



The Alberta Social Studies 10-1/10-2 *Inquiry-pac* consists of four lesson sets, each of which contains between 2 and 8 lessons. The topics and suggested times for each lesson are listed below.

#### SUMMARY OF LESSONS (estimations based on 80 minute classes)

<b>SET ONE</b>		(14-16 days + test day)
<b>Related Issue 1</b>		
10-1: To what extent should globalization shape identity?		
10-2: Should globalization shape identity?		
<b>Related Issue 4</b>		
10-1: To what extent should I, as a citizen, respond to globalization?		
10-2: Should I, as a citizen, respond to globalization?		
1A	<b>Recognizing globalization</b> Balanced statement on globalization; influencing factors; judging global or local events	3 days
1B	<b>Individual and collective identity</b> Identifying features; identity challenges and opportunities; Métis/Francophone/Lubicon Cree collectives; reflecting your identity	4-5 days
1C	<b>Media and communications technology</b> Attitudes and stereotypes; promoting Canadian culture; media globalization; challenges and opportunities of global communication technologies; digital divide; case study on Congo's Tin Soldiers; evaluate effect of communication technology	5-6 days
1D	<b>The future of identities</b> Impact of globalization on identities; U-shaped discussion	2-3 days
	<b>Performance assessment or test</b>	1 day

<b>SET TWO</b>		(25-30 days + test day)
<b>Related Issue 2</b>		
10-1: To what extent should contemporary society respond to the legacies of historical globalization?		
10-2: Should people in Canada respond to the legacies of historical globalization?		
2A	<b>Foundations of historical globalization</b> Building blocks; history vs. the past; historical empathy; worldview; judging cultural practices; case study on Columbus	3 days
2B	<b>Understanding historical worldviews</b> First contact; Eurocentrism; White Man's Burden; interpreting implicit/explicit messages	4-5 days
2C	<b>Impacts of imperialism—Canada</b> Legacies of imperialism; ethnocentrism; Plains Indians; fur trade	4 days
2D	<b>Impacts of imperialism—Africa</b> Scramble for Africa; King Leopold in the Congo	2-3 days
2E	<b>Impacts of imperialism—India</b> Silk Road; British East India Company; cause-effect relationships; British control in Burma	4-5 days
2F	<b>Judging impacts on Indigenous Canadians</b> Depopulation; Indian Act and treaties; land claims and conditions of reserves; residential schools; position paper	4-5 days
2G	<b>Responsibility for past injustices</b> Rwanda, NGOs, U-shaped discussion; position paper; view film "Hotel Rwanda", "Shake Hands with the Devil" or "Ghosts of Rwanda"	4-5 days
	<b>Performance assessment or test</b>	1 day

<b>SET THREE</b>		(21-27 days + test day)
<b>Related Issue 3</b>		
10-1: To what extent does globalization contribute to sustainable prosperity for all people?		
10-2: Does globalization contribute to sustainable prosperity for all people?		
<b>Related Issue 4</b>		
10-1: To what extent should I, as a citizen, respond to globalization?		
10-2: Should I, as a citizen, respond to globalization?		
3A	<b>Unpacking sustainable prosperity</b> Concepts of prosperity and sustainability	2-3 days
3B	<b>Exploring quality of life</b> Indicators of a good life; economically developed/developing countries	2-3 days
3C	<b>Human rights and globalization</b> Needs vs. wants; the power of “one”; student action projects	1 day
3D	<b>Tools of economic globalization</b> Multinational corporations; economic growth; effect of world events on economy; capitalism; communism;	5-6 days
3E	<b>Environmental sustainability</b> Environmental issues; garbage; water; ship-breaking; ecological footprint; ranking refusals	6-7 days
3F	<b>Critiquing cartoons about the environment</b> Decode and create cartoons on environmental issues	2-3 days
3G	<b>Global trade case study – Food</b> Effects of globalization on food	2 days
	<b>Performance assessment or test</b>	1 day

<b>SET FOUR</b>		(3-4 days)
<b>Related Issue 4</b>		
10-1: To what extent should I, as a citizen, respond to globalization?		
10-2: Should I, as a citizen, respond to globalization?		
4A	<b>The world is just</b> Rating justice and power	2 days
4B	<b>Global citizenship</b> Re-visiting individual global citizenship	1 day
	<b>TOTAL DAYS</b>	63-78

### Additional resources

Although the *Inquiry-pacs* are largely self-contained, access to the following additional resources is recommended in some Social Studies 10-1/10-2 lessons:

#### Video sets

##### *Canada: A People’s History*

Order info: <http://www.cbc.ca/history/> see “Merchandise”. Note: the entire set is quite expensive to purchase; however, only a few of the videos are recommended. Borrowing copies through a library is recommended.

##### *CBC News in Review*

Order info: <http://newsinreview.cbclearning.ca/> see “Ordering Information”. Note: the entire set is quite expensive to purchase; however, only a few of the videos are recommended. Borrowing copies through a library is recommended.

## Online streaming video

Discovery Education (previously known as United Streaming)

Order info: <http://www.discoveryeducation.com/> see "Curricular Resources". Many Alberta school divisions have already purchased licensing. Contact your division technology coordinator for more information.

## Feature Films

*Hotel Rwanda* (Could be shown as an alternate to *Shake Hands with the Devil*.)

Originally rated R, this film is presently rated PG-13, on appeal for violence, disturbing images and brief strong language. See notes at <http://www.imdb.com/title/tt0395169/parentalguide> for more information. Runtime: 121mins

Order info: available for purchase through a variety of sources, including Amazon.ca.

## Documentaries

*Shake Hands with the Devil* (Could be shown as an alternate to *Hotel Rwanda*.)

Rated R for some disturbing violent images and brief strong language; Runtime: 112mins

Order info: Available for purchase through a variety of sources, including Amazon.ca

*Invisible Children*

Rating information unavailable; Runtime 55mins (or 35mins – see note below)

Order info: <http://shop.invisiblechildren.com/collections/films/products/rough-cut>

Further information at <http://invisiblechildren.com/>

*An Inconvenient Truth*

Rated PG; Runtime: 100mins

Order info: Available for purchase through a variety of sources, including Amazon.ca

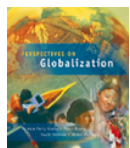
## Complementary resources

These textbooks provide useful background information to supplement or replace the independent research that students might do.



Gardner, R & Lavold, W. (2007). *Exploring globalization*. Whitby, ON. McGraw-Hill Ryerson. ISBN-13: 9780070976726

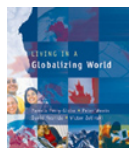
[http://highered.mcgraw-hill.com/sites/0070976724/information\\_center\\_view0/](http://highered.mcgraw-hill.com/sites/0070976724/information_center_view0/)



Perry-Globa, P., Weeks, P., Zelinski, V., Yoshida, D. & Colyer, J. (2007). *Perspectives on globalization*. Don Mills, ON: Oxford University Press.

ISBN 13: 9780195424652

<http://www.oupcanada.com/catalog/9780195424652.html>



Perry-Globa, P., Weeks, P., Yoshida, D. & P., Zelinski, V. (2007). *Living in a globalizing world*. Don Mills, ON: Oxford University Press.

ISBN 13: 9780195424676

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