/en/timeline/index.html>

#### History of GWG

Edmonton's Great Western Garment Company  
The Great Western Garment Company in Winnipeg  
The Great Western Garment Company in Brantford  
Great Western Garment (Saskatoon) Ltd.  
Wartime Industry at GWG  
The Levi's Era

#### Step 1 – Individual Research

1. Review the timeline and history of GWG and identify the factors that made GWG a successful company. How specifically did the company respond to the local market? What innovations did the company initiate?
2. What generalizations could you make about working conditions? Did they change over time?
3. What factors led to the company moving to other parts of Canada and ultimately Mexico?

#### Step 2 – Expert Group Task

1. Review your answers to the individual questions.
2. Develop a diagram or concept map that captures the main points in the answers to the above questions. Be ready to explain and share your group's visual. Each person in the group will need a copy of the visual.

#### Step 3 – Home Group Sharing

1. Take turns sharing the visual that your Expert Group developed with your Home group.



## ACTIVITY MASTER 4: GWG Jigsaw Guides

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### Group 2 – Labour Force

Review the following pages (including videos) under Labour Force on Piece by Piece: The GWG Story web site:  
<http://www.royalalbertamuseum.ca/virtualExhibit/GWG/index.html>

- Workers at the GWG Factory Before World War II
- European Immigrants at GWG in the Post War Era
- New Immigrants at GWG after 1967
- Accommodating an Increasingly Diverse Workforce
- Union Activities at GWG

### Step 1 – Individual Research

1. Review the history of labour in the GWG plant and make a timeline that indicates the countries of origin of the workers over time.
2. What generalizations can you make about the nature of the work force over time (i.e. who was in the work force, why did they come to the city)?
3. How did the workers feel about their jobs?
4. Over time, workers formed a union. How did working conditions improve as a result of union activities?

### Step 2 – Expert Group Task

1. Review your answers to the individual questions.
2. Develop a diagram or concept map that captures the main points in the answers to the above questions. Be ready to explain and share your group's visual. Each person in the group will need a copy of the visual.

### Step 3 – Home Group Sharing

1. Take turns sharing the visual that your Expert Group developed with your Home group.



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## ACTIVITY MASTER 5: GWG Jigsaw Guides

### Group 3 – Products and Marketing

Review the following web site pages (including videos):

<http://www.royalalbertamuseum.ca/virtualExhibit/GWG/en/labourforce/index.html>

<b>Products</b>	<b>Marketing</b>
GWG Workwear	Marketing to Labour
How to Make a Pair of Jeans	Selling the Frontier Style
GWG Brands	Marketing to Canadian Families
Identifying GWG Clothing	Hall Smith: The Art of the GWG Catalogue
Collecting GWG	GWG and the Rodeo
Reminiscences	GWG's Approach to Marketing to French-Canadians

### Step 1 – Individual Research

1. Review the pages related to products and marketing at the GWG plant. What generalizations could you make about the products and marketing over time (i.e. what clothing was produced, what strategies were used to entice buyers)?
2. How did product selection and marketing contribute to the success of GWG?
3. What story or information was most interesting to you? Why?

### Step 2 – Expert Group Task

1. Review your answers to the individual questions.
2. Develop a diagram or concept map that captures the main points in the answers to the above questions. Be ready to explain and share your group's visual. Each person in the group will need a copy of the visual.

### Step 3 – Home Group Sharing

1. Take turns sharing the visual that your Expert Group developed with your Home group.

