

CHAPTER 22 RESOURCE DEVELOPMENT:

GLOBALIZATION

LEARNING GOALS:

Have students develop an understanding of:

- “The Commons” domestically and globally
- The impact of trade policies on the environment, resources, and living standards
- Current laws for protecting the rights of individuals and various groups (e.g., indigenous peoples) from the impact of human activities that cause changes to the natural environment
- The impact of past and present government policies that form the basis of unfair trade practices on communities and the environment
- How self-interest makes consumers and producers interdependent

SUCCESS CRITERIA:

I will know I am successful when I can:

- Define “the Commons” and explain why it is important to protect nationally and globally
- Assess the impact of globalisation on the environment and the different rights and conditions of workers, along with trade policies on global climate change through resource extraction, energy use and mass production such as fast fashion
- Identify international law and grassroots efforts to improve living standards, the environment, and protection for workers and communities through Fair Trade, microcredit, etc.
- Identify and assess the impact of past and present policies such as comparative advantage, imperialism and colonialism, have had on local communities and their relationship with natural resources in the region
- Explain how one person’s actions can impact the economy domestically and internationally

RESOURCES:

- [Beggar-thy-Neighbour: Hurdles of International Trade Governance](#)
- [It’s time trade tycoons address the dark reality of globalization](#)
- [Jobs vs. The environment in Indigenous Communities](#)
- [Indigenous community building tiny homes on Kinder Morgan Pipeline route](#)
- [The laws of free trade are not immutable after all](#)
- [Canada’s ‘value-added’ exports present a good-news story for 2016](#)
- [Crash Course](#)
Globalization and Trade and Poverty: Crash Course Economics (YouTube)
- [FairTrade footballs](#)



key ideas

CHAPTER 22

- Debunking of comparative advantage
- Alternative trade models to the neoliberal one
- Fair trade
- International development

- Documentary. The Dark Side Of Chocolate
- Sustainable development and the tragedy of the commons
- Coffee Farmer Documentary

MINDS ON—LESSON 1:



As you look at this image, record what you SEE (facts), what you THINK (infer), and what you WONDER (questions you have)

OR

As you watch this video, [Cheap food on the high street often means someone else is paying the price](#), record what you SEE (facts), what you THINK (infer), and what you WONDER (questions you have)

ACTION:

Using the deliberation technique students will discuss whether the question:

Is free trade negative for the economy and the environment.?

Deliberation steps:

- 1) Divide the class into groups of 4 students.
- 2) Introduce the topic for deliberation- What effect does free trade have on the environment?
- 3) Handout required materials (Reading and cartoons)
- 4) Pair A finds 2 compelling arguments to support the “yes” side and Pair B finds 2 compelling reasons to support the “no” side.
- 5) Pair A presents their reasons to Pair B- then Pair B presents to Pair A.
- 6) Pairs reverse their positions and Pair A takes on the “no” side and must find 1 additional argument to add to the “no” side and Pair B takes on the “yes” side must find 1 additional argument to add to the “yes” side.
- 7) Students abandon their original position and have a free flow discussion in their small groups where each student reaches their own conclusion using evidence from the deliberation.
- 8) Whole class debrief

Rules for deliberation:

- 1) Read handouts carefully and highlight key points (keeping the deliberation question in mind)
- 2) Use active listening skills to ensure all voices/perspectives are heard
- 3) Rephrase and restate the points made by opposing side to ensure understanding
- 4) Use collaboration skills to encourage active participation of all members
- 5) Be sure to use evidence from the reading to support your arguments
- 6) Respect the opinions and voices of all members, particularly when controversy arises

Use a T- chart to record answers

Reasons to support the question—YES	Reasons to oppose the question—NO

Reflect on the deliberation:

- What did I decide and why?
- Do I support or oppose or have a new idea?
- What did someone else say or do that was particularly helpful?
- What, if anything, could I do to address the problem?

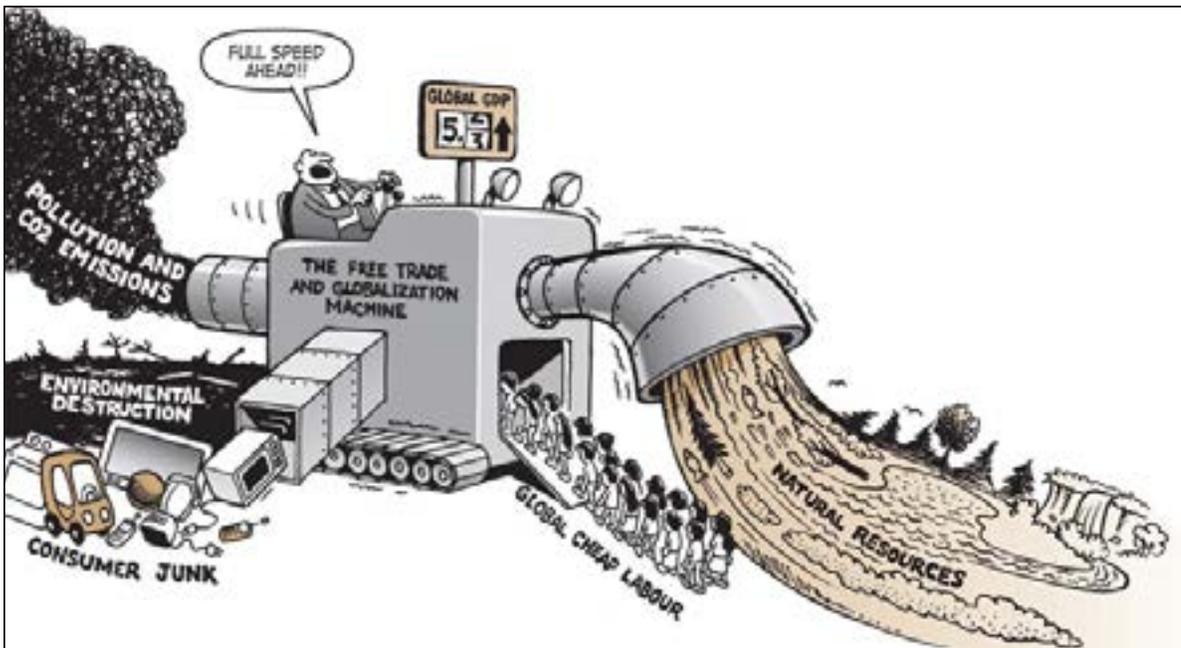
Students will use the two readings below to support their deliberation. Teachers may choose to support the activity using the sample cartoons below.

- [Defining trade terms](#)
- [Environment must be part of trade talks](#)

[Trade does not increase global climate change \(pp.15–16\)](#)



Source: sidewalkbubblegum.com/wp-content/uploads/2010/03/sidewalk_bubblegum_204.gif



Source: i.pinimg.com/originals/79/97/44/799744f5462848f57124c88c796c0e51.jpg

CONSOLIDATION:

The students will demonstrate their knowledge of factors that affect international trade and how those factors can impact the environment. They will do this by creating and delivering an audio or video recorded elevator pitch. (an explanation of an idea or plan explained in simple language in the time you would have talking to someone as you ride an elevator.)

Elevator pitches are often used in the business world to propose new ideas or seek funding. The audience of an elevator pitch typically has 45-60 seconds to determine if they have any interest in the idea, if it is viable, and if it has merit. You will have 1-2 minutes to communicate your view on free trade and the environment. Take a moment to view an award winning business pitch below. As you watch, consider if and how it effectively meets these criteria:

- Is the idea interesting?
- Is it viable?
- Does it have merit?

Example 2016 winner

Your elevator pitch should cover the following information in a mere 1–2 minutes. Make sure your pitch:

Check	Items
	includes your name
	includes a brief definition of free trade
	analyses the background of the trade/environmental issues
	proposes solutions you believe would best address the problems stated
	voice is engaging and exciting
	is professional and polished (plan the pitch out in written form and practice it before recording)
	uses clear, terminology and concepts in a way that anyone can understand

Categories and Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge explain the back-ground of the issue(s) using specific, accurate terminology.	explains the back-ground of the issue(s) using specific, accurate terminology with limited effectiveness.	explains the back-ground of the issue(s) using specific, accurate terminology with some effectiveness.	explains the back-ground of the issue(s) using specific, accurate terminology with considerable effectiveness.	explains the back-ground of the issue(s) using specific, accurate terminology with a high degree of effectiveness.
Thinking propose a well reasoned, appropriate explanation of why free trade is good or harmful to the environment.	proposes a well reasoned, appropriate explanation of why free trade is good or harmful to the environment with limited effectiveness.	proposes a well reasoned, appropriate explanation of why free trade is good or harmful to the environment with some effectiveness.	proposes a well reasoned, appropriate explanation of why free trade is good or harmful to the environment with considerable effectiveness.	proposes a well reasoned, appropriate explanation of why free trade is good or harmful to the environment with a high degree of effectiveness.
Communication communicate in an audio or video version of an elevator pitch.	communicates in an audio or video version of an elevator pitch with limited effectiveness.	communicates in an audio or video version of an elevator pitch with some effectiveness.	communicates in an audio or video version of an elevator pitch with considerable effectiveness.	communicates in an audio or video version of an elevator pitch with a high degree of effectiveness.
Application accurately apply an understanding of the cause and effect of free trade on the environment.	accurately applies an understanding of the cause and effect of free trade on the environment with limited effectiveness.	accurately applies an understanding of the cause and effect of free trade on the environment with some effectiveness.	accurately applies an understanding of the cause and effect of free trade on the environment with considerable effectiveness.	accurately applies an understanding of the cause and effect of free trade on the environment with a high degree of effectiveness.

MINDS ON—LESSON 2:

Description: Not only are fair trade products gaining prominence in our markets, but also the true process of international trade in commodities is not well understood by the average consumer. It is important to educate students about this process so they better understand how actions in their community can positively or negatively impact producers in other communities around the world. Perhaps empowering Canadian students to make more informed decisions.

What is fairtrade and how is it different from the dominant economic system?

Introduce and watch the movie “Black Gold” which is available at blackgoldmovie.com. Front load students with some questions to consider during movie and stop film frequently to check for understanding.

Sample questions:

- 1) Why does the price paid to coffee farmers fluctuate and what are some of the consequence of this to the price farmers receive?
- 2) What must coffee farmers often do to pick enough beans in a day and what are the long-term effects?
- 3) Why can coffee farmers not sell directly to markets in wealthier countries?

Discuss questions as a class and make a concept map to bring out key information from the film on the coffee system and how free trade is working in this scenario.

To wrap up the activity seek two volunteers from the class to play the interdependency game. Here the two volunteers are told they need to walk from one end of the room to the other. They will alternate turns deciding if they will take one step forward, two steps forward or one step back. Each person’s choice will influence the other person as well. ie: if person A chooses to take two steps forward then person B will also move forward two steps, however if person B also chooses two steps forward then person A will take one step back. Soon students will discover that person B has all the power. Though not told it is a competition students will most likely treat it like one. Game shows the interconnections of the world we live in and that actions in the West affect other countries. Also the natural temptation to be competitive and how countries seem to be in a race to be richer or grow faster.

[Use this link for more information.](#)

ACTION:

Introduce and play the Orange Trading Game by assigning student roles. Have 1-2 students act as market traders, 1 student be the cost of living collector and another student can be the money lender. The remainder of the group can be equally split into 3 or more family groups consisting of mother, father and at least 2 children. Grandparents can also be included if desired. The game is set in a fictitious rural country that grows oranges for export. The goal for each family is to sell enough oranges to cover their cost of living, send their children to school and have enough to survive any unforeseen circumstances. The market trader can buy oranges from families in groups of at least 4 while the cost of living collector must collect from the families each week. Of course the money lender can be used if need be.

[Use this link for a more detailed explanation.](#)

CONSOLIDATION:

- Discussion (popcorn style)—How can fair trade make a difference?
- Continue discussion from icebreaker into what is fair trade and where can we see examples of it in our community?

Extensions:

- 1) Before watching *Black Gold*, take the coffee quiz (see page 9)

Examine the role of supermarkets in the economic system and how this can relate to free trade

- 2) Play the “Unfair” game. Divide class into two groups (or more if you have more than 10 students). Give one group a newspaper and some tape and the other group some straws, three pieces of tape and a pair of scissors, and then ask them to compete to construct the tallest freestanding tower. After 5 minutes tell the second group that all the straws used can only be half the original length. Without belabouring the point explain how this is like world trade in the sense that richer countries have access to more resources, advanced technology and communications systems, and rules that are in their favour. All of which put producers in poorer countries at a disadvantage.

Use this link for more information.

EXPECTATIONS:

BBI2O

- demonstrate an understanding of ethics and social responsibility in business;
- demonstrate an understanding of the benefits and challenges for Canada in the field of international business
- demonstrate an understanding of how international business and economic activities increase the interdependence of nations.
- analyse the ways in which ethical considerations affect international business decisions;

CGC1D

- C3.1 explain the meaning and geographic significance of the commons and the global commons
- B3.1 analyse various criteria that are used to measure quality of life, and assess quality of life in the region with reference to several of these criteria
- C1.4 explain how imperialism/colonialism has affected the region, with reference to its people and their relationship with the natural resources in the region

CLN4U

- C4.3 assess the strengths and weaknesses of current laws for protecting the rights of individuals and various groups (e.g., indigenous peoples) from the impact of human activities that cause changes to the natural environment
- C4.1 analyse from a legal perspective contemporary circumstances in which individual or group rights and freedoms are threatened

HFA4U

- demonstrate an understanding of various factors involved in achieving and maintaining food security;
- analyse the relationship between various economic, social, and political factors and food supply and production in a particular region or regions (e.g., debt-repayment requirements, demand for cash crops, oil prices, free-trade agreements, trade embargos or bans, controls on fishing and hunting, import-export restrictions to prevent or control outbreaks of disease)

HFA4C

- demonstrate an understanding of various factors involved in achieving and maintaining food security;
- explain the effect of various economic, social, and political factors (e.g., debt-repayment obligations, demand for cash crops, oil prices, free trade agreements, trade embargos or bans, controls on fishing and hunting, import-export restrictions designed to prevent or control outbreaks of disease) on food supply and production

HSP3M

- analyse examples of social or institutional practices in earlier historical periods that formed the basis for social relationships involving discrimination or exclusion in contemporary society

HZT4U

- analyse how theories of social and political philosophy (e.g., libertarianism, egalitarianism) are adopted and realized in contemporary political policy making and how the adoption of a particular theory makes a difference to political and social practices;

SNC2D/2P

- B1.2 evaluate the effectiveness of government initiatives in Canada (federal, provincial, municipal), and/or the efforts of societal groups or non-governmental organizations, such as Aboriginal communities, environmental groups, or student organizations, with respect to an environmental issue that affects the sustainability of terrestrial or aquatic ecosystems

SES4U

- E1.1 assess the direct and indirect impact on local, provincial/regional, or national economies of the exploration for and extraction and refinement/processing of Earth materials

SNC1D

- B1.2 evaluate the effectiveness of government initiatives in Canada (federal, provincial, municipal), and/or the efforts of societal groups or non-governmental organizations, such as Aboriginal communities, environmental groups, or student organizations, with respect to an environmental issue that affects the sustainability of terrestrial or aquatic ecosystems