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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.
Globalization

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.
Globalization

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.
### Activity 1

#### Introducing Economic Globalization and Sustainable Prosperity

## Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will understand basic terminology related to economic globalization. They will understand that economic globalization affects everyone and it has complex consequences.</th>
</tr>
</thead>
</table>
| Inquiry Questions                                                              | What is sustainable prosperity?  
|                                                                                | - Is it possible for all people to achieve sustainable prosperity?  
|                                                                                | - How was the GWG Company impacted by the forces of globalization?  
|                                                                                | - What are the positive and negative impacts of privatization, growth of trade unions, foreign ownership and outsourcing? |
| Values and Attitudes Outcomes                                                  | 3.1 recognize and appreciate alternative viewpoints that exist with respect to the relationships among politics, economics, the environment and globalization.  
|                                                                                | 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment. |
| Knowledge and Understanding Outcomes                                          | 3.3 explore understandings of contemporary economic globalization.  
|                                                                                | 3.4 examine the foundations of contemporary globalization.  
|                                                                                | 3.6 analyze economic challenges and opportunities of globalization.  
|                                                                                | 3.9 analyze multiple perspectives in sustainability and prosperity in a globalizing world. |
| Key Skills                                                                     | S.1.1 evaluate ideas and information from multiple sources.  
|                                                                                | S.1.2 determine relationships among multiple and varied sources of information.  
|                                                                                | S.1.7 evaluate the logic of assumptions underlying a position.  
|                                                                                | S.2.4 evaluate the impact of significant historical periods and patterns of change on the contemporary world.  
|                                                                                | S.7.2 reflect on changes of perspective or opinion based on information gathered and research conducted. |
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.

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.

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.
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

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 — 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.

---

1 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
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.
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

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
ACTIVITY MASTER 3: GWG Jigsaw Guides

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

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.
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.
Group 3 – Products and Marketing

Review the following web site pages (including videos):

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

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.
### An Introduction to the Source Based Writing Process

#### Activity 2

## Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will become familiar with the source-based writing process and the marking rubrics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Questions</td>
<td>To what extent does globalization contribute to sustainable prosperity for all people?</td>
</tr>
<tr>
<td><strong>Values and Attitudes Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization.</td>
</tr>
<tr>
<td>3.2</td>
<td>recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment.</td>
</tr>
<tr>
<td><strong>Knowledge and Understanding Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy).</td>
</tr>
<tr>
<td>3.9</td>
<td>analyze multiple perspectives on sustainability and prosperity in a globalizing world.</td>
</tr>
<tr>
<td><strong>Key Skills</strong></td>
<td></td>
</tr>
<tr>
<td>S.1.2</td>
<td>determine relationships among multiple and varied sources of information.</td>
</tr>
<tr>
<td>S.1.5</td>
<td>evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue.</td>
</tr>
<tr>
<td>S.7.3</td>
<td>draw pertinent conclusions based on evidence derived from research.</td>
</tr>
<tr>
<td>S.7.6</td>
<td>integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry.</td>
</tr>
</tbody>
</table>
Activity Overview

In this activity students will be introduced to a source-based writing process. Students in 10-1 will conclude this Activity Pack by writing a major research essay. The students will have the final major essay question in advance, and since this is Grade 10 they are given the actual source to be used at the same time. If students have not written a major essay by this time, this Activity will assist them in the development of the necessary skills. 10-2 students will be given the same style of written response questions as are found on the diploma for 30-2.

In each lesson, the Follow-Up activity will direct the students to add to their essay preparation guide notes.

Key Concepts
- multiple perspectives on economic globalization
- opinion classification
- issue identification
- source interpretation
- thesis statement
- effective argumentation
- specific evidence to address both sides of the issue
- effective introduction/conclusion

Objectives/Rationale
Alberta Education requires high school students to react to an opinion statement in a written essay. In this activity, students will learn how to organize this style of essay, how to interpret and classify the given perspective, how to develop a thesis statement and argumentative case, and how to thoroughly develop and support arguments. Another requirement of Alberta Education is that Social Studies 10-1 and 10-2 students evaluate the overall impact of economic globalization. This activity helps to fulfill this obligation as well.

Instructional Strategies
1. Hand out Activity Masters 2.1 and 2.2 (two 10-1 major written response topics are included in this activity) and advise the students that one of the two topics will be the final essay question and the source will not change (the 10-1 three source written response assignments will be used in Activity 9).

2. Advise your students that one of the topics will be their final essay for this unit. As they proceed through the activities in the unit, they should have a section in their notebook that they will use to place factual information for argumentative case studies as outlined in Objective and Rationale. You should provide some marks in the final accounting for an evaluation of their essay prep section.

3. Hand out copies of the marking rubric and explain the process to the class.

NOTE TO TEACHERS: You may wish to add one or two more paragraphs that require the students to bring forward arguments and facts about the other side of the issue. They may be expected to follow this process at the Grade 12 level. 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.
Introducing Economic Globalization and Sustainable Prosperity

Differentiated Learning

This Activity will offer a full set of written responses for the 10-2 level. Diploma-style rubrics for both levels are also presented. If you have never marked Diploma essays and are eligible to do so, you should apply since it is a great in-service and excellent experience. The one thing you may not do when using a rubric is change the numerical values. If the intervals are 1.5 marks then do not issue any mark in between the two levels since it defeats the use of the rubric.

The marking rubric has changed over time. This Alberta Education link gives the most recent rubric.

http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx

The 10-2 written assignment follows the 30-2 written assignment guidelines. More information on the 10-2 written assignment is available on the LearnAlberta.ca web site under Tools4Teachers at:

http://www.learnalberta.ca/content/t4tet/courses/senior/social10_2/social.asp

For more information on the diploma 30-2 exam format, please go to the Alberta Education Information Bulletin on the following web site:

http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx

Follow Up

Direct the students to create an essay preparation section in their notebook for arguments and factual support.

Assessment

Final draft completion should be marked using the appropriate rubric from Alberta Education.

The topics provide one guideline to writing the major response. If you have your own process, feel free to change the one presented.
ACTIVITY MASTER 2.1:
Major Written Response:

Assignment A

Instructions: Analyze the following source and complete the assignment.

Source:

Critics of economic globalization argue that a more open world economy sets off a race to the bottom by encouraging countries to do away with protections for consumers, workers and the environment. In reality, the opposite is true. Economic globalization prompts a race to the top by pushing countries to abandon policies that burden their economies in favour of those that fuel growth and economic opportunity. Global economic integration should proceed without any restrictions.

Assignment:

To what extent should we embrace the perspective(s) of economic globalization reflected in the source?

Write an essay in which you must:
- analyze the source and demonstrate an understanding of the perspective(s) reflected in the source
- establish and argue a position in response to the question presented
- support your position and arguments by using evidence from your knowledge and understanding of social studies

Your essay should follow the following plan:

First Paragraph--Analysis of the Source (identification and explanation of the source's perspective)

Second Paragraph--Statement of Position and Outline of Argumentative Case (thesis statement and list of arguments that will be used to defend the thesis)

Third Paragraph--First Body Paragraph (development of first argument and supporting evidence)

Fourth Paragraph--Second Body Paragraph (development of second argument and supporting evidence)

Fifth Paragraph--Third Body Paragraph (development of third argument and supporting evidence)

Sixth Paragraph--Conclusion (restatement of thesis and synthesis of argumentative case)

Marking Rubric:

Social Studies 10-1 Written Response Assignment II Scoring Categories and Criteria
http://www.learnalberta.ca/content/t4tet/courses/senior/social10_1/social.asp

http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx
ACTIVITY MASTER 2.2:
Major Written Response:

Essay Assignment B

Instructions: Analyze the following source and complete the assignment.

Source:

People hoped that economic globalization would act like a rising tide that lifts all boats. Instead, it has been a riptide that has knocked over the weakest boats. Better attention must be paid to reducing the negative effects of economic globalization and ensuring that the benefits are widely and fairly distributed. In this global village, we all need to work energetically toward that goal. Economic globalization holds the promise of enormous benefits for the peoples of the world, but only if we can find better ways to manage the process.

Assignment:

To what extent should we embrace the perspective(s) of economic globalization reflected in the source?

Write an essay in which you must:

- analyze the source and demonstrate an understanding of the perspective(s) reflected in the source
- establish and argue a position in response to the question presented
- support your position and arguments by using evidence from your knowledge and understanding of social studies

Your essay should follow the following plan:

First Paragraph--Analysis of the Source (identification and explanation of the source's perspective)

Second Paragraph--Statement of Position and Outline of Argumentative Case (thesis statement and list of arguments that will be used to defend the thesis)

Third Paragraph--First Body Paragraph (development of first argument and supporting evidence)

Fourth Paragraph--Second Body Paragraph (development of second argument and supporting evidence)

Fifth Paragraph--Third Body Paragraph (development of third argument and supporting evidence)

Sixth Paragraph--Conclusion (restatement of thesis and synthesis of argumentative case)

Marking Rubric:

Social Studies 10-1 Written Response Assignment II Scoring Categories and Criteria
http://www.learnalberta.ca/content/t4tet/courses/senior/social10_1/social.asp

http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx
ACTIVITY MASTER 2.3:  
10-2 Written Response Assignments

The 10-2 written assignment follows the 30-2 written assignment guidelines. More information on the 10-2 written assignment is available on the LearnAlberta web site under Tools4Teachers at: http://www.learnalberta.ca/content/t4tet/courses/senior/social10_2/social.asp

For more information on the diploma 30-2 exam format, please go to the Alberta Education Information Bulletin on the following web site:
http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx

Some assignment formatting is excerpted from the Alberta Education web site above.

Part A: Written Response Assignments, Scoring Categories, and Weightings

Assignment I - Understanding and Evaluating Key Course Concepts (10%)
Assignment II - Interpretation of Sources and Defending a Position (20%)
Assignment III - Exploring an Issue and Defending a Position (20%)

Students are expected to develop a response for each assignment in paragraph form that reflects the quality of thought and communication expected of students completing Social Studies 10–2.
ASSIGNMENT I: Understanding and Evaluating Key Course Concepts

Value: 10% of the total mark    Suggested time: 20–25 minutes

Assignment I requires students to demonstrate understanding and to apply the skill of evaluation to social studies knowledge and understanding.

Which characteristic(s) of economic globalization is/are the most important to the Canadian economy?

Write a response in which you must:

- identify the characteristic(s) of economic globalization that is/are the most important to the Canadian economy
- explain why the characteristic(s) is/are the most important
- support your response using your understanding of social studies

Reminders for Writing
Organize your response
Proofread your response

Introducing Economic Globalization and Sustainable Prosperity

21
What do each of the three sources presented communicate about the role of multinational corporations in economic globalization?

AND

Considering the sources presented, what do you think should be the role of multinational corporations in economic globalization?

Write a response in which you must interpret each of the three sources and answer both questions.

Write a response in which you must:
- interpret each source to identify what ideas are presented in the source about the role of government in society
- explain and defend your position on what the role of government in society should be
- support your interpretations and position by referring to the sources and to your understanding of social studies
Eventually, we envision one stock market...

That will deal in only one stock...

...given that there'll be only one company!

Ain't globalization grand?

We're # one!

We're the only one!

AISLIN
THE GAZETTE
Montreal
CANADA

With permission from the cartoonist.
Source 2

Globalization Invading Markets #21317
BY ANDY SINGER, POLITICALCARTOONS.COM
http://www.politicalcartoons.com/cartoon/9cb424c-7f6e-4501-9f1e-8fb3243d8565.html

With permission from cartoonist.
SOURCE 3

From article by Rajesh Dangi
January 13th, 2007 in Metblogs
ASSIGNMENT III: Exploring an Issue and Defending a Position

Assignment III requires students to demonstrate their skills and processes of analyzing, evaluating and synthesizing through the application of social studies knowledge and understanding. Students must respond to an issues-focused question. Several brief responses from fictitious citizens will be provided to serve as a prompt for students.

Your local newspaper asked three citizens selected at random to respond to the following question:

How should we respond to globalization to help create sustainable prosperity?

Write a letter to the editor in which you must:

- explore the issue of how to respond to globalization
- analyze various points of view on the issue
- explain and defend your position on the question
- support your point of view using your understanding of social studies

Citizen I

Globalization provides the only hope for improving the living conditions of many of the world’s people by providing jobs and improved living conditions. A free market in Canada and around the world is essential to ensure that more and more people gain the benefit from globalization that we in Canada have secured.

Citizen II

It is clear that our world, if it is to survive, requires a coordinated effort from all levels of government, all corporations and all international organizations. We should support any individual, company or government that is serious about improving global prosperity. Our world is so interconnected today that we must work together to continue to improve sustainable prosperity.

Citizen III

If we do not have the government place controls on the conduct and practices of multinational corporations, sustainable prosperity for all is not possible. Companies are in business to make a profit, and history has shown us that the profitmotive overrides concerns about employees, the environment, and citizens of countries where companies operate. We must regulate any company that ignores proper wages and working conditions, harms the environment, or does not contribute to improved prosperity, and require them to meet international standards.

Reminders for Writing

Organize your response
Proofread your response

Value: 20% of the total mark  Suggested time: 40–45 minutes
Globalization Issues: An Introduction

## Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will understand, assess and respond to the major issues and concerns to assess the economic, social, and political impacts of globalization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Questions</td>
<td>What are some of the issues created by globalization? Is globalization polarizing the world economically?</td>
</tr>
</tbody>
</table>
| Values and Attitudes Outcomes | 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization.  
3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment.  
4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities. |
| Knowledge and Understanding Outcomes | 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy).  
3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world. |
| Key Skills | S.1.5 evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue.  
S.8.3 ask respectful and relevant questions of others to clarify viewpoints.  
S.8.4 listen respectfully to others. |
Activity Overview

To facilitate study of Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people? students will be asked to work with a comic book that explores the extent to which globalization is polarizing the world economically. Political cartoons are used to present information on topics that are controversial. This comic book presents the debate over globalization from a distinct focus.

Key Concepts
- Contemporary issues of globalization
- Contemporary impacts of globalization
- Economic impacts of globalization
- Economic challenges of globalization
- Employment issues of globalization
- Labour standards
- Workers’ rights
- Controversial nature of globalization

Resources
Globalization: Who’s Winning and Who’s Losing? comic book web link:
http://www.perfectworldproductions.com/education/portfolio/education-portfolio1.html

Objectives/Rationale
Students will begin to engage materials that weigh in on the issues of economic globalization. This activity uses a different medium to convey information.

Student will encounter a very clear perspective.

Instructional Strategies
1. Present the following statement: “You are either with us or against us?” What does this mean? Is this an open or closed perspective on whatever issue is under discussion? What is an issue? What differentiates a perspective from a point of view? Could the statement represent a point of view?

2. Read the Globalization comic book. Use the information to complete Activity Master 3.1 (This could be completed as an individual or as a small group project. Students may need to add bullets or remove them based upon the depth of the information obtained from the comic book.)

3. Once students have finished Activity Master 3.1, ask them to share their chart with another individual or group. Have each larger group select three of the issues identified and explain/record why they think each one of the three is of major importance. Have them record at least one reason to explain why they chose each of the issues.
4. Ask students to identify three issues that they feel are not of significant importance and record at least one reason for choosing each.

5. Do a board review of the issues chosen to see if any were selected by more than one group as being a major or minor concern. Have several groups present the “facts” or reasons that they developed to explain their choices and as a class discuss the completeness and accuracy of the reasons. If a reason is weakly supported, have the class strengthen it during the discussion. If this is not possible, set it aside for another look later in the unit or discard it as unsupportablethe countries’ names and the numbers of jeans manufactured there on a chart at the front of the room.

Follow Up Possible discussion questions:
Does this resource present an identifiable perspective? Who is the author of the comic book? What purpose did the author have in creating this comic book? Do you have enough information at this point to evaluate the perspective presented?
Finally suggest that they transfer one or more of the items chosen to their essay preparation notes.

Assessment Final draft completion should be marked using the appropriate rubric from Alberta Education.
The topics provide one guideline to writing the major response. If you have your own process, feel free to change the one presented.
The teacher may choose to have students’ hand in their choices and reasons for formative and/or summative evaluation.

Metacognition In regards to globalization, are you, as a young Canadian, a winner, a loser or both? Why?

Differentiated Learning Due to the nature of the resource, Globalization: Who's Winning and Who's Losing? some students may need a more directed process to complete the assignment. 10-2 and 10-4 students may need to process the comic book as a class.
**ACTIVITY MASTER 3.1:**
Who’s Winning and Who’s Losing

Instructions: Complete the chart using the comic book information. Add or delete bullets as required.

<table>
<thead>
<tr>
<th>FEATURE</th>
<th>DEFINITION</th>
<th>EFFECT OF GLOBALIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public services: Health care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public services: Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government rules for protection of the environment and pollution issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government rules for the operation of the economy, central banking, consumer protection, etc. (global economy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labour laws, minimum wage laws, product safety laws, hours of work, workers’ compensation, union membership, working conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEATURE</td>
<td>DEFINITION</td>
<td>EFFECT OF GLOBALIZATION</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Ensuring basic needs; race to the bottom, income gap; and prosperity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common use of resources, (i.e. fresh water supplies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preserving democratic rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equality, justice, and human rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Privatization of government services; profit motive; and global institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currency speculation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free trade agreements; free trade zones</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Activity 4  A Historical Overview of Economic Globalization

## Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will examine some aspects of the historical background to globalization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Questions</td>
<td>How has the foundation of the modern global economy contributed to economic globalization?</td>
</tr>
<tr>
<td>Values and Attitudes Outcomes</td>
<td>3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization. &lt;br&gt;3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment.</td>
</tr>
<tr>
<td>Knowledge and Understanding Outcomes</td>
<td>3.3 explore understandings of contemporary economic globalization. &lt;br&gt;3.4 examine the foundations of contemporary globalization (F. A. Hayek, Breton Woods Conference, Milton Friedman). &lt;br&gt;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). &lt;br&gt;3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy).</td>
</tr>
<tr>
<td>Key Skills</td>
<td>S.1.1 evaluate ideas and information from multiple sources. &lt;br&gt;S.1.6 synthesize information from contemporary and historical issues in order to develop an informed position. &lt;br&gt;S.2.4 evaluate the impact of significant historical periods and patterns of change on the contemporary world. &lt;br&gt;S.7.8 select and analyze relevant information when conducting research.</td>
</tr>
</tbody>
</table>
Activity Overview

In this activity, students are introduced to the fundamentals of the modern world economy. It will introduce students to the following facets of economic globalization:

- The Great Depression
- Keynesian Economics
- Bretton Woods Agreement
- International Organizations

There are three optional instructional strategies. The first option is based upon a power point presentation provided and a discussion/research sequence on the pros and cons of globalization that is designed for regular 10-1 and 10-2 classes.

The second option is based upon an article dealing with the Breton Woods Conference. Students will summarize the article by categorizing the main points into a chart. This option is best suited for a more academic 10-1 class. The reading level of the article may be challenging for some students.

A third option is provided through a link to the feature video, Commanding Heights. The vocabulary and concept expectations of this video are advanced. This option provides the links to the entire video and to a possible summary of chapters that would cover the historical background to globalization. If you choose to use this option, then the chart provided in Option 2 should be completed. It may be necessary to fill in or help complete the sections on the gold standard and organizations.

Key Concepts

- Economic globalization
- Contemporary globalization
- Economic dimension of globalization
- Understandings of contemporary economic globalization
- Complexities of economic globalization
- Corporate globalization
- Global investment

Resources

- Global Economic Issues by Schlessinger Media (25:36 minutes) from LearnAlberta.ca
  http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/global_economic_issues.mov

- The No-Nonsense Guide to Globalization, by Wayne Ellwood

- Commanding Heights: the Battle for the World Economy
  Part 1: The Battle of Ideas
  http://video.google.com/videoplay?docid=-1466397368167658753#

  http://video.google.com/videoplay?docid=112129377629231653#

Objectives/Rationale

This activity will provide students with context for upcoming lessons on labour and social justice issues related to economic globalization.
Instructional Strategies: Option 1

1. Open the lesson by posing the question, “Where did globalization begin?”
2. Live Streaming the first 10:05 minutes of this video from the LearnAlberta.ca site:
   Global Economic Issues (25:36 minutes).
   http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/global_economic_issues.mov
3. Discuss the video and the answer to the opening question, “Where did globalization all begin,” beginning after WWI and especially beginning with the Great Depression. Start with a review of the Great Depression. The reason for this starting point is simply that the Depression and its causes were equivalent to a car motor melting into one almost-solid lump of metal. The world’s economic situation was so badly broken that it had to be completely rebuilt. What would it look like? Did anyone really know? Were there competing visions about the direction to take to restore some kind of order to the world’s economy?
4. Show the attached PowerPoint presentation that provides background information. Have the students complete Activity Master 4.1: A New Economic Model, retrieval chart, using the PowerPoint information.
5. Once the basic chart has been completed, organize students into groups. Assign each group one topic from the Activity Master 4.1 and have them identify reasons and supporting factual information to show how this topic contributed to or affected the process of economic globalization and whether or not it proved to be effective in addressing economic problems existing at that time. Have them transfer this information to a wall chart sheet for classroom posting.
6. Have each group summarize their wall chart for the class. Fill in the final column of Activity Master 4.1 by completing the wall walk activity.

Instructional Strategies: Option 2

1. Teachers may wish to start the lesson by presenting a recent newspaper article to the class. An article describing the current activities of the IMF, WTO, or World Bank would be relevant. Suggested links: CBC: http://www.cbc.ca/news/business/ or BBC Business: http://www.bbc.co.uk/news/business/
2. Pose the question, “Where did it all begin?” You may wish to use the Power Point provided in Option 1 as a supplement to this discussion.
3. The answer is, after WWI and especially beginning with the Great Depression. Start with a review of the Great Depression. The reason for this starting point is simply that the Depression and its causes were equivalent to a car motor melting into one almost-solid lump of metal. The world’s economic situation was so badly broken that it had to be completely rebuilt. What would it look like? Did anyone really know? Were there competing visions about the direction to take to restore some kind of order to the world’s economy?
4. With a partner or in a group of 3 students read the article, The Bretton Woods Trio, and using Activity Master 4.3: Historical Background to Globalization sort the points under the appropriate heading on the Activity Master 4.1: A New Economic Model. With a more academic class, you may want to use Activity Master 4.3 after they have read the article and made their own summary on Activity Master 4.1.
Instructional Strategies: Option 2 cont.

5. Once the basic chart has been completed, organize students into groups. Assign each group one topic from the Activity Master 4.1 and have each identify reasons and supporting factual information to show how this topic contributed to or affected the process of economic globalization and whether or not it proved to be effective in addressing economic problems existing at that time. Have the group transfer this information to a wall chart for classroom posting.

6. Teachers may wish to collect the worksheets for evaluation or evaluate in a class discussion through questioning. A teacher copy of the worksheet has been provided - Activity Master 4.4: Historical Background to Globalization Answer Key.

Instructional Strategies: Option 3

1. Open the lesson by presenting a recent newspaper article to the class and discussing where globalization began as in Option 2.

2. Show the selected chapters of Commanding Heights and have the students complete Activity Master 4.1: A New Economic Model as they view and discuss the chapters of the video.

3. Complete this Activity by following steps 5 and 6 in Option 2.

Follow Up

There are a number of questions that could be assigned as research and for summative evaluation.

1. Research other examples of projects in Canada during the Depression that supported Keynes' ideas. Provide a brief explanation of the project and how it supported Keynes.

2. Are there examples in Canada and Edmonton in 2009-2011 that would also support Keynes' ideas? What are these and how do they link to Keynes?

3. Was the Bretton Woods Conference necessary and effective? Explain your answer with factual support. This support may be useful in your essay preparation process.

4. Did the world require a change or the development of a new form of organization such as the World Bank?

5. Was the World Trade Organization needed at the time?

6. Was the gold standard an effective means of valuing a nation's currency? Why was it changed?

7. Explain why protective tariffs—such as the Smoot Hayley tariffs in the Depression era of the United States, retaliatory tariffs levied by other nations in response, and post war examples of protective tariffs—actually serve to reduce trade between nations and slow down the world's economies.

8. Have the students transfer arguments and facts into their essay preparation notes.

Differentiated Learning

Options 2 and 3 are alternate activities that will facilitate the learning process for more academic classes. The PowerPoint is useable at 10-1 and 10-2 levels.

Metacognition

Has your understanding of globalization changed as a result of the activities you have completed? Explain.

Assessment

Collect the Follow Up answers for assessment.
### ACTIVITY MASTER 4.1:
**A New Economic Model**

Name:_____________________________________________________________  Date:___________________________

**Issue Heading**

**Instructions:** From the PowerPoint, reading, or video, use the table below to record important information under the appropriate headings.

<table>
<thead>
<tr>
<th>GROUP/TOPIC</th>
<th>INFORMATION GATHERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Great Depression</td>
<td></td>
</tr>
<tr>
<td>2. Keynes: the Keynesian solution to recessions/depressions</td>
<td></td>
</tr>
<tr>
<td>3. Bretton Woods Conference 1944</td>
<td></td>
</tr>
<tr>
<td>4. Opposition to Keynes</td>
<td></td>
</tr>
<tr>
<td>5. Gold Standard</td>
<td></td>
</tr>
<tr>
<td>6. World Reserve Currency</td>
<td></td>
</tr>
<tr>
<td>7. World Central Bank</td>
<td></td>
</tr>
<tr>
<td>GROUP/TOPIC</td>
<td>INFORMATION GATHERED</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>8. Exchange Rates</td>
<td></td>
</tr>
<tr>
<td>9. International Monetary Fund (IMF)</td>
<td></td>
</tr>
<tr>
<td>10. World Bank</td>
<td></td>
</tr>
<tr>
<td>11. General Agreement on Trade and Tariffs (GATT)</td>
<td></td>
</tr>
<tr>
<td>12. World Trade Organization (WTO)</td>
<td></td>
</tr>
<tr>
<td>13. New International Economic Order</td>
<td></td>
</tr>
<tr>
<td>14. Organizations of Poor Countries</td>
<td></td>
</tr>
<tr>
<td>15. Organizations of Powerful Countries</td>
<td></td>
</tr>
</tbody>
</table>
### ACTIVITY MASTER 4.1: A New Economic Model Answer Key

**Issue Heading**

**Instructions:** From the PowerPoint, reading, or video, use the table below to record important information under the appropriate headings.

<table>
<thead>
<tr>
<th>GROUP/TOPIC</th>
<th>INFORMATION GATHERED</th>
</tr>
</thead>
</table>
| 1. Great Depression | • 1920s – an economic ‘boom’ around the world  
  • 1929 - stock market crash  
  • 1930's - banks failed  
  - people lost savings  
  - mass unemployment/poverty  
  - nations turned inwards  
  - high tariffs  
  - world trade nosedived; economic growth stalled (‘deglobalization’) |
| 2. Keynes: the Keynesian solution to recessions/depressions | • British economist  
  • ‘interventionist state’ – government intervenes actively in the economy  
  • economic downturn: government spending increases on public goods (e.g. building projects)  
  • economic upswing: governments pay back debt incurred during downturn  
  • Western governments adopted ‘Keynesian’ economics, post World War II  
  • a free market in pursuit of profit left on its own means:  
  - cutting wages and replacing labour with technology reduces the demand for goods of factories  
  - beginning of a downward spiral in the economy  
  - government stimulus is needed to increase demand |
| 3. Bretton Woods Conference 1944 | • 44 nations met in July, 1944 in Bretton Woods, New Hampshire, USA  
  • created new framework for postwar global economy – an international monetary system  
  • designed to save capitalism  
  • Keynes greatly influenced Conference – USA opposed many of his proposals |
| 4. Opposition to Keynes | • Hayek distrusted government planning and opposed government control of the economy  
  • Milton Friedman was an advisor to Ronald Reagan in the 1970s  
  - pushed for less government interference in the economy |
| 5. Gold Standard | • currencies equal in value – equivalent in gold  
  • stabilized foreign exchange rates  
  • universal medium of exchange until 1930s  
  • abandoned in 1930s as countries attempted to devalue their currencies to try to gain a competitive advantage over their trading partners  
  • by 1973, gold's value entirely determined by supply and demand (commodity) |
| 6. World Reserve Currency | • Keynes proposal: rejected by US  
  • US dollar became international currency – based on price of gold |
<table>
<thead>
<tr>
<th>GROUP/TOPIC</th>
<th>INFORMATION GATHERED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7. World Central Bank</strong></td>
<td>• Keynes proposal: rejected by US</td>
</tr>
</tbody>
</table>
| **8. Exchange Rates** | • main proposal of Conference  
• fixed rates needed for stability  
• adopted proposal |
| **9. International Monetary Fund (IMF)** | • created at Bretton Woods  
• supposed to ‘facilitate the expansion and balanced growth of international trade’  
• initially oversaw fixed exchange rates  
• promoted currency convertibility  
• lender of last resort: supplies emergency funds/loans to countries experiencing short term cash flow problems  
• world’s richest nations have most control |
| **10. World Bank** | • created at Bretton Woods  
• initially created to provide loans to countries devastated by World War II  
• by 1950s began funding development projects in the Third World  
• poorest countries unable to repay loans and fell into default |
| **11. General Agreement on Trade and Tariffs (GATT)** | • trade treaty, post World War II  
• established a set of rules to govern global trade  
• aimed to reduce trade barriers (free trade)  
• consensus required to discipline members |
| **12. World Trade Organization (WTO)** | • replaced GATT in 1994  
• 137 members; 30 ‘observer’ countries  
• aims to reduce trade barriers (free trade)  
• critics argue WTO favours world’s richest nations above the poorest  
• ‘national treatment clause’  
• a country may not discriminate against the products of foreign origin on any grounds  
• removes the power of national governments to develop some economic policies for their country  
• Examples: Europe forced to buy Canadian carcinogenic asbestos |
| **13. New International Economic Order** | • opposition to the growing power of transnational corporations  
• near monopoly control by Western corporations of processing, distribution, and marketing products  
• free markets would never reduce global inequities  
• poor countries pushed for fairer ‘terms of trade’  
• developing countries favoured:  
• an active government role in running the national economy  
• steps to regulate foreign investment  
• at least minimal trade restrictions |
| **14. Organizations of Poor Countries** | • seeking a new global system based on economic justice between nations  
• Non-Aligned Movement  
• Third World ‘Producer Unions’  
• OPEC |
| **15. Organizations of Powerful Countries** | • G7, G8, G20  
• seek free trade |
## ACTIVITY MASTER 4.3:
### Historical Background to Globalization

The No-Nonsense Guide to Globalization, by Wayne Ellwood


**Instructions:** Place the provided statements into the correct heading boxes of Activity Master 4.1 by using information found in The No-Nonsense Guide to Globalization.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>44 nations met in July, 1944 in Bretton Woods, New Hampshire, USA</td>
</tr>
<tr>
<td>2.</td>
<td>'national treatment clause': a country may not discriminate against the products of foreign origin on any grounds</td>
</tr>
<tr>
<td>3.</td>
<td>Stabilized foreign exchange rates</td>
</tr>
<tr>
<td>4.</td>
<td>People lost savings/mass unemployment/poverty</td>
</tr>
<tr>
<td>5.</td>
<td>World Reserve Currency - Keynes proposal: rejected by US</td>
</tr>
<tr>
<td>6.</td>
<td>Seek free trade</td>
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<tr>
<td>7.</td>
<td>US dollar became international currency – based on price of gold</td>
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<td>8.</td>
<td>GATT: established a set of rules to govern global trade</td>
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<tr>
<td>9.</td>
<td>Main proposal of conference: fixed rates needed for stability - adopted</td>
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<tr>
<td>10.</td>
<td>Keynes: economic upswing; governments pay back debt incurred during downturn</td>
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<tr>
<td>11.</td>
<td>G7, G8, G20</td>
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<tr>
<td>12.</td>
<td>Western governments adopted ‘Keynesian’ economics, post World War II</td>
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<tr>
<td>13.</td>
<td>Free markets would never reduce global inequities</td>
</tr>
<tr>
<td>14.</td>
<td>Keynes greatly influenced Conference – USA opposed many of his proposals</td>
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<tr>
<td>15.</td>
<td>Supposed to ‘facilitate the expansion and balanced growth of international trade’</td>
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<tr>
<td>16.</td>
<td>Opposition to the growing power of transnational corporations</td>
</tr>
<tr>
<td>17.</td>
<td>Lender of last resort: supplies emergency funds/loans to countries experiencing short term cash flow problems</td>
</tr>
<tr>
<td>18.</td>
<td>Has official status as international organization</td>
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<tr>
<td>19.</td>
<td>1929 - stock market crash</td>
</tr>
<tr>
<td>20.</td>
<td>Consensus required to discipline members</td>
</tr>
<tr>
<td>22.</td>
<td>'national treatment clause': removes the power of national governments to develop some economic policies for their country</td>
</tr>
<tr>
<td>23.</td>
<td>High tariffs</td>
</tr>
</tbody>
</table>
24. Trade treaty, post World War II
25. International organization created at Bretton Woods
26. Poor countries pushed for fairer ‘terms of trade’
27. Initially oversaw fixed exchange rates
28. Promoted currency convertibility
29. 1930’s – nations turned inwards; world trade nosedived; economic growth stalled (‘deglobalization’)
30. WTO replaced GATT in 1990.
31. World’s richest nations have most control
32. 137 members; 30 ‘observer’ countries
33. Initially created to provide loans to countries devastated by World War II
34. Created a new framework for the postwar global economy – an international monetary system
35. Critics argue WTO favours world’s richest nations above the poorest
36. ‘Interventionist state’ – government intervenes actively in the economy
37. Non-Aligned Movement; Third World “Producer Unions”; OPEC
38. Government stimulus is needed to increase demand
39. By 1950’s began funding development projects in the Third World
40. Economic downturn: government spending increases on public goods (e.g. building projects)
41. 1920’s – an economic ‘boom’ around the world
42. Distrusted government planning and opposed government control of the economy
43. Abandoned in 1930s as countries attempted to devalue their currencies to gain a competitive advantage over their trading partners
44. Poorest countries unable to repay loans and fell into default
45. Aims to reduce trade barriers (free trade)
46. Designed to save capitalism
47. Near monopoly control by Western corporations of processing, distribution, and marketing products
48. Universal medium of exchange until 1930s
49. Seeking a new global system based on economic justice between nations
50. An advisor to Ronald Reagan in the 1970s; pushed for less government interference in the economy
51. Developing countries favoured: an active government role in running their economy; steps to regulate foreign investment; at least minimal trade restrictions
**ACTIVITY MASTER 4.3:**

**Historical Background to Globalization Answer Key**

The No-Nonsense Guide to Globalization, by Wayne Ellwood


**Instructions:** Place the provided statements into the correct heading boxes of Activity Master 4.1 by using information found in The No-Nonsense Guide to Globalization.

|   | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. | 20. | 21. | 22. | 23. |
|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|----|-----|----|----|-----|----|----|-----|----|-----|
|   | 44 nations met in July, 1944 in Bretton Woods, New Hampshire, USA | 'national treatment clause': a country may not discriminate against the products of foreign origin on any grounds | Stabilized foreign exchange rates | People lost savings/mass unemployment/poverty | World Reserve Currency - Keynes proposal: rejected by US | Seek free trade | US dollar became international currency – based on price of gold | GATT: established a set of rules to govern global trade | Main proposal of conference: fixed rates needed for stability - adopted | Keynes: economic upswing; governments pay back debt incurred during downturn | G7, G8, G20 | Western governments adopted ‘Keynesian’ economics, post World War II | Free markets would never reduce global inequities | Keynes greatly influenced Conference – USA opposed many of his proposals | Supposed to ‘facilitate the expansion and balanced growth of international trade’ | Opposition to the growing power of transnational corporations | Lender of last resort: supplies emergency funds/loans to countries experiencing short term cash flow problems | Has official status as international organization | 1929 - stock market crash | Consensus required to discipline members | Global Central Bank: Keynes proposal: rejected by US | 'national treatment clause': removes the power of national governments to develop some economic policies for their country | High tariffs |
24. Trade treaty, post World War II
25. International organization created at Bretton Woods
26. Poor countries pushed for fairer ‘terms of trade’
27. Initially oversaw fixed exchange rates
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50. An advisor to Ronald Reagan in the 1970s; pushed for less government interference in the economy
51. Developing countries favoured: an active government role in running their economy; steps to regulate foreign investment; at least minimal trade restrictions
Commanding Heights

The Commanding Heights storyline provides a complete netcast of the six-hour television program as originally broadcast -- in three two-hour episodes. Each episode is subdivided into chapters listed in the chapter menu, together with links to additional related content on the site (from PBS website).

Commanding Heights: the Battle for the World Economy


Part 1: The Battle of Ideas
http://video.google.com/videoplay?docid=-1466397368167658753#

Chapters:
2: The Old Order Fails (8:11)
4: A Capitalist Collapse (8:48)
5: Global Depression (5:26)
6: Worldwide War (7:00)
7: Planning the Peace (6:47)
8: Pilgrim Mountain (3:43)
11: Chicago Against the Tide (7:32)
14: Deregulation Takes Off (7:29)
16: Reagan Rides In (8:17)
18: The Heights Go Up for Sale (8:08)

http://video.google.com/videoplay?docid=112129377629231653#

Chapters:
1: Prologue (6:14)
15: The Global Debate (2:49)
16: The Battle Joined (5:08)
17: Failure at the Summit (4:58)
20: The Bottom End of Globalization (4:46)
22: The Battle Resumed (6:38)
## Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will explore sweatshops, outsourcing and child labour in today's world and gather information on each topic from different perspectives.</th>
</tr>
</thead>
</table>
| Inquiry Questions | Are sweatshops good for a country?  
 Is outsourcing good for both the country receiving the jobs and the country sending the jobs out?  
 Is child labour the lesser of two evils in developing countries? |
| Values and Attitudes Outcomes | 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization.  
 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment. |
| Knowledge and Understanding Outcomes | 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy).  
 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities.  
 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity).  
 4.8 analyze how globalization affects individuals and communities (contemporary issues). |
| Key Skills | S.1.1 evaluate ideas and information from multiple sources.  
 S.1.5 evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue.  
 S.1.9 analyze current affairs from a variety of perspectives.  
 S.7.3 draw pertinent conclusions based on evidence derived from research.  
 S.7.5 consult a variety of sources, including oral histories that reflect varied perspectives on particular issues.  
 S.8.1 communicate effectively to express a point of view in a variety of situations.  
 S.8.2 use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue.  
 S.8.4 ask respectful and relevant questions of others to clarify viewpoints. |
In this activity, students are asked to consider the benefits and problems associated with sweatshops, outsourcing and child labour. Students will be divided into groups of 4 to 6 and asked to complete an assignment on one of the following topics:

- sweatshops
- outsourcing
- child labour

One article for each side will be provided but additional materials can also be used. You may also wish to split the topics and cover one of them as a horseshoe or U shaped discussion, one as a 4-corner discussion, and one as a debate.

**Key Concepts**

- employment issues of globalization
- outsourcing
- global sourcing
- labour rights
- sweatshops
- exploitation
- forced labour
- child labour
- child slavery
- children's rights
- impacts of globalization on youth
- impacts of globalization on women

**Resources**

**Issue 1: SWEATSHOPS**

- **Don't get into a lather over sweatshops**
  
  by Benjamin Powell, David Skarbek
  The Christian Science Monitor, August 2, 2005

- **The Case Against Sweatshops**
  
  by Anna Yesilevsky
  The Humanist, May/June, 2004

- **El Salvador Becoming Giant Sweatshop, Group Charges**
  
  http://www.albionmonitor.com/9701b/salvadorsweatshop.html
  by Farhan Haq
  Albion Monitor, January 26, 1997
**Issue 2: Outsourcing**

- Globalization: Threat or Opportunity for the U.S. Economy?
  
  
  by Robert T. Parry, President and Chief Executive Officer
  
  FRBSF Economic Letter, May 21, 2004

- Offshoring the Middle Class
  
  
  by Glen Emerson Morris
  
  Advertising & Marketing Review

- Protesters to rally against offshore outsourcing
  
  
  by Ed Parry, News Editor
  
  SearchCIO.com, 21 Jan 2004

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**Issue 3: Child Labour**

- It’s official: child labour is a good thing
  
  
  by David Harrison
  
  The Telegraph, January 30, 2005

- Child labour robs children of childhood, impedes development
  
  [http://www.unicef.org/media/media_34504.html](http://www.unicef.org/media/media_34504.html)
  
  by Karen Dukess
  
  UNICEF, June 12, 2006

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**Other Articles**

- Export-Driven Economic Growth Dogma Creates a World of Losers
  
  
  by Mel Watkins
  
  Axis of Logic, November 18, 2010

- Trip spurs look at outsourcing issue
  
  
  by Emily Wax
  
  The Arizona Republic, November 07, 2010

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**Objectives/Rationale**

This activity enables students to explore for in-depth knowledge and understanding about the topics presented. As well as an appreciation and a respect for alternate perspectives, students gain valuable communication, questioning and discussion or debating skills.
Instructional Strategies  

Part 1: Introduction  

1. Begin by reading the article on Activity Master 5.1: From the Heart to your class and discussing the issue identified at the end. An alternative opener is Santa's workshop (32 minutes) which can be live streamed from: http://freedocumentaries.org/int.php?filmID=297  

2. Use Activity Master: 5.2: Force Field Analysis, Part 1 as a guide to analyze the issue. “A force field analysis is a technique for identifying and analyzing the positive factors of a situation that help (‘driving forces’) and negative factors that hinder (‘restraining forces’) an entity in attaining its objectives.” http://www.businessdictionary.com/definition/force-field-analysis.html  

On the board create a chart of positive and negative forces for the workers and their families, a second section for the country they live in, and a third section for the multinational corporation. More detailed information can be found in the on-line guide to social studies.  

3. Complete the example in a class discussion and/or assign the rest of the chart for homework. Have the students record the information to be used as a guide for the research activity in Part 2 of this lesson. A partial key for this activity is provided.  

4. The class will then look at the positive and negative forces affecting the issue being discussed and the factual support for the arguments. Using the information gathered in Activity Master: 5.2, have the students complete Activity Master 5.3 by prioritizing the strongest 3 arguments for each side of the issue. They will then plan/design ways to strengthen the positive forces, and reduce or eliminate the negative forces. This guide may help them organize their thoughts and provide evidence to support their research articles in the rest of this lesson.  

5. Review. Start with one of the groups and have the group present its strongest argument for the positive side. This process will be repeated for the negative side once the positive side is finished. Once the factual support has been presented and the suggested solution brought forward ask the questions: 

A. Is this solution desirable?  
B. Is this solution feasible (possible)?  

If the answer to both questions is yes, this is a possible solution. If the answer is no, then suggest the solution be “put on the shelf” for further examination later, if needed. Repeat this process for the other groups. If an argument is repeated by another group, then it probably becomes a more favoured choice. Repeat this process for the negative arguments but the questions to be asked are: 

A. Is it possible to overcome this situation?  
B. Should we work towards overcoming it?  

At this point, the students should be reminded that this process has provided a “guide” for them to use in finishing the assignment and that they should use the key steps in their assignment.
Part 2: Research

1. Organize students into issue groups of between four (4) and six (6). Assign each group one of the three issues listed at the top of Activity Master 5.2.

2. Distribute at least six (6) copies of Activity Master 5.2 and one reading for each student. Half the group will read and analyze the positive perspective and the other half will read and analyze the negative perspective on the issue. Advise the students that the readings are from various print media sources and they will be asked to consider the media and the message given at the end of the activity.

3. Each half of the group will complete one copy of Activity Master 5.2 for their perspective. Once completed, they will reassemble in the larger group and share their information on the issue for the other perspective. Each group is to exchange their completed Activity Master 5.2 so that all members have a copy of both sides of the research on the issue.

Part 3: Synthesis

1. Students will prepare a chart (Activity Master 5.3) that identifies arguments, supporting facts and suggested improvements regarding each issue. Each group will then examine the positive and negative forces and plan/design ways to strengthen the constructive forces, and reduce or eliminate the unhelpful forces. For example, if they decide that sweatshops are a problem in the countries having them, what would they do to remedy or ameliorate the problem? This will be the solution under study. Record the answers in Column 1. Other charts available at:

   http://www.learnalberta.ca/content/sssm/html/positiveandnegativefactors_sm.html
   http://www.learnalberta.ca/content/sssm/html/justifyingmychoice_sm.html

   Begin your evaluation of the issue by using Activity Master 5.3 and posing the question, “Which of the forces listed on Activity Master 5.2 are the strongest and which are the weakest? Record the answers in Column 1. Record supporting facts in Column 2. Record your plan to deal with the positive and negative forces in Column 3.”

2. Students will then enter into a discussion in their issue group in which they question opposing group members’ arguments and position and defend their own arguments and position.

3. Following that discussion they are to make any appropriate changes to their Activity Master 5.2 and 5.3.

4. At this point have the groups share their final copies of Activity Master 5.2 and 5.3 with the groups doing the other issues so that all students have copies of the research on the three issues.

5. This information should be added to the essay preparation notes they started in Activity 2.

6. Part of the preparation for Activity 8 will require each student to develop opening statements that outline the support for the position they have been assigned on the issue. Then have the two sides prepare a one page essay research guide.
Follow Up  If you have only used print media for the above assignment, then insert “print” before media in the second bullet and the assessment topic.

Assessment  Ask the students to prepare to write a written response to the following topic:

“To what extent do the media present fair and unbiased coverage of emotionally charged topics such as sweatshops, outsourcing, and child labour?”

Summative or formative assessment of essay preparation notes could be done.

Metacognition  • What did you learn about “information”?
  • Do you think that you will read media differently now?
  • Why us it important to be open to new ideas and views while considering an issue?
  • Explain if you would have acted the way that one of the individuals in the case studies did? Why did you select that example?

Differentiated Learning  Some students will need help in understanding some of the concepts and examples provided.
In a Social 33 class discussion, the topic was market economic and mixed systems, including weaknesses such as child labour and sweatshops. Most students in the discussion condemned the behaviours, and many were offering unsupported generalizations and opinions. As the moderator, I tried to get them to support what they were saying but it was very difficult.

To my surprise, a boy in the class spoke out. He was unusually serious when he said that he had worked in a Nike factory in the Philippines as a five and six year old. He worked twelve hours a day and it cost him one third of his daily wage to get to the factory on the bus. The rest of his wages went to help his family. His father had lost his right arm in an industrial accident and could not work. He had no pension or disability coverage or help. His son's wages helped support the family.

His mother got a job in Canada as a nanny and the wages she sent home to them made it possible for him to quit the factory and go to school. She was able to bring her four children to join her over the next few years. His father died just after the last of the children was brought to Canada.

He said that his memories of the factory were still quite clear. If he didn't do the job properly, he was caned by his supervisor but not too hard and in such a way that no one could see the results. He remembered very clearly leaving the factory and walking past a MacDonald's on the way to the bus. His dream was to be able to buy an ice cream cone, but he could never do it. The class laughed when he said that, but then he continued, “When I went with my mother back to the Philippines to visit my family I went to the Nike factory. I waited until the work shift for the children finished and as they came out I took 10 of them to McDonalds and bought each of them an ice cream. I told them that it had been my dream and I could not do it when I was there but I could do it for them today. I can't describe how unbelieving they were at first and then how happy they were, except for one boy. I asked him if there was a problem and he said that he wanted to take it home to his family to share, but it would melt. I didn't have a lot of money left with me but I gave him enough that he could go home and take his family for an ice cream cone. I made him promise that he would do that and not use the money for anything else. He said that he would do that but I don't know if he did or if he used the money to buy food.”

- The class was silent until I asked the question, “Was the Nike factory job good for you and your family?” What do you think his answer was?

Other guided discussion questions include:
- Could the family have done without his meagre financial help so that he could go to school?
- Why would he have done what he did when they returned to the Philippines for a holiday?
- Would he have valued education in Canada?
- Does this story illustrate the complexity of whether or not factories like this, employing child labour, should be shut down?
- What would you have done if you were this boy in this situation?
Reading Topics:

List the issue and perspective (focus) being studied on this worksheet.

Issue #1: Sweatshops:

Sweatshops are not as evil as many think.
Sweatshops should be outlawed worldwide.

Issue #2: Outsourcing:

Outsourcing damages a country’s economy.
Outsourcing is necessary in today’s economic world.

Issue #3: Child Labour:

Child labour is completely unacceptable.
Child labour is saving many families.
ACTIVITY MASTER 5.2:
Force Analysis Chart Part 1

Name:_____________________________________________________________ Date:___________________________

Issue:_____________________________________________________________

<table>
<thead>
<tr>
<th>WHO IS AFFECTED?</th>
<th>POSITIVE FORCES</th>
<th>NEGATIVE FORCES</th>
</tr>
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<tbody>
<tr>
<td>Workers and families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country/economy</td>
<td></td>
<td></td>
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<tr>
<td>Multinationals</td>
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### ACTIVITY MASTER 5.2:
Force Analysis Chart Part 1 **Answer Key**

**Name:** ____________________________________________  **Date:** ________________________

**Issue:** From the Heart - Was the Nike factory job a good thing…?  

<table>
<thead>
<tr>
<th>WHO IS AFFECTED?</th>
<th>POSITIVE FORCES</th>
<th>NEGATIVE FORCES</th>
</tr>
</thead>
</table>
| Workers and families  | • Money needed to support family  
|                       | • “Little match girl” syndrome with ice cream  
|                       | • Mother’s move to Canada changed the life of her children  | • Age of 5-6 years  
|                       |                                                                       | • 12-hour shift  
|                       |                                                                       | • Father had no support after injury  
|                       |                                                                       | • Supervisor brutality  
|                       |                                                                       | • Low wages: amount of daily wage needed for transportation to and from work  |
| Country/economy       | • Provided jobs for unemployed children  
|                       | • Industrial base for production of shoes established  
|                       | • Taxes generated  
|                       | • Kept children off the streets  | • Father had no support after injury  
|                       |                                                                       | • Mother had to move to Canada as a domestic nanny to support the family  |
| Multinationals        | • Father had no support after injury  
|                       | • Mother had to move to Canada as a domestic nanny to support the family  | • International backlash over having child labour  |
Issue and Position:

**Instructions:** Sort your answers and determine which three are the strongest arguments/forces that you can support with factual information for the positive side. Repeat for the negative side.

<table>
<thead>
<tr>
<th>STRONGEST ARGUMENT</th>
<th>FACTUAL SUPPORT</th>
<th>SUGGESTED IMPROVEMENTS</th>
</tr>
</thead>
<tbody>
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### Activity 6  
**Immigrant and Migrant Labour Issues in Canada**

#### Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will examine the issues surrounding the need for and use of immigrant and migrant labour in Canadian industries.</th>
</tr>
</thead>
</table>
| Inquiry Questions | To what extent is migrant/immigrant labour needed in Canada and Alberta?  
Should Canada allow foreign workers to work in Canadian industries?  
To what extent is migrant/immigrant labour a positive aspect of globalization? |
| Values and Attitudes Outcomes | 2.2 exhibit a global consciousness with respect to the human condition  
3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment |
| Knowledge and Understanding Outcomes | 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy)  
4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities  
4.2 recognize and appreciate the importance of human rights in determining quality of life  
4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) |
| Key Skills | S 1.3 assess the validity of information based on context, bias, sources, objectivity, evidence or reliability  
S 1.5 evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue  
S 1.7 evaluate the logic of assumptions underlying a position  
S 8.2 use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue.  
S 8.4 listen respectfully to others. |
Activity Overview

This activity examines the issue of migrant and immigrant labour in Canada and Alberta. Through a critical analysis of a documentary film and an Alberta Federation of Labour policy statement, students will gain insight into the experiences of immigrant and migrant workers in contemporary Alberta. Determine which format you are going to have your students use to complete the lesson: horseshoe debate, 4-corner debate, fishbowl debate, talk show format, or panel discussion.

Key Concepts
- employment issues of globalization
- agricultural issues of globalization
- exploitation
- labour rights; labour legislation
- worker health and safety
- migrant workers; immigrant workers; refugee workers; temporary foreign workers; guest workers; illegal immigrant workers
- non-unionized workers; unionized workers
- collective bargaining; trade unions; labour unions; international labour unions; strikes; strikebreaking; union busting
- International Labour Organization (ILO); Global Compact
- consumer boycotts

Objectives/Rationale
Alberta’s Social Studies 10-1 Program requires students to explore labour issues of economic globalization and to examine the relationship between globalization and human rights. This activity will examine one of the most controversial trends in Canada within present-day economic globalization: the practice of importing labour to work in Canadian industries. The activity will also explore how a perspective on economic globalization may be influenced by a multitude of forces of which reduced labour costs are a major one but lack of a supply of workers in Canada may be another. This lesson will help students to fulfill these requirements while they develop inquiry, communication and problem-solving skills while developing in-depth knowledge and understanding about the issue of the use of non-Canadian workers in various industries in Canada.

Resources
- El Contrato, NFB. 2003. (51 minutes). This documentary from Min Sook Lee follows a poverty-stricken father from Central Mexico, along with several of his countrymen, as they make their annual migration to southern Ontario to pick tomatoes. For 8 months a year, the town's population absorbs 4,000 migrant workers who toil under conditions, and for wages, that no local would accept. Yet despite a fear of repercussions, the workers voice their desire for dignity and respect.
  
  http://www.nfb.ca/film/el_contrato

Time:
- 2 periods

Preparation:
- Check El Contrato live-stream link and preview film or obtain cartoons for activity opener. See Resources list
- Obtain and preview the documentary film 24 Days in Brooks
- Photocopy Activity Master 6.1 for the film 24 Days in Brooks
- Chart paper
- Photocopy Activity Master 6.2: AFL Policy Statement on Temporary Foreign Workers and Sandra Elgersma’s government report Temporary Foreign Workers: Benefits and Concerns
Editorial cartoons related to immigrant/migrant workers

Select two or more cartoons or photos to use as an opener for the classroom activity. Sample cartoon links are provided below.

- Cartoon by M.e.Cohen
  http://www.humorink.com/cartoons/archives/2006/03/1214/

- Cartoon by Pat Bagley - Salt Lake Tribune
  Posted 3/20/2006
  www.politicalcartoons.com/cartoon/c9cd20ea-8b5e-4fd0-ae6f-0b45ed3d8ea8.html

Additional cartoons can be found by searching with the keywords “migrant” and “immigration” on the web sites listed below.
http://www.humorink.com/cartoons/archives/2006/03/1214/
www.politicalcartoons.com/cartoon/c9cd20ea-8b5e-4fd0-ae6f-0b45ed3d8ea8.html

Migrant worker program ‘exploitative,’ researchers warn by Shanon Proudfoot, Canwest News Service April 27, 2010
http://www2.canada.com/story.html?id=2955228

24 Days in Brooks (documentary film)
This NFB documentary examines a strike among mostly immigrant and refugee workers in Canada’s largest meatpacking plant (the Lakeside Packers Plant in Brooks, Alberta). It also depicts the formation of a union in this plant. The documentary examines the economic and social impacts of a community that has experienced tremendous change since 1995 because of Lakeside’s efforts to attract immigrants and refugees to Brooks. The film also explores the experiences and vulnerabilities of immigrant/refugee workers in Canada. The documentary predicts that the impacts of migrant labourers on Canada will only become more profound over time. This film may be purchased from the NFB or live-streamed from the NFB website:
http://www.nfb.ca/film/24_days_in_brooks

Activity Master 6.2: AFL Policy Statement on Temporary Foreign Workers
(press release)
The Alberta Federation of Labour released this document in May 2006. It examines labour issues related to Canada’s controversial Temporary Foreign Worker Program. As this document maintains, temporary foreign workers in Canada are far more vulnerable to abuse and exploitation than immigrant or refugee workers. Other documents are available on the AFL web site at:
http://www.afl.org/ under Campaigns regarding Temporary Foreign Workers

Temporary Foreign Workers: Benefits and Concerns by Sandra Elgersma
(federal government report)
This report by the Government of Canada provides a defence of Canada’s Temporary Foreign Workers Program while recognizing some of the objections to the program. The report is available on the Internet at:
http://www2.parl.gc.ca/Content/LOP/ResearchPublications/prb0711-e.htm#canada
**Instructional Strategies**

1. Open the lesson by showing students the 51-minute video *El Contrato*. NFB. 2003. Through a class discussion, encourage students to identify the basic issues in this controversial topic and record a summary on chart paper or the white board. In addition, invite students to identify two or more sides on each issue and briefly list them on the same chart paper. Post the results for future use.

2. Distribute Activity Master 6.1 and introduce students to the assignment. Students should be encouraged to fill-in as much of the assignment as possible during their viewing of the documentary film.

3. Show the documentary film *24 Days in Brooks* (42 minutes). Be prepared to stop it at strategic points to allow the students to record answers to the worksheet questions.


5. Distribute Activity Master 6.2 AFL Policy Statement on Temporary Foreign Workers and the article Temporary Foreign Workers: Benefits and Concerns by Sandra Elgersma. Students are instructed to complete the remainder of Activity Master 6.1: Part A and B for homework using these resources.

6. Once this has been completed and reviewed or assessed by the teacher, use the directions found in the link below to prepare and enact a horseshoe or u-shaped discussion.

   [http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html](http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html)

7. This means that in a horseshoe debate students will be invited to take a position (seat) in the horseshoe based upon their personal beliefs on this issue. Invite those on each extreme to explain their reasoning for placing themselves where they did.

8. The rest of the class is to listen to the opening discussion and then seat themselves in the horseshoe.

9. Following another discussion, invite those who wish to change locations to do so.

**Follow Up**

- Do you know of any other areas in Alberta where migrant labour may be heavily used?
- Should those jobs be filled by Alberta workers first, then Canadian workers and finally out of country workers?
- How would you feel as an unemployed Albertan if someone from another country took a job you were capable of doing?
- Have the students transfer to their essay preparation notes any appropriate material from this activity.

**Differentiated Learning**

- Other readings may be used to replace or supplement those provided here. Two recommended readings are:

Differentiated Learning cont.

2) Carol Goar’s “No way to treat a guest worker” Toronto Star, Apr 13, 2007: www.thestar.com/article/202587
   - Show appropriate scenes from the movie Fast Food Nation or another film instead of 24 Days in Brooks.

Metacognition
   - Did you find that you changed or altered your position on one or more of the issues? If you did, what caused the changes?

Assessment
   - Homework check Activity Master 6.1: Part A and B (holistic scoring is recommended).
   - Ask the student to indicate and reflect upon where they placed themselves in the horseshoe debate and explain why they did or did not move, providing factual support.
   - The LearnAlberta.ca site contains a number of rubrics in the Support Material section to be used to evaluate activities of the type suggested here. Teachers should determine the weight to be given this activity and select rubrics appropriately.

http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html
ACTIVITY MASTER 6.1:
Part A: 24 Days in Brooks

Instructions: Use the documentary film 24 Days in Brooks to complete the following exercises as thoroughly as possible in the space provided.

A1. Why are immigrant and refugee workers flooding into Brooks, Alberta?

<table>
<thead>
<tr>
<th>Why did the Lakeside Packers Meat-packing Plant (of Brooks) actively recruit immigrant and refugee labour?</th>
<th>What attracts immigrants and refugee workers to Brooks?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A2. What challenges and opportunities have emerged from the massive influx of immigrants and refugees to Brooks?

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A3. Why did tensions erupt in Brooks at Lakeside Packers in 2006?

<table>
<thead>
<tr>
<th>Why did immigrant and refugee workers at Lakeside Packers go on strike in 2006?</th>
<th>Why did they pursue unionization in 2006?</th>
<th>Why did some employees of Lakeside Packers oppose the 2006 strike and drive for unionization?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A4. What benefits and drawbacks of contemporary economic globalization are revealed in the documentary film 24 Days in Brooks?

<table>
<thead>
<tr>
<th>Benefits of Economic Globalization</th>
<th>Drawbacks of Economic Globalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY MASTER 6.1:
Part B: The Foreign Temporary Worker Program

Instructions: Use the attached two readings on Canada’s Foreign Temporary Worker Program to complete the following exercises as thoroughly as possible in the space provided.

B1. Why did Canada create the Foreign Temporary Worker Program?

B2. Why is the Alberta Federation of Labour opposed to the Foreign Temporary Worker Program? Provide as many reasons as possible for this opposition.

B3. According to the Alberta Federation of Labour, why are foreign temporary workers much more vulnerable to exploitation than other workers?

B4. What are the pros and cons of scrapping the Foreign Temporary Worker Program?

| To what extent would scrapping the FTWP benefit or harm Canada and/or Canadians? | To what extent would scrapping the FTWP benefit or harm foreign workers and their families? |
B5. Do you agree that the Foreign Temporary Worker Program should be scrapped? Why or why not? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B6. What are the connections between economic globalization and Canada’s Foreign Temporary Workers Program? How is the FTWP issue related to larger issues of economic globalization? Explain.

________________________________________________________________________

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________________________________________________________________________
AFL Policy Statement on Temporary Foreign Workers

May 2006 (As approved by AFL Executive Council, May 12, 2006) Alberta Federation of Labour

Alberta unions support newcomers

Alberta unions oppose racism in all of its forms - both overt and structural. We have and will continue to speak out against any attempts to demean, demonize or discriminate against any identifiable group.

Alberta unions also support immigration. We believe immigration is a key to building a strong and diverse society. We advocate for compassionate immigration policies - policies that address both the concerns of immigrants and the needs of the Canadian economy.

In particular, we believe in immigration policies that would allow a broader range of skilled workers into the country. We also believe there is a need for stronger settlement programs for newcomers.

Alberta unions strongly believe that workers of different ethnic backgrounds, nationalities and cultures can work together in solidarity. We will defend new immigrants as we defend ourselves.

Alberta unions and our members welcome newcomers to Canada. In fact, many of our members are new immigrants. We will proudly work alongside any newly arrived worker - and we will fight to ensure that those workers are treated with fairness and enjoy the same wages and working conditions and the same rights as other Canadian workers.

Foreign Temporary Worker Program

The Alberta labour movement’s concern does not lie with immigration or individual newcomers to Canada. Instead, we are concerned about the way our federal and provincial governments have designed and how they operate one particular program - the Foreign Temporary Worker program.

We are also concerned by how some employers are using - we would argue misusing - that program.

We believe the Foreign Temporary Worker program is the product of sloppy policy making and the victim of weak rules and even weaker enforcement.

The stated purpose of the program is to provide Canadian employers with access to workers when critical labour shortages can be demonstrated. In addition, the program was originally intended to provide access to a pool of workers who would supplement, not replace, the existing pool of Canadian workers.

Unfortunately, it has become clear to us that at least some employers are using the program as part of a deliberate effort to drive down wages and working conditions and to bypass unionized Canadian workers.

In a sense, the program is being used as a union-busting tool. And, by allowing the program to be used in this way, our provincial and federal governments are allowing themselves to become partners in union busting.
The Alberta Situation

High oil prices and a surge in the construction of oilsands megaprojects have super-charged Alberta’s economy. Unemployment is down significantly, and a tight labour market means employers are feeling pressure on wages and working conditions.

Many employers have responded to the tight labour market by taking the logical - and we would argue inevitable and appropriate - steps of adjusting wages and improving working conditions.

Some Alberta employers, however, are looking for other ways to expand their labour supply while keeping wages and working conditions low.

Citing an alleged critical shortage of skilled labour, these employers are hoping to take advantage of the Foreign Temporary Workers program to bring non-Canadian and non-landed workers into Alberta.

One high-profile example is Canadian Natural Resources Limited (CNRL), developer of the largest oilsands project in Canada.

CNRL has adopted a two-pronged strategy in its attempt to hold down construction wages.

First, the company has entered into a collective agreement with an employer-friendly union (the Christian Labour Association of Canada or CLAC).

Second, they have contracted out a significant piece of the construction work to a construction firm that intends to staff their project almost entirely with workers brought in under the Foreign Temporary Worker program.

CNRL and union busting

We believe there is insufficient evidence of a labour shortage to justify the use of temporary foreign workers on the CNRL project.

While it may be true that shortages exist in some specific trades at specific times, we know from our own experience that in many construction trades there are still unionized Alberta tradespeople currently available to work.

Even in cases where the labour pool has run drier, Alberta unions have networks across Canada that can be used to recruit workers to Alberta if needed.

Alberta unions have offered to help employers like CNRL meet their labour force needs. However, in many cases, those offers have been rebuffed.

As a result, if companies like CNRL have a problem recruiting workers, it has more to do with their strategy of undercutting wages and benefits than with a real labour shortage. In other words, the problem is not a shortage of workers, but a shortage of workers willing to work for less.
Protecting Temporary Foreign Workers

We believe at least some employers hire temporary foreign workers not because they have been unable to find Canadian workers - but because they are easier to exploit.

Temporary workers have limited rights and protections, and what rights they do hold are difficult to enforce. The continued presence of these workers in Canada is entirely contingent on their employment - so they are at the mercy of the employer who brings them into the country. There is a dangerous power imbalance inherent in this kind of relationship.

We believe workers from other countries should not be used as pawns in employer strategies to avoid unions. Both they and Canadian workers deserve better.

We believe the labour movement has a responsibility to defend these workers. We believe they deserve the same rights as any Canadian worker. In particular, we believe they should have the right to a fair wages and a safe workplace, the right to join a union, and the right to remain in Canada and apply to become citizens - independent of the wishes of the employer that brought them here.

The Foreign Temporary Worker program makes some guarantees in these areas - but without any real mechanisms for investigation and enforcement, those guarantees remain little more than a paper tiger.

As long as employers know they face no real sanctions - either for misrepresenting their real motivation in seeking foreign workers or mistreating those workers when they arrive - then some employers will continue to exploit the system.

The Way Forward

We believe both levels of government should allow employers to use temporary foreign workers only as a last resort and that, when they are in Canada, these workers should enjoy the same rights as Canadian workers - including the right to join a union and apply for citizenship.

But before offering jobs to temporary foreign workers, we believe our governments and businesses have an obligation to first consider Canada's existing pool of potential workers.

There are literally hundreds of thousands of unemployed and underemployed Canadians who - with the proper training - could fill the jobs that employers need to be filled.

Target groups for training initiatives should include: aboriginal Canadians; newly landed immigrants; women; and young people who, for one reason or another, have not received any post-secondary education.

We call on our governments to oppose efforts to undermine unions and union working conditions.

We urge them to instead to turn their attention to the real way forward: education and training.

The solution to our tight labour market is not union-busting. And it is not temporary foreign workers. The real solution is to improve our post-secondary and apprenticeship systems to make sure that Canadians are properly trained for the jobs we will need in the future.
## Activity 7
### Economic Globalization, Social Justice and the Environment

#### Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will expand their perspectives on globalization by exploring a series of economic, social, and environmental issues.</th>
</tr>
</thead>
</table>
| Inquiry Questions | To what extent does globalization contribute to sustainable prosperity for all people?  
To what extent does globalization contribute to social justice, environmental sustainability, and quality of life?  
To what extent should I, as a citizen, respond to globalization? |
| Values and Attitudes Outcomes | 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization.  
3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment. |
| Knowledge and Understanding Outcomes | 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development).  
3.9 analyze multiple perspectives on sustainability and prosperity.  
3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements).  
4.2 recognize and appreciate the importance of human rights in determining quality of life.  
4.6 analyze impacts of globalization (labour issues).  
4.7 evaluate relationship between globalization and human rights.  
4.8 analyze how globalization affects individuals and communities. |
| Key Skills | S.1 analyze current affairs from a variety of perspectives.  
S.6 demonstrate leadership during discussions and group work.  
S 8.6 apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues.  
S 8.7 use appropriate presentation software to demonstrate personal understanding. |
Activity Overview

This activity examines a variety of issues around globalization. Students will be divided into groups and assigned a particular social justice or environmental issue of globalization. Each group will do background research and prepare a PowerPoint presentation about its issue. The presentation will explore and analyze opposing viewpoints on the topics presented.

Key Concepts

- global poverty; global prosperity; sustainable prosperity
- social justice; equity; fairness; exploitation
- immigrant and migrant labour
- labour unions; labour rights; erosion of labor standards
- corporate off-shoring; job losses; economic insecurity; decline of national economies; corporate social responsibility; corporate citizenship
- protection of local economies; economic protectionism; localization; deglobalization
- economic disparities among developed and developing nations; exploitation of developing nations
- economic inequality/disparity; unfair distribution of the costs, benefits and burdens of economic globalization
- resource depletion; resource exhaustion; resource conservation; renewable and non-renewable resources; resource development
- global consumption patterns; global consumer culture; consumerism; North American consumption patterns; conscientious consumption
- environmental degradation; global climate change; deforestation; overfishing; pollution; extinction of plants and animals; invasive species; sustainable development; sustainability; stewardship

Resources

- A wide variety of articles are required for this activity. One of the best sources of information for this type of project is the LearnAlberta.ca Online Reference Centre:
  

  These web sites can be accessed for free by teachers who sign up to the LearnAlberta.ca On Line Reference Centre.

  - The articles recommended for this student research activity are from these websites and can be accessed by searching the title of the article or the topic/issue.

    - eLibrary Canada: Curriculum Edition
      http://elibrary3.bigchalk.com/elibweb/curriculumca/do/search

    - Canadian Reference Centre
      http://web.ebscohost.com/ehost/search/basic?hid=113&sid=85de2ebc-ae4c-477d-9ef4-634e33e88de9%40sessionmgr113&vid=1
Opposing Viewpoints In Context. Two or more opposing-viewpoints articles can be found here on almost any issue of economic globalization. 
http://ic.galegroup.com/ic/ovic/?userGroupName=albertak12

The articles from Opposing Viewpoints are also available in the following books from the Greenhaven Press:


**Objectives/Rationale**

Students will gain insight into globalization issues and into reasons for divided public opinion. By preparing, participating in, and viewing a series of presentations, they will develop critical thinking, creative thinking, and social participation skills.

**Instructional Strategies**

1) Ask the students, “What makes an effective visual presentation?” Record on the board both the major positive characteristics and the important negative characteristics of visual presentations. Advise the students to keep the points identified in mind as they complete this assignment.

2) Distribute **Activity Master 7.2: Guidelines for the PowerPoint Presentation.** Introduce students to the PowerPoint Assignment and including written instructions. Distribute **Activity Master 7.3: Globalization PowerPoint Rubric.**

3) Introduce topic options, **Activity Master 7.1 Recommended Issues and Background Readings.**

4) Divide the class into groups of three. Some groups of four may be required. If this is the case, assign each 4-person group a topic with three background readings.

5) Have students discuss topic options and submit a shortlist of their top three preferences to the teacher.

6) Select, then announce the assignment of topics.

7) Distribute various background readings and/or links for the chosen issue to groups.
Instructional Strategies cont.  

8) Have students begin preparing their presentations.
9) Class time will be required for research and preparation of the students’ PowerPoint presentations—and for the presentations themselves. The teacher can provide guidance and encouragement to the groups during this time. If time is of concern, you may wish to assign this activity and provide some class time but continue with the next activity while they complete and polish their PowerPoint presentations.

10) Students will present their projects to the class. Positive feedback should be provided to the students after each performance. The presentations will be formally evaluated by the teacher. Areas for improvement will be identified by the teacher. Grades will be awarded in each area of the marking scheme.

Follow Up  
At the conclusion of their presentation, the group will lead a classroom discussion about possible strategies to address the presented issue. Have the students transfer to their essay preparation notes any of the appropriate materials from this activity.

Differentiated Learning  
- Students may choose to present their case study using a presentation tool other than PowerPoint, e.g. overhead presentation, a web page, video or audio dramatization, or a comic book.
- Students may be given the option of recording their PowerPoint show on digital video for viewing by the teacher or by the whole class.
- Recorded interviews using outside resource people can be effectively presented in the fishbowl format. These could be played for the class or reviewed solely by the teacher.
- In lieu of a PowerPoint Presentation, a group of students could arrange a classroom visitation by someone with insight into the topic of economic exploitation of migrant workers or immigrant workers (e.g., labour activist, journalist or foreign temporary worker) or anyone with a specific perspective on any of the issues being presented.
- CAUTION: if you are bringing in a guest speaker, be sure to advise them that the students will be asking them to support their position with factual examples and that supporting handouts are welcome.

Metacognition  
Did you find that you changed or altered your position on one or more of the issues? If you did, what caused the changes?

Assessment  
Provide each student a copy of the instructions and marking rubrics included as Activity Masters 7.2 and 7.3.
ACTIVITY MASTER 7.1:
Recommended Issues and Background Readings

(These issues are in a random order. Use only some of them, or replace them with other issues.)

Issue #1: To what extent is economic globalization harming the environment?

- **Yes**
  
  The Pressures of Globalization Will Produce Unprecedented Environmental Deterioration.
  
  

- **No**
  
  Free Trade Protects the Environment.
  
  

Issue #2: Should globalization be promoted to assist corporations?

- **Yes**
  
  Sen. Warner touts global market to Virginia businessmen.
  
  
  Learn Alberta.ca: eLibrary: globalization

  THE PRIVATE SECTOR AND POVERTY ALLEVIATION: GROWTH, TRANSFORMATION AND PROSPERITY.
  
  Saper, Arthur M. Behind the Headlines. 05-01-2006.
  
  Learn Alberta.ca: eLibrary: economic

- **No**
  
  WORLD TRADE – GLOBALIZATION.
  
  
  Learn Alberta.ca: eLibrary: globalization

  THE STRUGGLE FOR TRADE JUSTICE: Poverty tends to be raised, not reduced, by free trade.
  
  Baird, Vanessa. CCPA Monitor. 06-01-2006.
  
  Learn Alberta.ca: eLibrary: globalization

Issue #3: To what extent does economic globalization help developing nations?

- **Yes**
  
  Globalization Helps Developing Nations.
  
  

  Globalization Helps Nations Develop.
  
  

- **No**
  
  Globalization Has Harmed Developing Nations.
  
  

  Globalization Does Not Help Nations Develop.
  
  
Issue #4: To what extent does globalization benefit Canadians (or Americans)?

- **Yes**
  
  **Free Trade and the Climb Out of Poverty.**
  Horwitz, Steven. *Freeman.* 03-01-2005.
  Learn Alberta.ca: eLibrary: globalization

- **No**
  
  **The Economy: The Wealth Gap: New studies show Canada’s rich really are getting richer -- and the poor poorer -- as the middle class erodes**
  Learn Alberta.ca: eLibrary: social inequality

**NAFTA Benefits America**

Issue #5: To what extent is economic globalization reducing world poverty?

- **Yes**
  
  **Globalization Is Helping to Reduce World Poverty.**

- **No**
  
  **Globalization Is Making World Poverty Worse.**

Issue #6: To what extent will globalized free trade exhaust the world’s resources?

- **Yes 1**
  
  **Free-Trade Agreements Need to Be Repealed to Preserve Global Resources.**
  Opposing Viewpoints: Global Resources. Ed. David M. Haugen.

- **No**
  
  **Globalized Free Trade Will Protect Global Resources.**
  Opposing Viewpoints: Global Resources. Ed. Helen Cothran.

Issue #7: Should economic globalization be promoted to develop the Athabasca oil sands?

- **Yes**
  
  **Pay Dirt: Alberta’s Oil Sands-Centuries in the Making**
  video, 48 minutes, LearnAlberta.ca: Resource Search

  **Total’s upgrader approved; ERCB rejects oilsands plan’s opponents.**
  Healing, Dan. *Calgary Herald.* 09-17-2010.
  Learn Alberta.ca: eLibrary: tar sands

- **No**
  
  **Tar Sands: Canada for Sale**
  video, 52 minutes, LearnAlberta.ca: Resource Search

  **TAR SANDS FEVER!**
  Learn Alberta.ca: eLibrary: tar sands
Issue #8: Should local economies be protected from globalization?

- Yes
  Local Economies Should Be Protected from Globalization.

- No
  Protecting Local Economies from Globalization Is Harmful.

Issue #9: To what extent does globalization enhance democracy in Canada or the US?

- Yes
  Globalization or Canadianization: Take your pick.
  Learn Alberta.ca: eLibrary: Globalization and democracy
  Bringing it all back home.
  Learn Alberta.ca: eLibrary: Globalization
  It wasn’t a waste of time.
  DePape, Brigette. Winnipeg Free Press. 07-17-2010.
  Learn Alberta.ca: eLibrary: Globalization

- No
  How Capitalism Is Killing Democracy.
  Reich, Robert B. Foreign Policy. 09-01-2007.
  Learn Alberta.ca: eLibrary: Democracy
  Who'll curb corporations? The rich? Shareholders? Voters?
  Finn, Ed. CCPA Monitor. 03-01-2010.
  Learn Alberta.ca: eLibrary: Globalization and democracy
  Global Democratic Development: What Should and Should Not Be Done.
  Learn Alberta.ca: eLibrary: Globalization

Issue #10: Should we embrace sustainable development?

- Yes 1
  Sustainable Development Is Necessary to Protect Global Resources.

- No 1
  Sustainable Development Is Unnecessary.

- Yes 2
  Success Will Come to Companies That Contribute to a Sustainable Environment.

- No 2
  Sustainable Development Privileges the Few Over the Many.
Overview of Assignment: **To what extent does globalization contribute to social justice, environmental sustainability, and quality of life?**

- This is a group project. You must complete it as part of a group of 3 or 4 students.

- Prepare a PowerPoint presentation that examines the specific social justice or environmental issue of economic globalization that you researched in this activity.

- An article or set of articles about your case study must be submitted to the teacher at the start of your PowerPoint presentation. This submission will demonstrate that your presentation has been well researched with a bibliography provided.

- The presentation must be at least 5 minutes and no more than 15 minutes in duration.

- At least 10 PowerPoint slides must be shown in your presentation.

- Both text and images must be used in your PowerPoint slides.

- Include group member names on the first PowerPoint slide and on each article submitted.

**Evaluation of Assignment**

- A detailed marking scheme is provided on the following two pages.
**ACTIVITY MASTER 7.3:**

**Globalization PowerPoint Rubric**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXCELLENT (5)</th>
<th>PROFICIENT (4)</th>
<th>SATISFACTORY (3)</th>
<th>LIMITED (2)</th>
<th>POOR (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT - ACCURACY</strong></td>
<td>Project includes all content needed and is accurate and balanced. There are no factual errors, and it is a highly effective study guide.</td>
<td>Project includes most content needed and is mostly accurate and balanced. It is an effective study guide.</td>
<td>Project includes basic content and is generally accurate and balanced. It is an adequate study guide.</td>
<td>Project includes little necessary content and/or contains many inaccuracies and an imbalanced approach. It is a limited study guide.</td>
<td>Project includes much inaccurate, irrelevant content and/or is overly brief. It is an inappropriate and/or inadequate study guide.</td>
</tr>
<tr>
<td><strong>PERFORMANCE</strong></td>
<td>Fully prepared, carefully dressed, and well-rehearsed in speaking and use of technology. Demonstrate excellence in awareness of audience and in public speaking skills, including use of gestures, eye contact, and body language. All group members participate.</td>
<td>Prepared, appropriately dressed, and rehearsed in speaking and use of technology. Demonstrate strong awareness of audience and use of public speaking skills, including gestures, eye contact, and body language. All group members participate.</td>
<td>Generally prepared, some awareness of dress, speaking technique, and use of technology. Demonstrate awareness of audience and use of public speaking skills, including gestures, eye contact, and body language. Most group members participate.</td>
<td>Some preparedness and awareness of dress, speaking technique, and use of technology. Demonstrate some awareness of audience and public speaking skills, including gestures, eye contact, and body language. Some group members participate.</td>
<td>Little or no preparedness and awareness of dress, speaking technique, and use of technology. Demonstrate little awareness of audience and public speaking skills, including gestures, eye contact, and body language. Few group members participate and/or do so haphazardly.</td>
</tr>
<tr>
<td><strong>SEQUENCING OF INFORMATION</strong></td>
<td>All information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.</td>
<td>Most information is organized in a clear, logical sequence. Few slides or items of information are out of place.</td>
<td>Information is generally organized in a logical sequence. Several slides or items of information are out of place.</td>
<td>Little of the information is logically sequenced. Many slides or items of information are out of place. Confused repetitive, contradictory, and simplistic.</td>
<td>Information is not sequenced, is minimal, and/or has little or no relationship to the position taken. Slides or items of information are out of place.</td>
</tr>
<tr>
<td><strong>TEXT - FONT CHOICE &amp; FORMATTING</strong></td>
<td>Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.</td>
<td>Font formats have been planned to enhance readability.</td>
<td>Font formatting complements the content. Readability is adequate.</td>
<td>Font formatting detracts from the content and is difficult to read.</td>
<td>Font formatting confuses the content and may be unreadable.</td>
</tr>
<tr>
<td><strong>USE OF GRAPHICS</strong></td>
<td>All graphics are attractive (size and colors) and support the theme/content of the presentation.</td>
<td>Most graphics are attractive and support the theme/content of the presentation.</td>
<td>Generally, graphics are attractive, but a few do not seem to support the theme/content of the presentation.</td>
<td>Several graphics are attractive, though most detract from the content of the presentation and often do not support the theme/content of the presentation.</td>
<td>Few if any of the graphics are attractive and often detract from the content of the presentation. The graphics do not support the theme/content of the presentation.</td>
</tr>
</tbody>
</table>
## Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will examine a multinational corporation in the context of social responsibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Questions</td>
<td>To what extent does Wal-Mart practice corporate social responsibility?</td>
</tr>
</tbody>
</table>
| Values and Attitudes Outcomes | 3.2 recognize and appreciate impacts of globalization on interdependent relationships among people and the economy  
4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities |
| Knowledge and Understanding Outcomes | 3.6 analyze political and economic challenges and opportunities of globalization (corporate responsibility)  
4.5 analyze impacts of globalization (awareness of global issues, employment issues)  
4.8 analyze how globalization affects individuals and communities (contemporary issues)  
4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations, and businesses may have in addressing opportunities and challenges presented by globalization |
| Key Skills | S.1.1 evaluate ideas and information from multiple sources  
S.1.3 assess the validity of information based on context, bias, sources, objectivity, evidence or reliability  
S.1.4 predict likely outcomes based on factual information  
S.1.5 evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue  
S.1.9 analyze current affairs from a variety of perspectives  
S.5.6 collaborate in groups to solve problems  
S.7.1 develop, express, and defend an informed position on an issue  
S.7.2 reflect on changes of points of view or opinion based on information gathered and research conducted  
S.7.3 draw pertinent conclusions based on evidence derived from research  
S.7.6 integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry  
S.8.1 communicate effectively to express a point of view in a variety of situations  
S.8.5 use a variety of oral, written, and visual sources to present informed positions on issues  
S.9.1 evaluate the authority, reliability, and validity of various points of view presented in the media |
In this activity, students are asked to consider the benefits and problems associated with multinational corporations. Students will examine the issue of corporate social responsibility. Their investigation will focus on one of the world’s largest corporations, Wal-Mart.

Students will watch the film Wal-Mart: The High Cost of Low Price (01:37:37) and fill in the worksheet provided. To provide an alternative point of view, students will be provided with an article that suggests Wal-Mart is a socially-responsible company. Students will develop mock infomercials concerning the various business practices of Wal-Mart. This will/may include writing a script and acting out the roles developed. Students may make use of the concepts of irony, parody and sarcasm in their infomercials.

Key Concepts

- corporate social responsibility; corporate citizenship
- corporate codes of conduct
- civic responsibilities
- employment issues of globalization; global labour pool
- labour rights
- multinational corporation
- free trade; corporate globalization
- corporate greed; profit motive;
- exploitation
- unionization; union busting
- economic nationalism; protectionism
- bias; point of view; prejudice; slanted opinion; objectivity; subjectivity, propaganda; balanced reporting

Resources

- Movie: Wal-Mart: The High Cost of Low Price (1hour 37 minutes)

- Mock Infomercial Videos:

- Outsourcing Greenville (15 minutes)

- No Logo: Brands, Globalization, Resistance (42 minutes)
  [http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/no_logo.mov](http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/no_logo.mov)

- The Corporation: available to purchase or in 23 parts on You Tube
  [http://www.youtube.com/watch?v=Pin8fbdGV9Y](http://www.youtube.com/watch?v=Pin8fbdGV9Y)
Objectives/Rationale

Students will study how the world’s largest company does business. They will evaluate the validity of various points of view presented in the media. Students will then produce an infomercial that presents a possibly humorous look at Wal-Mart practices and how they are perceived by some of the mass media in examples provided.

Instructional Strategies

1. Teachers may wish to begin this lesson by considering the role of transnational corporations in our society and world today. The movie No Logo: Brands, Globalization, Resistance (42 minutes) can be live streamed from the LearnAlberta.ca web site: http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/no_logo.mov or by finding a current Wal-Mart commercial on You Tube and watching it in class.

2. Distribute Activity Master 8.1 Film Study: Wal-Mart: The High Cost of Low Price for students to complete as they watch the film.


4. Mark Activity Master 8.1 either in class or collect it for marking using Activity Master 8.1: Answer Key.

5. To provide an alternative point of view, students will be provided with an article that suggests that Wal-Mart is a socially responsible company. Read articles Wal-Mart Supports Communities and Globalization and the Wal-Mart Effect.

6. Discuss the perceived validity of the media coverage provided. Is the coverage fair and unbiased? If it is not, can we identify the biases? Are both perspectives, as presented, valid?

7. Present Activity Master 8.2: Wal-Mart Infomercial Assignment. Students are to create an infomercial using the mock samples from, Wal-Mart: The High Cost of Low Price as examples. The mock infomercials can be viewed at www.Wal-Martmovie.com. Students will develop their own infomercial that is either critical, supportive or a balanced view of the global business practices of Wal-Mart.

8. Be sure to explain to the students that infomercial is the proper descriptor for an assignment of this type. They may want to use the term commercial but commercial comes from the root word of commerce and is generally used to refer to advertisements supporting a product or a corporate entity. Any production that is designed to be humorous or negative needs a different designation.

9. Complete explaining the instructions for students, including suggested topics. Review Activity Master 8.3: Infomercial Rubric.

10. Have the students present their infomercials to the class.
Follow Up  Engage the students in a discussion of what they saw in the infomercials in terms of addressing the question posed for inquiry. Was there an infomercial that was highly effective? If so, what made it effective?

Have the students transfer arguments and facts into their essay preparation notes.

Differentiated Learning  Students who are uncomfortable with acting out the infomercial can participate by having a greater role in creating the concept, writing the script, directing the action or filming the video.

If the necessary equipment is not available then a variety of other demonstration of learning choices could be offered:

1. Create a web page infomercial
2. Write the script and submit
3. Present as a radio infomercial
4. If time/resources are a concern you may wish to approach this project as preparation for a 4-corner discussion or a horseshoe debate. If you choose to complete this activity in either of these ways you can use the assessment guides provided earlier in the unit or from learnalberta.ca

Metacognition  Has this activity changed your mind about shopping at Wal-Mart? If you were on a very limited budget would this affect your decision? Might you act differently when you are shopping?

Assessment  Handout Activity Master 8.1 Film Study: Wal-Mart: The High Cost of Low Price
Marking criteria are included in Activity Master 8.3: Infomercial Rubric.
ACTIVITY MASTER 8.1:
Film Study: Wal-Mart: The High Cost of Low Price

As you watch the film Wal-Mart: The High Cost of Low Price, answer the questions below.

1. Why do you think Lee Scott, President and CEO of Wal-Mart, says that Wal-Mart has, “generated fear, if not envy in some circles”? (1 mark)

2. Why can’t small businesses compete with Wal-Mart? (3 marks)

3. What advantages do small businesses have over Wal-Mart? (2 marks)

4. What incentives do local governments provide Wal-Mart to encourage it to come to their communities? (3 marks)
5. What negative effects does Wal-Mart have on communities? (4 marks)
   a. Property values:

   b. Local businesses:

   c. Town centres:

   d. Traditional community cohesiveness:

6. How does Wal-Mart keep labour expenses low? (4 marks)
   a. Employees:

   b. Wages:

   c. Benefits:

   d. Government Welfare Programs:
7. How does Wal-Mart discourage organized labour (unions)? (5 marks)

8. Do any unions exist at Wal-Mart? (1 mark)

9. How does Wal-Mart get more work out of its employees without adding to its labour costs? (3 marks)
10. What do critics say about how Wal-Mart treats employees who are women and visible minorities? (2 marks)


11. Why does Wal-Mart build its stores on the edges of municipalities? (1 mark)


12. What problems are created when a large corporation like Wal-Mart is supported with government (taxpayer) revenue? (1 mark)


13. Why was Donna Lisenby, Catawba Riverkeeper, frustrated with Wal-Mart’s reaction to the environmental concerns she raised about the storage of fertilizer on Wal-Mart parking lots? (1 mark)


14. How does the film describe conditions in Wal-Mart’s factories in China? (3 marks)


15. How do Wal-Mart’s business practices affect world business standards? (1 mark)


As you watch the film *Wal-Mart: The High Cost of Low Price*, answer the questions below.

1. Why do you think Lee Scott, President and CEO of Wal-Mart, says that Wal-Mart has, “generated fear, if not envy in some circles”? *(1 mark)*
   
   Responses will vary - Wal-Mart is the largest corporation in the world, very wealthy, very powerful.

2. Why can’t small businesses compete with Wal-Mart? *(3 marks)*
   
   Wal-Mart receives incentives given by local governments, lower prices, more selection/variety of products.

3. What advantages do small businesses have over Wal-Mart? *(2 marks)*
   
   Small businesses often carry specialty items and have better service.

4. What incentives do local governments provide Wal-Mart to encourage it to come to their communities? *(3 marks)*
   
   Local governments often provide tax incentives/abatements, subsidies, infrastructure like roads and sewers.
5. What negative effects does Wal-Mart have on communities? (4 marks)
   a. Property values:
      fall, especially in downtown business core.
   b. Local businesses:
      close, deteriorate, suffer; lowers retail wages
   c. Town centres:
      vacant buildings, empty, loss of centre of town culture
   d. Traditional community cohesiveness:
      erosion of community bonds

6. How does Wal-Mart keep labour expenses low? (4 marks)
   a. Employees:
      fewer employees forced to do more with less
   b. Wages:
      low, no overtime
   c. Benefits:
      inadequate/poor plans that are often unaffordable
   d. Government Welfare Programs:
      employees encouraged by Wal-Mart to offset poor wages and benefits.
7. How does Wal-Mart discourage organized labour (unions)? (5 marks)
   - Use of anti-union response team.
   - Profiling employee organizers.
   - Monitoring employee behaviour – prevent employees from communicating/organizing at work, intimidation.
   - Political tactics – tell one group of employees raises will be frozen because of the demands of another group.
   - Snitch line – 24 hr. hotline to report employee behaviour.

8. Do any unions exist at Wal-Mart? (1 mark)
   Yes, in Germany.

9. How does Wal-Mart get more work out of its employees without adding to its labour costs? (3 marks)
   - No overtime paid.
   - Employees must often work off the clock or face dismissal.
   - Employ illegal immigrants.
10. What do critics say about how Wal-Mart treats employees who are women and visible minorities? (2 marks)
Women: culture of male chauvinism tolerated. Women asked to perform menial jobs like cleaning bathrooms, women overlooked for management positions. Visible minorities: culture of racism tolerated.

11. Why does Wal-Mart build its stores on the edges of municipalities? (1 mark)
Building on the outskirts of communities forces local governments to provide incentives (infrastructure, subsidies) by pitting one jurisdiction against another.

12. What problems are created when a large corporation like Wal-Mart is supported with government (taxpayer) revenue? (1 mark)
Services and programs like emergency response services and education programs suffer due to underfunding.

13. Why was Donna Lisenby, Catawba Riverkeeper, frustrated with Wal-Mart’s reaction to the environmental concerns she raised about the storage of fertilizer on Wal-Mart parking lots? (1 mark)
Wal-Mart was not very responsive and appeared to have no environmental policies or mechanisms in place to deal with the problem.

14. How does the film describe conditions in Wal-Mart’s factories in China? (3 marks)
Wal-Mart appears to take advantage of workers:
- long hours
- low wages
- unfair policies, for example, charging employees rent and utilities
- poor working conditions
- poor living conditions

15. How do Wal-Mart’s business practices affect world business standards? (1 mark)
As the world’s largest company, Wal-Mart sets the standards other companies follow.

TOTAL: /35
ACTIVITY MASTER 8.2:
Wal-Mart Infomercial Assignment

Task:

1. View examples of infomercials in the Special Features section of the DVD, Wal-Mart: This High Cost of Low Price.

2. Working in groups of __________, develop your own infomercial that is critical or supportive of the business practices of Wal-Mart. Your project should:
   - Be 30 seconds to one minute in length.
   - Send a message about the topic you selected (see #3 and #4 below)
   - Contain accurate information about Wal-Mart
   - Be presented in class or be filmed with the understanding that it will be viewed in class.
   - Use one of the other options provided earlier.

3. Use the film, Wal-Mart: The High Cost of Low Price, and/or the article, Wal-Mart Supports Communities as resources to help you decide what topic to focus on. Some suggestions are:
   - Wal-Mart’s efforts to save money at the expense of its employees
   - The effect of Wal-Mart on employment
   - Wal-Mart’s environmental policies
   - Wal-Mart’s corporate generosity
   - Wal-Mart’s effect on communities/local businesses/local economies
   - The source of goods available in Wal-Mart stores (locally made versus imported)

4. Important: The message of your infomercial needs to be clear. Either you support Wal-Mart or you are critical of Wal-Mart.

5. You will get ___________ class periods to prepare.

Your presentation is due __________________________________________
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXCELLENT (5)</th>
<th>PROFICIENT (4)</th>
<th>Satisfactory (3)</th>
<th>LIMITED (2)</th>
<th>POOR (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT – ORIGINALITY AND ACCURACY</strong></td>
<td>An original and highly interesting product that expertly and accurately addresses the issues.</td>
<td>An original and interesting product that competently addresses the issues.</td>
<td>Some originality in a product that generally addresses the issues.</td>
<td>Little originality in a product that addresses few of the issues.</td>
<td>Product demonstrates no originality and haphazardly addresses or does not address issues.</td>
</tr>
<tr>
<td><strong>Performance and Audience Awareness</strong></td>
<td>Highly persuasive. Fully prepared, carefully dressed, and well-rehearsed in speaking and use of technology. Demonstrate excellence in awareness of audience and in presentation or public speaking skills, including use of gestures, eye contact, and body language. All group members participate.</td>
<td>Persuasive. Prepared, appropriately dressed, and rehearsed in speaking and use of technology. Demonstrate strong awareness of audience and use of presentation or public speaking skills, including gestures, eye contact, and body language. All group members participate.</td>
<td>Generally persuasive. Prepared, some awareness of dress, speaking technique, and use of technology. Demonstrate awareness of audience and use of presentation or public speaking skills, including gestures, eye contact, and body language. Most group members participate.</td>
<td>Minimally persuasive. Some preparedness and awareness of dress, speaking technique, and use of technology. Demonstrate some awareness of audience and presentation or public speaking skills, including gestures, eye contact, and body language. Some group members participate.</td>
<td>Unpersuasive. Little or no preparedness and awareness of dress, speaking technique, and use of technology. Demonstrate little awareness of audience and presentation or public speaking skills, including gestures, eye contact, and body language. Few group members participate and/ or do so haphazardly.</td>
</tr>
<tr>
<td><strong>Sequencing of Information</strong></td>
<td>The infomercial includes titles and credits and meets time limits. It is expertly organized in a clear, logical sequence that is easy to follow.</td>
<td>The infomercial includes titles and credits and meets time limits. It is competently organized in a clear, logical sequence.</td>
<td>The infomercial includes titles and credits and meets time limits. It is generally organized in a logical sequence.</td>
<td>The infomercial may include some titles and credits and struggles to meet time limits. Little organization and sequencing is evident.</td>
<td>The infomercial includes few if any titles and credits and does not meet time limits. Organization and sequencing is not evident.</td>
</tr>
<tr>
<td><strong>Clarity of Language and Ideas</strong></td>
<td>Ideas are expressed very clearly. Exciting, engaging and inspirational words are used throughout. All spoken and written words are easily understood.</td>
<td>Ideas are expressed clearly. Many exciting words are used. Most spoken and written words are understood.</td>
<td>Ideas are expressed satisfactorily. Some exciting words are used. Spoken and written words are generally understood.</td>
<td>Ideas are expressed confusingly. Few exciting words are used. Spoken and written words are not clearly understandable.</td>
<td>Ideas are expressed haphazardly. Exciting words are not used or are not used appropriately. Spoken and written words are not clearly understandable and may use clichés and empty phrases.</td>
</tr>
<tr>
<td><strong>Videoography</strong></td>
<td>Video is expertly produced. Many different and excellent “takes,” camera angles, sound effects, and/or use of zoom provides variety and clarity.</td>
<td>Video is competently produced. Many different careful “takes,” camera angles, sound effects, and/or use of zoom provides variety and clarity.</td>
<td>Video is satisfactorily produced. Several different “takes,” camera angles, sound effects, and/or use of zoom provides some variety and clarity.</td>
<td>Video is carelessly produced. Few different “takes,” camera angles, sound effects, and/or use of zoom provides little variety and clarity.</td>
<td>Video is haphazardly produced. Little if any effort at different “takes,” camera angles, sound effects, and/or use of zoom provides no variety and clarity.</td>
</tr>
</tbody>
</table>
## Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will use background knowledge and a prescribed process to decipher and analyze editorial cartoons.</th>
</tr>
</thead>
</table>
| Inquiry Questions | To what extent does globalization create issues?  
To what extent do political cartoons identify areas of concern as globalization develops?  
Are political cartoons an effective method of presenting positions on issues of globalization? |
| Values and Attitudes Outcomes | 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world. |
| Knowledge and Understanding Outcomes | 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy)  
3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) |
| Key Skills | S.1 evaluate ideas and information from multiple sources; determine relationships among multiple and varied sources of information  
S.8 demonstrate skills of visual literacy  
S.8 communicate effectively to express a point of view in a variety of situations  
S.8 use skills of formal and informal discussion to persuasively express informed viewpoints |
Activity Overview

This activity is designed to continue developing the skills needed to analyze and write responses to political cartoons and how these develop an understanding of identified issues. Once the cartoon analysis is finished, an optional source-based writing assignment will be provided. It will include a visual, a cartoon, and a text excerpt.

Students will develop skills required for the minor writing assignment on the Social 30-1 Diploma exam.

Key Concepts
- editorial cartoon
- symbolism
- social criticism
- satire
- sarcasm
- irony

Objectives/Rationale
Editorial cartoons explore thought-provoking perspectives through imagery. They are a catalyst for dialogue and can offer serious political and cultural commentary with punch and humour. Students can also gain insight into a particular perspective regarding a social issue via editorial cartoons. Students will analyze and interpret a series of editorial cartoons using a step-by-step approach, completing an Activity Master to record their findings.

Instructional Strategies
1. Teachers may wish to bring the editorial cartoon from the current newspaper into class and have students comment on it as an introductory activity. Remind your students that cartoons are just one part of the source writing assignment but one of the most challenging for many students. This is why the activity focuses on cartoons.


3. Discuss the elements of cartoon analysis with the class:
   - meaning of the caption
   - identifiable persons
   - meaning of symbols
   - background knowledge
   - the cartoonist’s message
   - the time frame the cartoon was created in (historical cartoons)
   - groups who may agree and groups who may disagree with the cartoonist’s message
   - if students themselves agree or disagree with the cartoonist’s message

Time:
- 2 periods

Preparation:
- Photocopy 2 class sets of instructions for the assignment, Activity Master 9.1: Analyzing Editorial Cartoons
- Prepare overhead transparencies or a PowerPoint slide of Activity Master 9.2: Cartoons for Class Analysis
- Photocopy a class set of Activity Master 9.3: Analyzing Editorial Cartoons
- Photocopy a class set of Activity Master 9.4: Minor Written Response
4. Distribute Activity Master 9.3: Analyzing Editorial Cartoons and the 2nd copy of Activity Master 9.1: Analyzing Editorial Cartoons. In groups of two (2) or three (3), have students analyze the three cartoons provided by filling in the nine sections in the handout. Assign for homework if not completed.

5. Collect for marking or review using a pair share process. Pairs are to join with another pair and exchange thoughts and answers. They are to arrive at a consensus about the issue presented and the basic position offered by the cartoonist. Then they should record the final answers for future reference.


Follow Up In a class discussion, ask the students if cartoons are an effective way of transmitting a point of view regarding an issue.

Differentiated Learning For students requiring more assistance, consider doing the cartoon analysis as a group/class activity or reduce the number of cartoons.

Metacognition Did the cartoon analysis change the way you viewed cartoons? How?
Are cartoons an effective way to transmit an opinion? Explain.
Should you always agree with the cartoonist? Explain.

Assessment 1. Collect for grading the second copy of Activity Master 9.1: Analysing Editorial Cartoons, which they used to analyze the cartoons on Activity Master 9.3: Analyzing Editorial Cartoons.

2. Have students search for and analyze editorial cartoons, preferably on issues related to globalization, that they find on the internet or in print media sources. Some suggested sites are:
   - http://politicalhumor.about.com/od/politicalcartoons/tp/political-cartoons.htm
   - http://www.cagle.com/
   - http://www.humorink.com/cartoons/
   - http://www.cartoonistgroup.com/
   - http://www.creators.com/

3. If you have them complete Activity Master 9.4: Minor Written Response, the link to the marking rubric for it is provided on the handout.

4. You may wish to offer a bonus activity for any student who would like to try to create their own cartoon about a local issue with global implications. For example, a cartoon discussing the 2010 Gulf of Mexico oil well leak, the oil sands development debate, or the changes in the Arab world might be engaging topics.
### ACTIVITY MASTER 9.1:
Analyzing Editorial Cartoons

**Instructions:** Analyze the editorial cartoons on the following pages by answering the questions in the chart below.

<table>
<thead>
<tr>
<th>ANAlysis</th>
<th>SOURCE 1</th>
<th>EDITORIAL CARTOONS</th>
<th>SOURCE 2</th>
<th>SOURCE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the action taking place in the cartoon.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the cartoonist's message in the drawing and/or caption.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this cartoon require you to have a lot of background information on this issue, event, or person?</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td><strong>ANALYSIS</strong></td>
<td><strong>EDITORIAL CARTOONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOURCE 1</strong></td>
<td><strong>SOURCE 2</strong></td>
<td><strong>SOURCE 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List any identifiable persons portrayed in the cartoon.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the cartoonist exaggerate any physical features of a person? If yes, describe how it was done. Why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was any symbolism used? If yes, describe the symbol(s) and what they represent?</td>
<td>___ YES ___ NO</td>
<td>___ YES ___ NO</td>
<td>___ YES ___ NO</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>EDITORIAL CARTOONS</td>
<td></td>
<td></td>
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<td>----------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOURCE 1</td>
<td>SOURCE 2</td>
<td>SOURCE 3</td>
<td></td>
</tr>
<tr>
<td>Which person or group(s) may be most likely to agree with the message? Why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which person or group(s) may be most likely to disagree with the message? Why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree or disagree with the cartoonist’s message? Explain.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em><strong>AGREE</strong></em></td>
<td><em><strong>DISAGREE</strong></em></td>
<td><em><strong>AGREE</strong></em></td>
<td><em><strong>DISAGREE</strong></em></td>
</tr>
</tbody>
</table>
ACTIVITY MASTER 9.2:
Cartoons for Class Analysis

Source 1

With permission from the cartoonist.
Source 2

http://www.seppo.net/e/

With permission from cartoonist.

Source 3

Globalization Invading Markets #21317 By Andy Singer, PoliticalCartoons.com
http://www.politicalcartoons.com/cartoon/9cbd424c-7bfa-4501-9f1e-8fb5243d85b5.html
or http://www.andysinger.com/

With permission from cartoonist.
ACTIVITY MASTER 9.3:
Analyzing Editorial Cartoons

Source 1

http://www.seppo.net/e/

With permission from the cartoonist.

Source 2

Race-to-the-Bottom

With permission from cartoonist.
Source 3

“Now, give me the bowl as collateral.”


*With permission from cartoonist.*
ACTIVITY MASTER 9.4:
Minor Written Response

Instructions: Examine all three sources and complete the following assignment.

Examine each source.
Write a response in paragraph form in which you must:

- interpret each source by identifying the source’s perspective of multinational corporations and explaining the source’s connection to economic globalization,

AND

- identify the specific issue that is the common concern of all three sources and demonstrate that each source focuses on this common issue.

- Use the following organizational approach to write this assignment:
  Paragraph 1: Interpretation of Source 1
  Paragraph 2: Interpretation of Source 2
  Paragraph 3: Interpretation of Source 3
  Paragraph 4: Discussion of the relationship among the three sources

Marking Rubric:

Links to two Alberta Education sites that contain information and marking rubrics for the major and minor writing assignments are provided. These rubrics are subject to change so be sure to consult them for the latest information.

Social Studies 10-1 Written Response Assignment I Scoring Categories and Criteria
http://www.learnalberta.ca/content/t4tet/courses/senior/social10_1/social.asp

Social 30-1: Part A: Written Response Assignment I: Source Interpretation and marking rubric.
http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx
SOURCE 1

WAL-MART #2269 BY HUFFAKER, CAGLE CARTOONS - 6/23/2004
http://www.politicalcartoons.com/cartoon/ae48e956-d087-48dd-a8d5-3400ab3ff62.html

With permission from the cartoonist.
SOURCE 2

From article by Rajesh Dangi, January 13th, 2007 in Metblogs

SOURCE 3

“Outsourcing and globalization of manufacturing allows companies to reduce costs, benefits consumers with lower cost goods and services, causes economic expansion that reduces unemployment, and increases productivity and job creation.” - Larry Elder

http://www.brainyquote.com/quotes/keywords/globalization_2.html#ixzz1OhbnTGeU
## Activity 10  Assessing Economic Globalization

### Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will explore the effects of globalization from a variety of perspectives.</th>
</tr>
</thead>
</table>
| Inquiry Questions | How are common people affected by globalization?  
|                  | Is globalization inevitable?                                                   |
| Values and Attitudes Outcomes | 2.2 exhibit a global consciousness with respect to the human condition  
|                               | 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization  
|                               | 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment  
|                               | 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities |
| Knowledge and Understanding Outcomes | 3.3 explore understandings of contemporary economic globalization  
|                                        | 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world  
|                                        | 4.4 explore various understandings of quality of life  
|                                        | 4.8 analyze how globalization affects individuals and communities |
| Key Skills | S.1.1 evaluate ideas and information from multiple sources  
|             | S.1.6 synthesize information from contemporary and historical issues to develop an informed position  
|             | S.2.7 develop a reasoned position that is informed by historical and contemporary evidence  
|             | S.5.4 demonstrate leadership during discussions and group work  
|             | S.5.5 respect the points of view and perspectives of others  
|             | S.5.6 collaborate in groups to solve problems  
|             | S.7.1 develop, express and defend an informed position on an issue  
|             | S.7.6 integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry  
|             | S.8.1 communicate effectively to express a point of view in a variety of situations  
|             | S.8.2 use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue  
|             | S.8.4 listen respectfully to others. |
Activity Overview

In preparation for the culminating assignment in Activity 11, students will consider the unit's overarching issue: To what extent should we embrace globalization? They will also consider Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people? To facilitate the necessary summarization, students will participate in a round table discussion. Students will break into pairs to research and prepare a round table conference position from a designated perspective. They will engage in this discussion from an assigned role so that the students may experience and understand the breadth of perspectives.

The assignment instructions, role assigning, research, and position preparation should not take more than two periods. The round table discussion may be completed in 30-60 minutes depending upon class involvement.

Key Concepts
- perspectives on economic globalization
- impacts of economic globalization on quality of life
- short-term gains and losses from economic globalization
- long-term gains and losses from economic globalization
- level of agreement or disagreement with an opinion
- statement of opinion; statement of position; thesis statement
- effective argumentation; persuasiveness; informed opinion; convincing argument; well-supported argument
- specific evidence; comprehensive evidence

Objectives/Rationale
Students will participate in this discussion in the role of a person affected by globalization. This activity should help “personalize” their knowledge/position on a specific issue so as to expand their perspective from the research/data aspect to what it could mean in the “real world.” At the end of the activity, all participants should emerge with a fuller understanding and appreciation of the complex impact of globalization decisions.

Instructional Strategies
1. Opener: Show the following You Tube video and discuss it.
   Joe the dog tries to change the world
   http://www.youtube.com/watch?v=PWvuOqCEU9U
2. Explain to the students that the main activity of this lesson will be to prepare a position statement for a role they will play in a round table discussion.
3. Outline the following scenario to the students:
   **Scenario 1**: A town in Canada has lost the only major employer (i.e. a town that has had the manufacturing plant closed or a town where the mine has closed).
   **Scenario 2**: A town of 5,000 people whose fishing industry and economic base has had its fishing industry collapse due to man-made or natural disasters. High unemployment and extreme poverty have hit the area, despite a good educational background where most of the people are literate.
Assignment: MMM Company is proposing to establish an assembly plant in town that will employ about 1,000 people. Economic spinoffs will create about another 1,000 jobs in retail, commercial services, and public services. This plant could revive the economy of the town.

The teacher or a selected student can present the economic proposal for the plant that would include policy statements regarding what the company expects to do in terms of education, medical care, credit union, union membership, transportation needs and expectations, housing for administrative and technical staff who will move there, land requirements, number of construction and permanent jobs created for locals, how they will access the jobs, and any other pertinent information.

4. The cast of conference members should reflect a full range of perspectives. Be sure to cast the description of the roles in such a way that as many perspectives as possible will be presented at the discussion. You may wish to review their roles with each assigned pair to make sure that they are clearly able to position themselves and support their position with facts, even though some roles may not have “facts” available and will revolve around emotional appeals. If needed, the appendix to this activity contains some possible role prompts that may help some students organize their thoughts.

5. In pairs, assign the students various roles. The first task of each group will be to define the position of their community member on the proposal to build a plant.

Present and discuss the following position statements of community members:

- **Perspective 1**: absolutely no government help for businesses, no tax breaks, no incentives of any kind. We are doing okay right now without them.

- **Perspective 2**: this is so important that we need to do whatever we need to do in the way of incentives, like tax breaks, to get the plant here. The jobs will revive our community and keep it viable.

6. Explain the conference process to the students. The round table discussion would invite each member to speak to the proposal and explain why he or she supports or opposes it.

7. Advise the class that at the end of the discussion each student will be required to write a quotation of no more than 50 words that summarizes his/her role’s position on the proposed plant. Each student will also write an editorial for the ‘local paper,’ taking a stand on a position regarding the opening of the plant.

8. Provide adequate time to define the position of the community member and prepare position statements and supporting factual information from his/her essay preparation notes. Invite the students to record in their essay preparation section any thoughts or perspectives that they would be comfortable using.
9. Once each person has spoken, open the floor to questions or challenges from members present. You may have a spirited debate between two or more members. Factual support should be expected but emotional appeals from some may be very powerful (a long unemployed person may speak strongly in favour simply because he/she should be able to get a job with decent pay). Some members might stoop to underhanded tactics such as threatening to call in loans if the vote goes the wrong way, calling down the “wrath of the supreme being” upon those opposed. Be careful but do not discourage such arguments as long as you debrief to show that these are not uncommon when major issues are under discussion. Have them cast a public vote in favour or opposed to the project as your final step.

10. Once the conference is finished and the quotations completed, post the quotations on chart paper. The assessment is for the students to write an editorial or news article for the local newspaper on the conference. The focus/bias of the writing is to be left to the writer to determine (this type of assignment is one of the choices for written response 3 on the 30-2 Diploma.).

Follow Up
Have the students transfer to their essay preparation notes any appropriate material from this activity.

Differentiated Learning
Some classes may need more direction, especially during the conference preparation, in defining and expanding their roles. Assist as needed during the discussion. A more in-depth interview may be needed for some students. The attached appendix provides expanded role descriptions for the scenarios.

If this activity does not appear to work, an alternative is to do a jig saw.

Metacognition
As a result of participating in this activity, is your understanding of the varied effects of globalization clearer and more complete than it was before?

Assessment
See Activity Master 10.2 or use one of the group rubrics from the Support Material on the LearnAlberta.ca site.

U-shaped Discussion
http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html

Writing and Assessing an Effective Editorial
http://www.learnalberta.ca/content/sssm/html/writinganeffectiveeditorial_sm.html

LearnAlberta.ca Resource Search
ACTIVITY MASTER 10.1:  
Town Roles

- Town Role: Proposal presenter
- Town Role: Town mayor
- Town Role: MLA
- Town Role: MP
- Town Role: Parents
- Town Role: Union members
- Town Role: Environmentalist
- Town Role: Unemployed tradesman, factory/mine worker
- Town Role: Trucker
- Town Role: Graduating high school student
- Town Role: Store owner
- Town Role: Doctor
- Town Role: Nurse
- Town Role: Retired pensioner
- Town Role: Teacher
- Town Role: Band (aboriginal) official
- Town Role: Religious leaders
- Town Role: Property owners
- Town Role: Other identified role
### ACTIVITY MASTER 10.2:
Discussion Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXCELLENT (5)</th>
<th>PROFICIENT (4)</th>
<th>SATISFACTORY (3)</th>
<th>LIMITED (2)</th>
<th>POOR (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT - ACCURACY</td>
<td>The team is very clear, thorough, and accurate in its presentation. Position is presented forcefully and convincingly with carefully chosen support.</td>
<td>The team is clear, thorough, and accurate in its presentation. Position is presented convincingly with mostly relevant support.</td>
<td>The team is generally clear and accurate in its presentation. Position is presented satisfactorily with support.</td>
<td>The team is sometimes vague and inaccurate in its presentation. Position is presented unsatisfactorily with some support.</td>
<td>The team is unfocused and provides irrelevant information in its presentation. Position is indefensible with irrelevant support.</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>Fully prepared and well-rehearsed in speaking. Demonstrate excellence in awareness of audience and in public speaking skills, including use of gestures, eye contact, and body language. All group members participate and are very respectful of others.</td>
<td>Prepared and rehearsed in speaking. Demonstrate strong awareness of audience and use of public speaking skills, including gestures, eye contact, and body language. All group members participate and are respectful of others.</td>
<td>Generally prepared, some awareness of speaking technique. Demonstrate awareness of audience and use of public speaking skills, including gestures, eye contact, and body language. Most group members participate and are respectful of others.</td>
<td>Some preparedness and awareness of dress, speaking technique, and use of technology. Demonstrate some awareness of audience and public speaking skills, including gestures, eye contact, and body language. Some group members participate and demonstrate lack of respect of others.</td>
<td>Little or no preparedness and awareness of speaking technique. Demonstrate little awareness of audience and public speaking skills, including gestures, eye contact, and body language. Few group members participate and/or members demonstrate a strong lack of respect for others.</td>
</tr>
<tr>
<td>SEQUENCING OF INFORMATION</td>
<td>All information is organized in a clear, logical way. It is easy to anticipate the type of material that might be used.</td>
<td>Most information is organized in a clear, logical sequence. Few arguments or supports are out of place.</td>
<td>Information is generally organized in a logical sequence. Several arguments or supports are out of place.</td>
<td>Little of the information is logically sequenced. Many arguments or supports are out of place. Confused, repetitive, contradictory, and simplistic.</td>
<td>Information is not sequenced, is minimal, and/or has little or no relationship to the position taken. Arguments and supports are haphazardly presented.</td>
</tr>
<tr>
<td>REBUTTAL</td>
<td>All counter-arguments are accurate, relevant and strongly supported with evidence.</td>
<td>Most counter-arguments are accurate, relevant, and competently supported with evidence.</td>
<td>Generally, counter-arguments are accurate and relevant, with satisfactory support.</td>
<td>Few counter-arguments are accurate and/or relevant with vague support.</td>
<td>Counter-arguments are inaccurate and/or irrelevant with little or no support.</td>
</tr>
</tbody>
</table>
ACTIVITY MASTER 10.3 APPENDIX:

Possible prompts for roles

- **Town Role: Proposal presenter**
  Company needs, what they will provide to the community infrastructure, education support, medical support, etc.

- **Town Role: Mayor**
  Probably will support due to economic revival of the community. May wish to offer incentives, as in no property taxes on plant for several years.

- **Town Role: MLA/MP**
  Probably will support due to economic revival of the community. May wish to offer incentives, as in business tax breaks for several years.

- **Town Role: Parents**
  Happy because all the young people wanted to leave this “one horse town.” and plant may encourage them to stay.

- **Town Role: Union members**
  Probably support but may be concerned about wages and if any union will be in the plant.

- **Town Role: Unemployed tradesman, factory/mine worker**
  JOBS!

- **Town Role: Environmentalist**
  May oppose if the plant might be considered a polluter.

- **Town Role: Trucker**
  Increased activity will increase business.

- **Town Role: Graduating high school student**
  I can get a job!!!!

- **Town Role: Store owner**
  Probable supporter but may fear the “big box” syndrome (from increased retail jobs and stores) will drive them out of business.

- **Town Role: Doctor, nurse**
  Will probably support due to chances to improve medical care.

- **Town Role: Retired pensioner**
  Fears the quiet, peaceful neighborhood will be lost with the new plant coming in and all the new people and activity. May support since it might mean the younger members of the family will choose to stay in town.

- **Town Role: Teacher**
  Hoping for more students and a larger school that will be able to provide more programs.

- **Town Role: Band (aboriginal) official**
  Concerned about availability of jobs for members, may be concerned if plant is to be on “sacred ground.”

- **Town Role: Religious leaders**
  Will possibly support the plant due to increased prosperity that will increase their revenues or may oppose due to “strangers” invading the town.

- **Town Role: Property owners**
  May fear higher noise levels, pollution concerns, etc. but may appreciate improvement offered and a higher tax base. May hope to be able to sell at a higher price than available right now.

- **Town Role: Other identified role**
## Assessing and Responding To Globalization

### Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will demonstrate an understanding of the extent that economic globalization impacts people, communities, and countries by writing a major response essay.</th>
</tr>
</thead>
</table>
| Inquiry Questions | Is globalization inevitable?  
To what extent is economic globalization desirable?  
To what extent should we embrace globalization?  
Are there alternatives to the process of globalization that we have examined to this point? |
| Values and Attitudes Outcomes | 2.2 exhibit a global consciousness with respect to the human condition  
3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization  
3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment  
4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities  
4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) |
| Knowledge and Understanding Outcomes | 3.3 explore understandings of contemporary economic globalization  
3.6 analyze economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy)  
3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation)  
3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world  
4.4 explore various understandings of quality of life  
4.8 analyze how globalization affects individuals and communities |
### Key Skills

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.1.1</td>
<td>evaluate ideas and information from multiple sources</td>
</tr>
<tr>
<td>S.1.6</td>
<td>synthesize information from contemporary and historical issues to develop an informed position</td>
</tr>
<tr>
<td>S.1.9</td>
<td>analyze current affairs from a variety of perspectives</td>
</tr>
<tr>
<td>S.2.7</td>
<td>develop a reasoned position that is informed by historical and contemporary evidence</td>
</tr>
<tr>
<td>S.2.9</td>
<td>use current, reliable information sources from around the world</td>
</tr>
<tr>
<td>S.3.5</td>
<td>assess the impact of human activities on the land and the environment</td>
</tr>
<tr>
<td>S.7.1</td>
<td>develop, express and defend an informed position on an issue</td>
</tr>
<tr>
<td>S.7.3</td>
<td>draw pertinent conclusions based on evidence derived from research</td>
</tr>
<tr>
<td>S.7.6</td>
<td>integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</td>
</tr>
<tr>
<td>S.8.1</td>
<td>communicate effectively to express a point of view in a variety of situations</td>
</tr>
</tbody>
</table>
Activity Overview

Students will now address the overarching unit issue: To what extent should we embrace globalization? They will also address Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?

Following a class discussion, a group research review is used as a preparation guide to the essay. Students will then write an in-class essay based on one of the major written responses presented in Activity 2. Examples of perspectives on globalization are included in Activity Master 11.2: Resources for Summarizing Perspectives.

In their essay, students will explore, assess and respond to the uneven distribution of the benefits and detriments of economic globalization and the asymmetrical nature of economic globalization.

Key Concepts

- contemporary economic globalization; proponents of economic globalization; opponents of globalization
- impacts of economic globalization on quality of life
- short-term gains and losses from economic globalization
- long-term gains and losses from economic globalization
- perspectives on economic globalization
- level of agreement or disagreement with an opinion
- statement of opinion; statement of position; thesis statement
- effective thesis statement; concise thesis statement
- argumentative case; defense of position
- argumentative essay; persuasive essay
- effective argumentation; persuasiveness; informed opinion; convincing argument; well-supported argument
- specific evidence; comprehensive evidence
- effective introduction; effective conclusion

Objectives/Rationale

Students will demonstrate an understanding that the benefits and detriments of globalization flow unevenly within and amongst countries. They will also show that global economics might put one country at an advantage or a disadvantage in relationship to another. Determining who benefits and who does not benefit from the process is a crucial step in deciding the extent to which globalization should be embraced.

Instructional Strategies

1. As final preparation, advise the students that they are to examine the key concepts, the descriptions of the range of positions, and consider the list of possible perspectives.

2. As an opener, view the two videos listed below and have students complete Activity Master 11.1.

   - Bill Gates: How to Fix capitalism (5:41 minutes)
   - http://www.youtube.com/watch?v=zAIoym5OYA

Preparation:

- Photocopy two copies for each student of Activity Master 11.1: Assessing Economic Globalization, Activity Master 11.2: Resources for Summarizing Perspectives, and Activity Master 2.1, 2.2, or 2.3: Major Written Response

Time:

- 3 periods
3. Briefly discuss the videos. The Supplementary Resources lists media that students can use for essay preparation.

4. Generate a class discussion about globalization, based on the research and knowledge that students have accumulated in their essay preparation notes. Advise students to take notes for use in their essays. The chart and position summaries in Activity Master 11.2: Resources for Summarizing Perspectives will assist students in formulating their conclusions about the benefits and detriments of globalization.

5. Students should review their essay preparation notes, assembling appropriate arguments and factual supports. Provide additional class time for planning and allow a 1-page reference guide for each student if these are appropriate to your class needs.

6. For 10-1 students, use Activity Master 2.1 or Activity Master 2.2: Major Written Response. For 10-2 students, use Activity Master 2.3: 10-2 Major Written Response. Follow instructions from Activity 2. Have students write the essay.

Follow Up After grading, return the students’ essays along with the rubrics that describe the assessments of their work. Provide the class with general feedback on the quality of thought, preparation, and completion of the essay.

Differentiated Learning If there are time constraints, then this activity could be done as a jigsaw. It would be necessary to prepare the jigsaw prior to this activity to speed up the process. If chosen, then write the basic positions of the characters.

Metacognition Have you changed your personal thoughts and beliefs about the entire process of globalization? How?

Of the areas studied, which one(s) attracted your attention the most? Why?

Assessment Social Studies 10-1 Written Response Assignment II Scoring Categories and Criteria
http://www.learnalberta.ca/content/t4tet/courses/senior/social10_1/social.asp

http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx

Social Studies 10-2 Written Response Assignment II Scoring Categories and Criteria
http://www.learnalberta.ca/content/t4tet/courses/senior/social10_2/social.asp

For information on the 30-2 diploma written exam information, please go to the Alberta Education web site for 30-1 listed above.
Supplementary Resources

Videos

- Walden Bello: Globalization (10:44 minutes)
  http://www.youtube.com/watch?v=PWn8XqYZLD4

Readings

- Aase, Sara. “New world order: Is globalization a powerful force for good or a means of exploitation?” University of Minnesota News.

- Barber, David. “Winners and Losers with Globalization”
  http://www.davidbarber.org/research/winnersondloser.html

  Also: LearnAlberta.ca: Canadian Reference Centre

  LearnAlberta.ca: Canadian Reference Centre

  http://ipsnews.net/news.asp?idnews=37775


  http://elibrary3.bigchalk.com/elibweb/curriculumca/do/search

  http://www.newint.org/features/2010/03/01/keynote-globalization/
  LearnAlberta.ca: Canadian Reference Centre
ACTIVITY MASTER 11.1:
Assessing Economic Globalization

**Instructions:** Use the provided readings to answer the following questions as thoroughly as possible.

<table>
<thead>
<tr>
<th>1. According to ________, what are the benefits of economic globalization?</th>
<th>2. According to the author, what are the downsides of economic globalization?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. According to the author, what groups are benefitting from globalization?</td>
<td>4. According to the author, what groups are being harmed by globalization?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Why does the author feel that it is critically important to turn the negatives of globalization around? What strategies are recommended for doing so?
Examples of perspectives on globalization:

- **rejectionist** (extreme anti-globalist perspective)—the view that economic globalization must be completely reversed; a perspective favouring de-globalization.

- **alter-rejectionist** (transformationalist perspective)—the view that economic globalization has a few beneficial qualities, but is primarily detrimental. The few beneficial qualities should be better managed, and a larger project of globalization should be abandoned in favour of local and national development.

- **moderate globalist perspective**—the belief that economic globalization is more beneficial than detrimental, but that it does have some serious negative results.

- **alter-globalist** (transformationalist perspective)—the opinion that economic globalization needs to be reformed, not abolished; the perspective that economic globalization is a process that can and should be better managed.

- **extreme globalist** (hyper-globalist perspective)—the view that economic globalization is an overwhelmingly beneficial process that should be encouraged/accelerated unreservedly.
### Summary of Issues and Learning Outcomes

#### Lesson Outcome
Students will be introduced to and asked to assess arguments opposed to outsourcing.

#### Inquiry Questions
To what extent is outsourcing detrimental to both countries involved?

#### Values and Attitudes Outcomes
- 3.6 analyze economic challenges of globalization (outsourcing).
- 3.2 recognize and appreciate impacts of globalization on people and the economy.

#### Knowledge and Understanding Outcomes
- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities.
- 4.5 analyze impacts of globalization (awareness of global issues, employment issues)
- 4.8 analyze how globalization affects individuals and communities (contemporary issues).
- S.1 assess the validity of information based on context, bias, sources, objectivity, evidence or reliability.
- S.1 evaluate the logic of assumptions underlying a position.

#### Key Skills
- S.1.5 evaluate personal assumptions and opinions.
- S.1.9 identify main ideas underlying a position or issue.
- S.8.2 engage in respectful discussion.
- S.8.4 ask respectful and relevant questions of others to clarify viewpoints on an issue.
- S.8.5 make respectful and reasoned comments on the topic of discussion.
This activity examines the “down side” of outsourcing from the perspective of Michael Moore and countries involved in this process.

Students will watch and respond to several video clips and articles by Michael Moore. You may wish to include other perspectives such as Naomi Klein, Avi Lewis, or Maude Barlow.

Film clips will be used to explore the negative impacts of outsourcing on workers and communities in both the developed and the developing world. After examining these impacts, students will analyze the biases and point of view of the filmmaker.

Activity 12 and 13 are optional activities. If you wish to use them they should be placed after Activity 5. If you omit Activity 12, then you should also omit Activity 13.

Key Concepts
- outsourcing
- global labour pool; global economic competition
- free trade; employment issues of globalization
- globalization as a threat; job losses; loss of income
- corporate greed; profit motive;
- exploitation
- export processing zones; maquiladoras
- corporate social responsibility
- economic nationalism; protectionism
- bias; point of view; prejudice; slanted opinion; objectivity; subjectivity
- propaganda; balanced reporting

Resources
- Video Clip #1: “Nike Chairman Phil Knight with Michael Moore” from The Big One (8:03 minutes)
  http://www.youtube.com/watch?v=cOI0V4kRCIQ&playnext=1&index=5
  At the end of this movie, Michael Moore confronts Nike founder and CEO Phil Knight about the outsourcing of shoemaking.

- Video Clip #2: Michael Moore’s NAFTA Mike (24.33 minutes)
  http://www.youtube.com/watch?v=lwJWF4RNsi4
  In this video clip, Darrel Hurt, a laid-off automobile factory worker, travels to Mexico to try to get his old job back. His job, according to the clip, has been shipped to Mexico due to the North American Free Trade Agreement (NAFTA). In Mexico, Hurt tours a factory where Mexican workers are now
doing the work that he used to do back in the USA. This video clip is readily available in two separate DVD sets: 1) “The Best of the Awful Truth” DVD by Michael Moore; and 2) “The Awful Truth, The Complete First Season” by Michael Moore. This clip was originally broadcast in Episode 12 of the first season of Michael Moore’s The Awful Truth TV series.

- Video Clip #3: Opening of Michael Moore’s Roger & Me (9:57 minutes)
  http://www.youtube.com/watch?v=6xs9OdBUvdw&feature=related
  Moore’s brief autobiographical account of his upbringing (son of an auto-worker; nephew of an auto-worker; friend of laid-off auto workers; former resident of a town—Flint, Michigan—devastated by the outsourcing of automobile manufacturing jobs) helps to contextualize his opposition to outsourcing. “Roger & Me” is widely available on DVD.

- iKachina’s “Michael Moore: Lightening Rod of the Left” (biographical article)
  http://agilewriter.com/Biography/Mmoore.htm

- Joyce D. Sinclair’s “Is filmmaker Michael Moore biased?” (editorial about the objectivity of Michael Moore)
  www.helium.com/items/1262676-michael-moore-bias-in-the-media

- Robert Douglas’ “Is Michael Moore biased?” (another editorial about the Michael Moore’s bias and point of view)
  www.helium.com/items/463059-is-filmmaker-michael-moore-biased

- Profile of Michael Moore by American Movie Classics
  http://www.amctv.com/originals/shootout/sms0_guests/biopage_moore

- Biography of Michael Moore from the Biography Channel
  http://www.thebiographychannel.co.uk/biographies/michael-moore.html

- Biography of Michael Moore from Starpulse.com
  http://www.starpulse.com/Actors/Moore,_Michael/Biography/

- Excerpts from Michael Moore’s book Downsize This
  1) “Phil Knight: Corporate Crook”, pp. 127-129
  2) “NAFTA’s Great”, pp. 275-276
  3) “Why Doesn’t GM Sell Crack?”, pp. 282-287

- Naomi Klein:
  http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/no_logo.mov
Objectives/Rationale

This activity will examine one of the most controversial trends within present-day economic globalization: the practice of contracting out work to a foreign supplier or manufacturer in order to cut costs. Students will extend their knowledge and understanding of outsourcing. Students will continue to develop appreciation of and a respect for alternate perspectives.

Instructional Strategies

1) Introduce the concept of outsourcing and have students evaluate the following quotation:

“Corporate executives who outsource work abroad are traitors to Canada. Canadian businesses have a patriotic duty to employ Canadians. It is wrong for Canadian companies to profit from firing Canadian employees and contracting out their work to low-wage workers in foreign countries.”

Ask students to express their level of agreement with this opinion (Strongly agree, agree, disagree, strongly disagree). Invite students to explain their positions in a classroom discussion.

2) Distribute Activity Master 12.1: The Dark Side of Outsourcing and suggested readings. Introduce the assignment. Instruct students to complete as much of the worksheet as possible during their viewing of the upcoming clips from Michael Moore's films.

3) View the first film clip from The Big One (8:02 minutes).

4) Discuss whether students side with Michael Moore or Phil Knight on the issue of outsourcing. Discuss whose opinion about outsourcing is most valid. Discuss whether or not all opinions are equally valid.

5) View the second film clip NAFTA Mike (24:33 minutes).

6) Discuss Michael Moore's economic beliefs and how these beliefs may influence his opinion about outsourcing. The discussion should focus on economic nationalism, protectionism, and leftism.

7) Introduce the concepts of bias and point of view. Discuss personal factors that may shape our opinion on issues.

8) View the third film clip from Roger and Me (10 minutes). Moore provides a short autobiography at the beginning of Roger & Me which helps to reveal his formative influences.

9) Discuss personal factors that may influence Moore's standpoint on outsourcing.

Follow Up

Students complete Activity Master 12.1 as a homework assignment—using the readings as sources of information.

Check if homework is done at the beginning of the next class period; discuss student answers following the homework check.

Differentiated Learning

Select one part of the lesson to focus on (particular film clip, section of the worksheet, single article, or exploration of bias).

Metacognition

Did this activity challenge your ideas and position on outsourcing? How?

Assessment

The teacher may choose to take in the assignment for formal grading.
ACTIVITY MASTER 12.1:
The Dark Side of Outsourcing

Instructions: Use the film clips and readings provided to complete the following exercises as thoroughly as possible.

A) Film clip from The Big One.
A1. What is outsourcing?
____________________________________________________________________
____________________________________________________________________

A2. Complete the following two-column chart in the space provided.

<table>
<thead>
<tr>
<th>What arguments does Phil Knight make in support of outsourcing?</th>
<th>What arguments does Michael Moore make against outsourcing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

____________________________________________________________________
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____________________________________________________________________
A4. In your opinion, does Phil Knight deserve to be labelled “a corporate crook” by Michael Moore? Why or why not? Explain.

B) Film clip from NAFTA Mike.

B1. Complete the following two-column chart in the space provided.

| According to the NAFTA Mike video clip, what are the negative impacts of outsourcing on American workers? | According to the NAFTA Mike video clip, what are the negative impacts of outsourcing on Mexican workers? |
B2. What aspects of the North American Free Trade Agreement were ignored by the NAFTA Mike film clip? Why?

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C) Film clip from Roger & Me.

C1. After viewing the opening scenes of Roger & Me, do you think that Michael Moore is capable of seeing outsourcing objectively? Why or why not? Explain.

_________________________________________________________________________

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_________________________________________________________________________
B1. Complete the following two-column chart in the space provided.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Can this term be used to accurately classify Michael Moore?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) economic nationalist</td>
<td>Someone who believes that all members of a nation should purchase products made by national companies rather than foreign companies; someone who believes that national companies should show loyalty to national consumers and workers; someone who wants to limit foreign ownership and investment</td>
<td></td>
</tr>
<tr>
<td>b) protectionist</td>
<td>Someone who wants his/her national government to shield the nation's domestic industries from foreign competition by taxing imports; an opponent of free trade; a supporter of trade barriers and tariffs</td>
<td></td>
</tr>
<tr>
<td>c) liberal</td>
<td>Someone who calls for greater personal freedom and a development towards a fairer sharing of wealth and power within society; someone who favours gradual reform, especially reforms that extend democracy, distribute wealth more evenly, and protect the personal freedom of the individual</td>
<td></td>
</tr>
<tr>
<td>d) socialist</td>
<td>Someone who supports social welfare programs, higher taxes for corporations and the rich, labour rights and protections, and the regulation of private businesses</td>
<td></td>
</tr>
<tr>
<td>e) leftist</td>
<td>Someone who believes that wealth and power should be shared between all parts of society; someone who calls for liberal reform or revolutionary change in the social, political, or economic order; a supporter of liberal, socialist, or communist political and social changes or reform</td>
<td></td>
</tr>
<tr>
<td>f) trade unionist/labour unionist</td>
<td>A supporter of labour unions and collective bargaining; a supporter of the right of labour unions to collect dues from members, bargain with employers for higher wages and better working conditions for union members, and to carry out strikes against employers; a supporter of any organization of workers formed for the purpose of advancing its members' interests in respect to wages, benefits, and working conditions</td>
<td></td>
</tr>
<tr>
<td>g) populist</td>
<td>A supporter of ordinary people; a defender of the rights and interests of ordinary people; a believer in the rights, wisdom, or virtues of the common people; a leader who represents the interests and concerns of the common people rather than the rich, the politically powerful, or the intellectual elite</td>
<td></td>
</tr>
<tr>
<td>h) anti-globalist</td>
<td>Someone who rejects the current global economic and trade system because of the belief that it undermines prosperity, the environment, labour rights, national sovereignty, and the interests of developing countries</td>
<td></td>
</tr>
</tbody>
</table>
Examples of Personal Factors That May Influence a Person’s Standpoint on an Issue

- Income Level
- Race & Ethnicity
- Political Affiliation
- Level of Education
- Gender
- Educational Specialization/Academic Interests
- Friends
- Job or Profession or Training
- Nationality & Nationalism
- Social Status or Class Affiliation
- Religious Affiliation/Religious Views
- Family Background & Connections
- Local or Regional Identity
D. Bias/Point-of-View Analysis of Michael Moore’s Anti-Outsourcing Perspective

D1. After reading the attached biographies of Michael Moore, identify five factors which probably and significantly shaped Moore’s standpoint on outsourcing. Explain how and why each factor might have influenced his position.

<table>
<thead>
<tr>
<th>Personal Factor</th>
<th>Explanation of how and why this factor may influence Moore’s views on outsourcing</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
</tr>
<tr>
<td>b)</td>
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<td>c)</td>
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<td>d)</td>
<td></td>
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<tr>
<td>e)</td>
<td></td>
</tr>
</tbody>
</table>
E. Excerpts from Michael Moore’s Downsize This!

E1. What arguments against outsourcing are presented by Moore in Downsize This?

E2. To what extent does Michael Moore persuasively defend his position on outsourcing in Downsize This? Why? Explain.

E3. Briefly describe the argumentative strategies and persuasive approaches used by Michael Moore to win over an audience (with his films and TV programs) and/or a readership (with his books). What are the strengths and weaknesses of these strategies and approaches?
# Activity 13
## The Benefits of Outsourcing

### Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will be introduced to and asked to assess arguments in favour of outsourcing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Questions</td>
<td>To what extent is outsourcing beneficial?</td>
</tr>
</tbody>
</table>
| Values and Attitudes Outcomes | 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world.  
2.2 exhibit a global consciousness with respect to the human condition. |
| Knowledge and Understanding Outcomes | 3.6 analyze economic challenges and opportunities of globalization (outsourcing, knowledge economy).  
3.2 recognize and appreciate impacts of globalization on people and the economy.  
3.5 analyze factors contributing to the expansion of globalization since the end of World War 2 (transnational corporations, media and transportation technologies).  
4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities.  
4.6 analyze impacts of globalization (gender issues, labour issues, opportunities for entrepreneurship).  
4.8 analyze how globalization affects individuals and communities (technology, contemporary issues). |
| Key Skills | S.1.3 assess the validity of information based on context, bias, sources, objectivity, evidence or reliability.  
S.1.5 evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue.  
S.1.6 synthesize information from contemporary and historical issues to develop an informed position.  
S.1.7 evaluate the logic of assumptions underlying a position.  
S.5.5 respect the points of view and perspectives of others.  
S.7.11 generate new understandings of issues by using some form of technology to facilitate the process.  
S.8.2 use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue.  
S.8.3 ask respectful and relevant questions of others to clarify viewpoints. |
Activity Overview

This activity will continue the examination of outsourcing that began in Activity 5 and continued in Activity 12. A more positive opinion of outsourcing is presented—from the perspective of Thomas Friedman, a noted journalist. As a result, students will develop a greater appreciation of the complexity of the outsourcing issue. The lesson will also continue to analyze how personal factors may shape someone's standpoint on an issue. Ensure your students do not mix up Milton Friedman with Thomas Friedman.

Activity 12 and 13 are optional activities. If you wish to use them, they should be placed after Activity 5. If you omit Activity 13, then you should also omit Activity 12.

Key Concepts

- global labour pool; global economic competition
- free trade; employment issues of globalization
- globalization as a threat; job losses; loss of income
- corporate greed; profit motive;
- exploitation
- export processing zones; maquiladoras
- corporate social responsibility
- economic nationalism; protectionism
- outsourcing; overseas contractors; call centres; outsourcing of information technology (IT) jobs; knowledge economy
- opportunities of globalization for entrepreneurship
- emerging markets (developing nations); increased prosperity; expansion of the middle class; educational advances; improved living standards; reduced poverty
- Flat World thesis (from Thomas Friedman's book The World is Flat); levelling of the economic playing field between “the West” and “the Rest”; intensification of global economic competition; increased economic insecurity; global competition for jobs and prosperity
- point of view; perspective; vantage point
- bias; prejudice; slanted opinion; propaganda; objectivity; subjectivity
- mixing of the global and the local (globalization)

Objectives/Rationale

This activity provides the positive side of outsourcing, thus enabling the students to explore at greater depth the sides of this complex issue.

Resources

- The DVD documentary The Other Side of Outsourcing (45 minutes) (a.k.a. “Thomas L. Friedman Reporting: The Other Side of Outsourcing”) is readily available on You Tube or via the Discovery Channel Store at: http://store.discoveryeducation.com/product/show/54284
Resources cont.


- Biography of Thomas Friedman, Rotten Tomatoes Celebrity Website at: http://www.rottentomatoes.com/celebrity/thomas_friedman/biography.php

- Jon Friedman's editorial “What does Thomas Friedman Stand For?” Marketwatch, 3 April 2009 at: http://www.marketwatch.com/story/can-you-tell-me-ny-times


Instructional Strategies

1) Introduce Thomas Friedman (the prize-winning journalist and best-selling author of the two most influential books about globalization) and Thomas Friedman's documentary The Other Side of Outsourcing
   - The close connection between this documentary film and Thomas Friedman’s bestselling book The World is Flat can be made here. Students should also be introduced to Friedman’s Flat World thesis which holds that outsourcing promotes greater economic equality among nations.

2) Distribute Activity Master 13.1: The Other Side of Outsourcing and introduce the assignment
   - Students should be encouraged to fill in as much of the assignment as possible during their viewing of the film.

3) View the documentary The Other Side of Outsourcing (45 minutes)
**Instructional Strategies cont.**

4) Hold a classroom discussion of the film

- This discussion could focus on the thesis and main messages of the film and on the perspective and biases of Thomas Friedman. It could also review the concepts of bias and point of view. How might personal factors influence Thomas Friedman’s opinion of economic globalization?

- Comparisons between Thomas Friedman and Michael Moore could also be drawn here. How and why does Friedman perceive economic globalization differently than Michael Moore? Who has the more objective view of economic globalization? Who is better qualified to comment on economic globalization? Who is a more trustworthy source of information about economic globalization? Why?

5) Have students complete the remainder of **Activity 13.1**—using the accompanying readings—as an in-class or homework assignment.

**Follow Up**

Check if homework is done at the beginning of the next class period. Discuss student answers following the homework check. Collect for assessment if desired.

**Differentiated Learning**

Thomas Friedman’s views on economic globalization have been highlighted by several editorial cartoonists. These cartoons generally focus on Friedman’s biases and point of view. An interpretation and analysis of the following cartoon — after students have completed **Activity 13.1** — would help to cultivate the critical thinking skills of students.


**Metacognition**

Having examined two prominent media figures, their strategies and their positions on this issue, are you able to begin to define your own position on the issue of outsourcing? Explain.

Has your awareness of media techniques used to convince an audience become greater? How?

**Assessment**

Student learning can be assessed through a homework check of **Activity 13.1**, by grading of the worksheet, or by reviewing students’ worksheet answers in a whole-class discussion.
ACTIVITY 13.1: The Other Side of Outsourcing

Instructions: Using the documentary film The Other Side of Outsourcing and the readings provided, complete the following exercises as thoroughly as possible in the space provided.

1. Why is this documentary film entitled The Other Side of Outsourcing?

2. Why does this film focus on India in order to gain insight into outsourcing?

3. Complete the following chart as thoroughly as possible:

<table>
<thead>
<tr>
<th>What positive impacts of outsourcing are identified in the film The Other Side of Outsourcing?</th>
<th>What negative impacts of outsourcing are identified in The Other Side of Outsourcing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
4. Why does Thomas Friedman believe that the results of outsourcing are “net positive” (more beneficial than detrimental)?

5. What is globalization? Why does Friedman believe that success in today’s global economy depends on a country’s willingness to globalize?

6. What pro-outsourcing argument(s) does Friedman make in the reading “30 Little Turtles”?

Examples of Personal Factors Which May Influence a Person's Standpoint on an Issue

- Political Affiliation
- Social Status or Class Affiliation
- Religious Affiliation/Religious Views
- Race & Ethnicity
- Family Background & Connections
- Friendships
- Local or Regional Identity
- Nationality & National Identity
- Level of Education
- Educational Specialization
- Job or Profession or Training
- Income Level
- Travel Experience/International Contacts
- Ideology
Bias/Point-of-View Analysis of Michael Moore's Anti-Outsourcing Perspective

8. After reading the articles about Thomas Friedman, identify four factors that may have significantly shaped Friedman's standpoint on outsourcing. Explain how and why each factor might influence his position.

<table>
<thead>
<tr>
<th>Personal Factor</th>
<th>Explanation of how and why this factor influences Friedman's views on outsourcing</th>
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<tbody>
<tr>
<td>a)</td>
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</tbody>
</table>
Globalization

Other Resources

- Canadian Centre for Policy Alternatives
  http://www.policyalternatives.ca/

- Child Labor: 11 year-old Halima sews clothing for Hanes; YouTube (8:38 minutes)
  http://www.youtube.com/results?search_query=Child+labor&aq=f

- CorpWatch
  http://www.corpwatch.org/

- Inside your Threads (60 minutes)
  http://www.muchmusic.com/mediaped/guidepage_much.asp?studyID=142

- LearnAlberta.ca: teacher resources Module 4 and 5
  http://www.learnalberta.ca/content/t4tet/courses/senior/social10_1/social.asp

- LearnAlberta.ca: research/teaching resources

- Meltdown: The Secret History of the Global Financial Collapse (180 minutes)
  http://www.cbc.ca/doczone/meltdown/

- No Logo: Brands, Globalization, Resistance (40:35 minutes)
  http://video.google.com/videoplay?docid=2343596870021245516#

- Taking It Global
  http://www.tigweb.org/

- The Take (87 minutes)
  http://topdocumentaryfilms.com/the-take/

- World Social Forum
Globalization

Acknowledgement of Support

- Alberta Federation of Labour
- AB/NWT Regional Council of Carpenters
- Alberta Teachers’ Association, Provincial
- Alberta Union of Provincial Employees, Provincial
- Amalgamated Transit Union, Local 583
- Athabasca University Faculty Association
- Bakery, Confectionery, Tobacco Workers & Grain Millers, Local 252
- Boilermakers, Lodge D331
- Building Trades of Alberta
- Calgary & District Labour Council
- Canadian Auto Workers, Canada
- Canadian Labour Congress, Prairie Region
- Canadian Office & Professional Employees Union, Local 458
- Canadian Union of Public Employees-Alberta
- Canadian Union of Public Employees, Calgary & District Council
- Canadian Union of Public Employees, National
- Canadian Union of Public Employees, Local 30
- Canadian Union of Public Employees, Local 37
- Canadian Union of Public Employees, Local 38
- Canadian Union of Public Employees, Local 417
- Canadian Union of Public Employees, Local 520
- Canadian Union of Public Employees, Local 1169
- Canadian Union of Public Employees, Local 3550
- Canadian Union of Public Employees, Local 3911
- Canadian Union of Public Employees, Local 4575
- Canadian Union of Public Employees, Local 4625
- Canadian Union of Postal Workers, Local 710
- Canadian Union of Postal Workers, Local 770
- Canadian Union of Postal Workers, Local 776
- Communications, Energy & Paperworkers, Local 21-A, Celanese Unit
- Communications, Energy & Paperworkers, Local 21-A, IOL Strathcona
- Communications, Energy & Paperworkers, Local 445
- Communications, Energy & Paperworkers, Local 255G
- Communications, Energy & Paperworkers, Local 530-A
- Communications, Energy & Paperworkers, Local 707
- Communications, Energy & Paperworkers, Local 728
- Communications, Energy & Paperworkers, Local 777g
- Communications, Energy & Paperworkers, Local 855
- Communications, Energy & Paperworkers, Local 1947
- Edmonton & District Labour Council
- Health Sciences Association of Alberta
- International Alliance of Theatrical & Stage Employees, Local 210
- International Assoc. of Heat & Frost Insulators, Local 110
- International Assoc. of Iron Workers, Local 720
- International Assoc. of Machinists & Aerospace Workers, Local 99
- International Assoc. of Machinists & Aerospace Workers, Local 1722
- International Brotherhood of Electrical Workers, Local 424
- Red Deer & District Labour Council
- Telecommunications Workers Union, Canada
- United Association of Plumbers & Pipefitters, Local 488 Political Action Committee
- United Food & Commercial Workers, Local 1118
- United Nurses of Alberta, Provincial
- United Nurses of Alberta, Local 301
- United Steel Workers of America, Local 1-207
- United Utility Workers’ Association
- Cherwaty, Mary Lou
- Gorgichuk, Miles
- Hansen, Gary
- King, Maureen
- Laglois-Klassen, Cherie & Deanne
- Marston, Pat
- McMillan, James L
- Neth, Harold
- Triembacher, Crystal
- Watson, Jim