

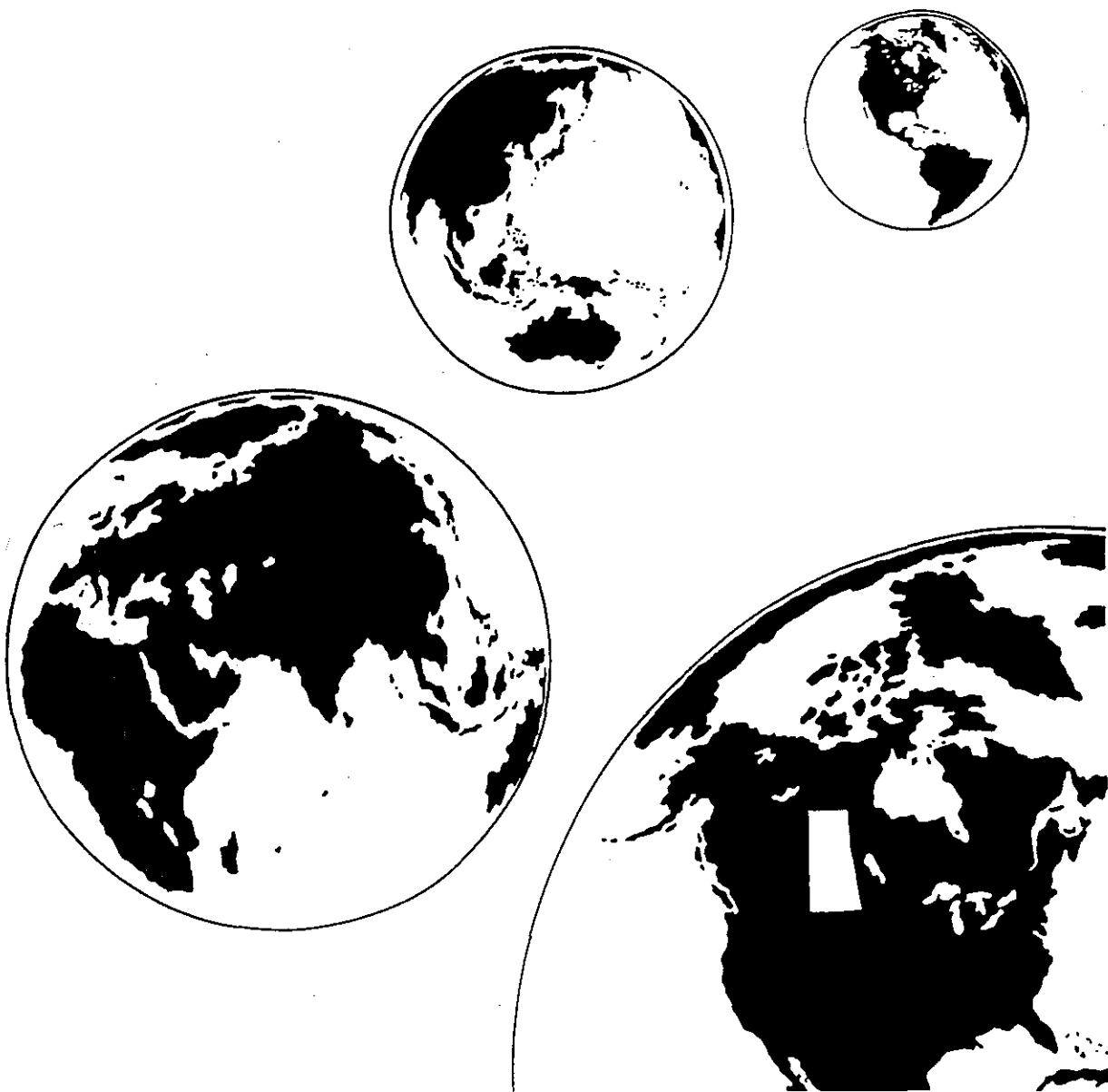


Saskatchewan
Education

Social Studies 10

Social Organizations

A Curriculum Guide



September 1992





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Pagination of Curriculum Guide

Note that the pagination for Unit I begins at page 101, Unit II begins at 201, Unit III begins at 301 etc., even though the content of each unit does not consist of 100 full pages. This has been done to make it a bit easier for you to find your way through this document.

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Introduction

The Basis for Curriculum Reform in the Social Studies

Social Organizations is part of a series of curriculum reforms in the social studies undertaken by Saskatchewan Education.

This comprehensive curriculum development process began with the establishment of the Social Studies Task Force in 1981 made up of people representing various sectors of Saskatchewan society. The Task Force surveyed a wide range of public opinion and on the basis of its findings compiled a report outlining a philosophy for social studies education.

In October 1982, the Minister of Education established a Social Sciences Reference Committee. The Reference Committee developed a plan of action based on the recommendations of the Task Force to give specific direction to the planned course revisions.

The Aim of Social Studies Education

The Reference Committee defined the aim of social studies education:

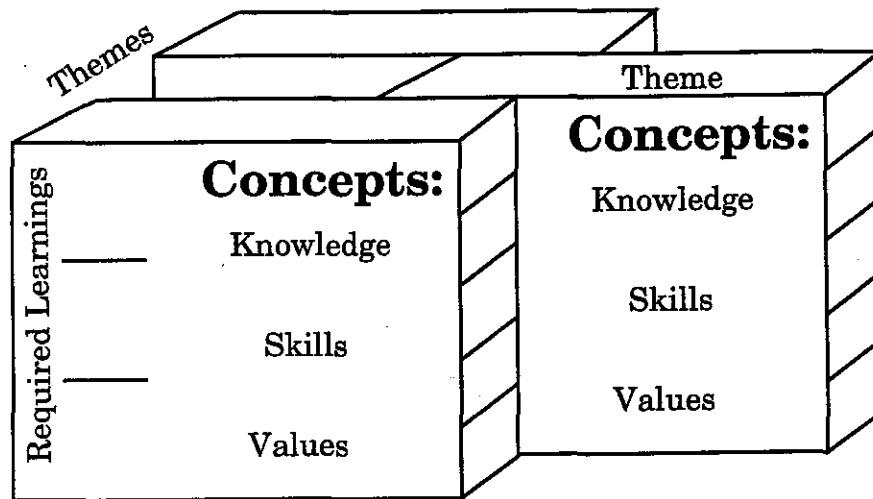
....as a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world.

Saskatchewan Education (1984).

Report of the social sciences reference committee, p. 1.
Regina: Saskatchewan Education

The Goals of Social Studies Education K-12

The following model represents the social studies curricula:



This model of social studies education prescribes four major goals for social studies teaching:

- **concept formation** - helping students to understand and apply social studies concepts;
- **knowledge** - providing students with basic social studies content;
- **skills/abilities** - teaching students to develop the necessary skills/abilities to understand and use social studies information; and,
- **values** - giving students opportunities in a democratic classroom environment to practise discussing, debating, and critically evaluating ideas and beliefs so that they can develop the skills and attitudes which will allow them to function constructively in a democratic society.

Themes for the Social Studies 1-12

The Reference Committee has outlined a set of twelve themes, one for each grade level. The themes present a content sequence designed to guide students from the familiar to the unfamiliar and from a local to a global view of the world. The themes for grades 1-12 are:

| | | | |
|---------|----------------------------|----------|--------------------------------|
| Grade 1 | Families | Grade 7 | Canada and the World Community |
| Grade 2 | Local Communities | Grade 8 | The Individual in Society |
| Grade 3 | Community Comparisons | Grade 9 | The Roots of Society |
| Grade 4 | Saskatchewan Communities | Grade 10 | Social Organizations |
| Grade 5 | The Canadian Identity | Grade 11 | World Issues |
| Grade 6 | Canada's Global Neighbours | Grade 12 | Canadian Studies |

Core Curriculum

The major components of Core Curriculum are the **required areas of study** and the **common essential learnings**. Provision in Core Curriculum has also been made for locally-determined options to meet needs at the local level and the adaptive dimension which provides opportunities for teachers to individualize instruction.

Core Curriculum is intended *"to provide all Saskatchewan students with an education that will reinforce the teaching of basic skills and introduce an expanded range of new skills to the curriculum. It will also encompass the processes and knowledge needed to achieve broader goals as identified by the Curriculum and Instruction Review Committee."*

Adapted from Saskatchewan Education (1987).
Core curriculum plans for implementation, p. 3.
Regina: Saskatchewan Education.

The seven required areas of study within the core curriculum are language arts, mathematics, science, social studies, health education, arts education, and physical education.

Six common essential learnings (C.E.L.s) have been defined and will be incorporated into social studies teaching as perspectives which influence how social studies is taught. This means that the C.E.L.s are to be taught and evaluated as part of the social studies courses. The Common Essential Learnings (C.E.L.s) are outlined below.

Independent Learning involves the creation of opportunities and experiences necessary for students to become capable, self-reliant, self-motivated and life long learners who see learning as an empowering activity of great personal and social worth.

Personal and Social Values and Skills deals with the personal, moral, social, and cultural aspects of each school subject and has as a major objective the development of responsible and compassionate citizens who understand the rational basis for moral claims.

Critical and Creative Thinking is intended to help students develop the ability to create and critically evaluate ideas, processes, experiences and objects related to the social studies.

Communication focuses on improving students' understanding of language use in the social studies.

Numeracy involves helping students to develop a level of competence which would allow them to use mathematical concepts in the social sciences.

Technological Literacy will help students appreciate that technological systems are integral to social systems and cannot be separated from the culture within which they are shaped.

Saskatchewan Education has established a policy to include in its curricula material on Indian and Métis Peoples and gender equity. This policy is intended to raise the awareness of students about these important issues.

Indian and Métis Curriculum Perspectives

The integration of Indian and Métis content and perspectives within the K-12 curriculum fulfils a central recommendation of *Directions* (1983), the *Five Year Action Plan for Native Curriculum Development* (1984) and the *Indian and Métis Education Policy from Kindergarten to Grade 12* (1989).

Saskatchewan Education recognizes that the Indian and Métis Peoples of the province are historically unique peoples and occupy a unique and rightful place in our society today. Saskatchewan Education recognizes that education programs must meet the **needs of Indian and Métis peoples**, and that changes to existing programs are also necessary for the benefit of **all students**.

Saskatchewan Education (1989)
*Indian and Métis education policy
from kindergarten to grade 12*, p. 6.
Regina: Saskatchewan Education.

The inclusion of Indian and Métis perspectives benefits **all students** in a pluralistic society. Cultural representation in all aspects of the school environment empowers children with a positive group identity. Indian and Métis resources foster a meaningful and culturally identifiable experience for Indian and Métis students, and promote the development of positive attitudes in **all students** towards Indian and Métis peoples. This awareness of one's own culture and the cultures of others develops self-concept, enhances learning, promotes an appreciation of Canada's pluralistic society and supports universal human rights.

Saskatchewan Indian and Métis students come from varied cultural backgrounds and social environments including northern, rural, and urban areas. Teachers must understand the diversity of the social, cultural, and linguistic backgrounds of Saskatchewan Indian and Métis students. All educators need cross-cultural education, and increased awareness of applied sociolinguistics, first and second language acquisition theory, and standard and non-standard usage of language. Teachers must utilize a variety of teaching strategies that match and build upon the knowledge, cultures, learning styles, and strengths which Indian and Métis students possess. Responsive adaptations are necessary to all curriculum for effective implementation.

The following four points summarize the Department's expectations for the appropriate inclusion of Indian and Métis content in curriculum and instruction.

- Curricula and materials will concentrate on positive images of Indian, Métis, and Inuit peoples.
- Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis, and Inuit peoples.
- Curricula and materials will include historical and contemporary issues.
- Curricula and materials will reflect the legal, political, social, economic, and regional diversity of Indian, Métis, and Inuit peoples.

*Indian and Métis education policy
from kindergarten to grade 12, p. 12.
Regina: Saskatchewan Education.*

Saskatchewan teachers are responsible for integrating into the appropriate units resources that reflect accurate and sufficient Indian and Métis content and perspectives. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.

Gender Equity

Saskatchewan Education is committed to providing quality education for all students in the K-12 system. Expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Where schools have endeavoured to provide equal opportunity for male and female students, continued efforts are required so that equality of benefit or outcome may be achieved. It is the responsibility of schools to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender balanced material and non-sexist teaching strategies. Both girls and boys need encouragement to explore non-traditional as well as traditional options.

To meet the goal of gender equity in the K to 12 system, Saskatchewan Education is committed to the reduction of gender bias which restricts the participation and choices of all students. It is important that the Saskatchewan curriculum reflects the variety of roles and the wide range of behaviours and attitudes available to all members of our society. The new curriculum strives to provide gender balanced content, activities, and teaching strategies described in inclusionary language. These actions will assist teachers to create an environment free of stereotyping and enable both girls and boys to share in all experiences and opportunities which develop their abilities and talents to the fullest.

Resource-based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, life-long learning. Resource-based instruction means that the teacher, and teacher-librarian if available, will plan units which integrate resources with classroom assignments, and teach students the processes needed to find, analyze, and present information.

It is intended that secondary social studies students will use a variety of learning resources in order to develop both knowledge and skills. Resource-based instruction is an approach to curriculum which utilizes all types of resources. Some possible resources are books, magazines, films, audio and video tapes, computer software and data bases, manipulable objects, commercial games, maps, community resources, museums, field trips, pictures and study prints, real objects and artifacts, and media production equipment.

Social studies teachers should introduce current events whenever possible. A vertical file, containing current pamphlets, articles and newspaper clippings is needed. Ideally, this file is housed, circulated and maintained through the school library. With some time and patience a classroom teacher may develop a file for social studies using headings from a standardized list such as *Sears List of Subject Headings*, and *Canadian Companion*.

The following points will help teachers use resource-based teaching and learning:

- Discuss the objectives for the unit or assignment with students. Correlate needed research skills with the activities in the unit, so that skills are always taught in the context of application. Work with your teacher-librarian, if available.
- Plan in good time with library staff so that adequate resources are available, and decisions are made about shared teaching responsibilities, if applicable.
- Use a variety of resources in classroom teaching, showing students that you are a researcher who constantly seeks out sources of knowledge. Discuss with them the use of other libraries, government departments, museums, and various outside agencies in their research.
- Ask the teacher-librarian, if available, to provide resource lists and bibliographies when needed.
- Encourage students to seek assistance during the course of the assignment or unit.
- Participate in and help plan inservice programs on using resources effectively.
- Continually request good curriculum materials for addition to the school library collection.
- Support the essential role of the library resource centre and the teacher-librarian in your talks with colleagues, principals, and directors.

Overview of Social Studies Curricula

Children will not truly understand a concept until they have had an opportunity to re-invent it for themselves.

Piaget

Social studies teachers are being asked to teach for more than the recall of factual information. The achievement of the various objectives as outlined by the Social Studies Task Force, the Reference Committee, and Core Curriculum, as well as the other mandates outlined above requires that social studies educators construct learning experiences which will allow students to think about information, debate and evaluate issues, and to process information in creative, meaningful ways.

Teaching the knowledge, skills/abilities, and values necessary to achieve these objectives must have equal priority with imparting information.

Evaluation must also reflect these objectives by testing students for more than the recall of information.

Conceptual Teaching

The Twenty Core Concepts

In its simplest terms, a concept is a category which groups objects or ideas with certain similarities. Each category is defined by a set of criteria which determine what can and cannot be accepted into the category.

Central to the K-12 social studies framework is a set of twenty major concepts drawn from the social science disciplines. These concepts act as organizers for the sequence of required learnings related to knowledge, skills, and values.

The twenty concepts are:

| | | | |
|-----------|-----------------|-----------------|------------|
| Beliefs | Decision-making | Institution | Power |
| Causality | Distribution | Interaction | Resources |
| Change | Diversity | Interdependence | Technology |
| Conflict | Environment | Needs | Time |
| Culture | Identity | Location | Values |

Distribution of Concepts Grades 1 - 12

The twenty concepts are developed as major concepts at various grade levels as shown below.

| Concept | Elementary | | | | | Middle | | | | Secondary | | |
|-----------------|------------|---|---|---|---|--------|---|---|---|-----------|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Beliefs | | | | | | | | x | x | x | x | x |
| Causality | | | | | | | | | x | x | x | x |
| Change | x | | x | | | x | x | x | x | x | x | x |
| Conflict | | | | | | | | | | x | x | x |
| Culture | x | | | x | | | | x | x | x | x | x |
| Decision making | | | x | x | x | | | x | x | x | x | x |
| Distribution | | | | | x | | x | | | | | x |
| Diversity | | x | x | x | x | x | | | x | x | x | x |
| Environment | | x | x | | | | | | x | | x | x |
| Identity | x | | | x | x | x | | x | x | | x | x |
| Institution | | | | x | x | x | | | | x | x | x |
| Interaction | | | | | | x | x | | x | | x | x |
| Interdependence | | | x | | | x | | x | | x | x | x |
| Location | | | | x | | x | x | | | x | | x |
| Needs | | | | | x | x | x | x | | x | | |
| Power | | | | | | | x | | x | x | x | x |
| Resources | | | | | x | | x | | | | x | x |
| Technology | | | | x | | | | | x | | x | x |
| Time | | x | | | x | x | | | x | x | | |
| Values | | | | x | x | x | x | x | x | x | x | x |

Concept Attainment

The Reference Committee Report and Core Curriculum, with its emphasis on the Common Essential Learnings, have as a major objective the goal of teaching higher order thinking as well as the goal of teaching information. These goals for social studies education mean that methods must be found that will allow students to work toward both goals at the same time. Concept attainment facilitates this fusion of goals.

Humans organize information into meaningful patterns using concepts. Objects or ideas which have in common certain characteristics or critical attributes can be placed in the same category and given a label. These labelled categories are concepts.

Concept Application

A concept can range from a category of things as concrete as chairs to a category of relationships as abstract as power. By learning to understand and use concepts students can use the critical attributes of a concept as criteria to categorize data so that inferences may be drawn from them. This process enables the student to simplify complex information by organizing (classifying) the categories or concepts into meaningful patterns. This is an important step towards independent learning and critical and creative thinking.

Teaching Skills and Abilities

If students are to be able to achieve the objectives of higher order thinking, then serious attention must be paid to developing within them the abilities which would make this possible. Achievement of the objectives within the CELs cannot happen unless time and effort is spent helping students learn the prerequisite skills/abilities.

Beyer argues that an effective curriculum on thinking skills should introduce a limited number of skills/abilities (3 to 5) at each grade level. Students are not able to learn to the mastery level more than 5 skills per year. In order to make sure that students learn a sufficient number of skills/abilities over the course of their education, the curricula should provide a sequenced development of skills/abilities from the primary years to the secondary years.

Beyer, B. (1984). Improving thinking skills: Defining the problem. *Phi Delta Kappan*, (65)7, 486 - 490.

Advantages of Skills Sequencing

Research indicates that achievement of skills/abilities are much more likely to happen when an organized, sequenced program is taught so that students are aware of what skills/abilities are being taught and why. The scope and sequence of intellectual abilities on page 13 outlines the expectations at each grade level.

Adaptation

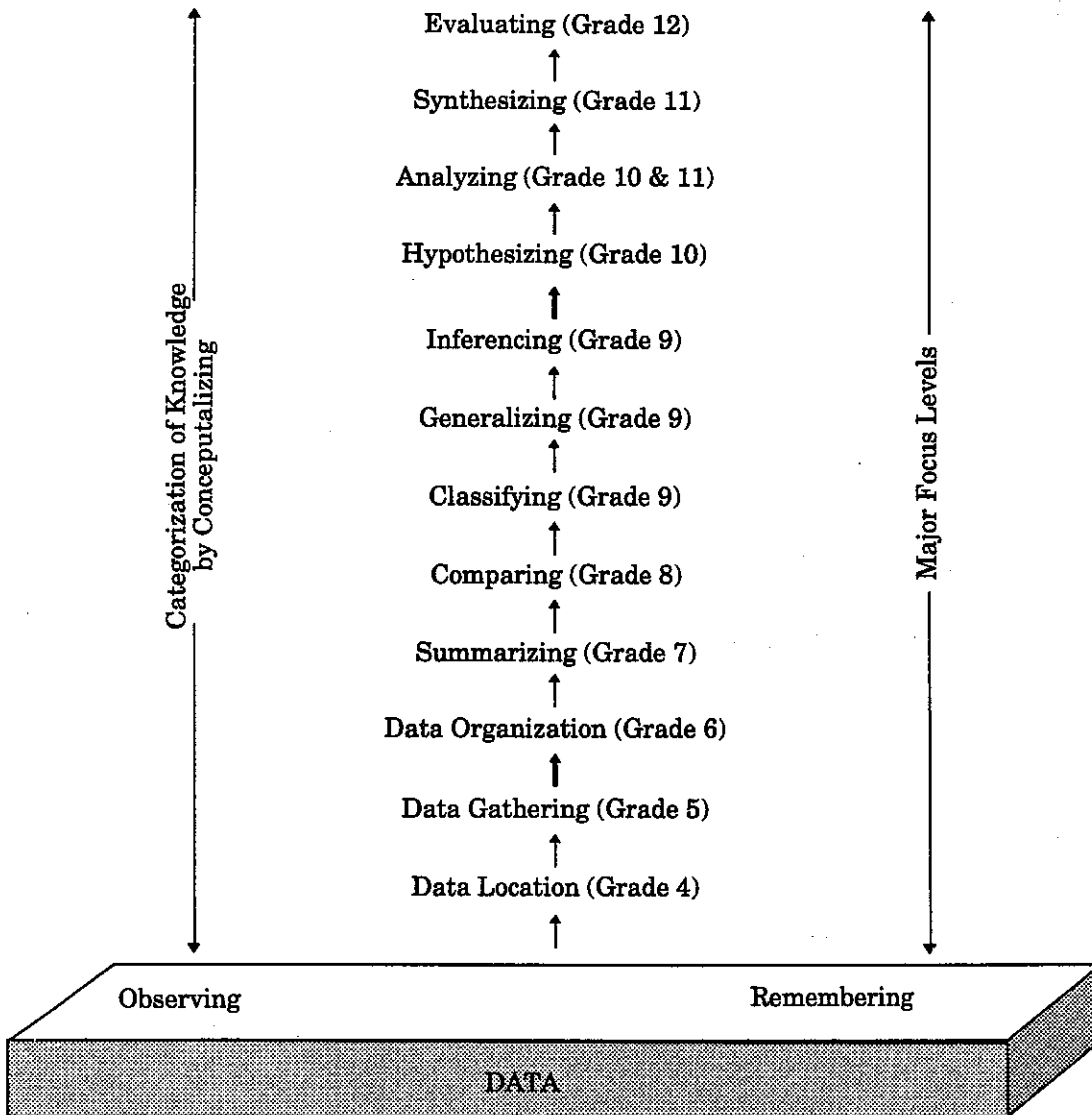
The number of skills prescribed for each grade has been kept to one or two to leave room for the teacher to adapt the expectations to the class being taught. Skills/abilities are gradually introduced throughout each course so that at the beginning of the course students learn to use the skill, then they are given opportunities to practise the skill, and finally, they are given opportunities to use the skill independently. Students are expected to achieve some measure of independence in the use of the skills prescribed for the grade level.

Conceptualizing, Categorizing, Classifying, Analyzing and Hypothesizing

Two skills/abilities which are greatly emphasized throughout the middle years are categorizing and classifying. While categorizing (creating a group or class within a system) is inherent in conceptualizing, it should also be taught as a skill basic to critical and creative thinking. Classifying (the process of arranging groups or classes according to some system) is another basic skill that is taught throughout the middle years (most particularly in Grade 9) because it is fundamental to the skill of analysis. In Grade 10 the skills of classifying and inferencing are carried on, reinforced, and used as the basis for developing the ability to analyze and hypothesize. Students will be taught to classify data using grids and or concept maps. Once they can do this, they are in a position to draw inferences about relationships within the data. These inferences become the basis for hypothesis.

Scope and Sequence of Intellectual Abilities

Note: The chart below should not be interpreted to mean an intellectual ability assigned to one grade level would not be used at another grade level. **All of the abilities (and others) will be used to some degree in each grade.** The intent of the chart is to provide a scope and sequence of basic intellectual abilities which is developmental so the abilities that are formally introduced in one year will serve as the basis for the abilities to be learned in subsequent years.



Adapted from Hannah, L. & Michaelis, J. (1977).
*A comprehensive framework for instructional objectives:
 A guide to systematic planning and evaluation.*
 Menlo Park: Addison - Wesley.

Mastery learning of Skills/Abilities

The objective for each year would be for students at each grade level to master one or two intellectual abilities well enough so they can begin to use the ability independently. In assessing student progress in the abilities, a teacher may determine whether a student is indeed able to use the ability independently or whether they are at a more preliminary stage. It will be necessary to reinforce and build on the achievements of the previous year so that students' abilities grow over their school careers.

In the curriculum guide students deal with skills/abilities in four stages:

- introducing the skill/ability formally to the student;
- practising using the skill/ability in a number of situations;
- achieving independent use of the skill/ability; and,
- maintaining and expanding the use of the skill/ability.

Teachers may decide to use the descriptors of introducing, practising, achieving independent use, and maintaining and expanding in a checklist or rating scale format which would aid in charting student progress.

Until the mastery level is achieved, students are not expected to perform the skill with full effectiveness although, having practised the skill, they are expected to perform at a higher level of expertise than they would at the introductory stage.

Adaptation of Intellectual Demands to Student Ability

Some students in Grade 10 will have moved into formal operations while others will be in the transitional stage between concrete and formal operations. Again, as in all secondary programs, consideration must be given to this reality. Thus objectives must be interpreted and strategies utilized in such a way that students are not challenged far beyond their abilities to achieve them.

The Grade 10 Social Studies and History courses have been designed with the learning cycle on page 32 in mind. It is important that skills/abilities (and concepts) be introduced to students using concrete material that is familiar to students. If this is done students will be able to concentrate on the skill/ability rather than having to learn new material as well.

Effective Teaching of Skills/Abilities

There are many approaches to this issue, each with its advantages and disadvantages. One that is useful because of its *common sense* approach is that devised by Barry Beyer. Below are the assumptions Beyer works from. These assumptions are built into the teaching strategies of the curriculum which follows. A skill is learned best when students:

- are consciously aware of what they are doing and how they do it;
- are not distracted by other inputs competing for attention;
- see the skill modeled;
- engage in frequent, but intermittent (not massed), practise of the skill;
- use feedback received during this practise to correct their use of the skill;
- talk about what they did as they engaged in the skill;
- receive guidance on how to use a skill at a time when they need the skill to accomplish a content related goal; and,
- receive guided opportunities to practise the skill in contexts other than that in which the skill was introduced.

What this means for teaching is that skills will not be mastered by students unless teachers are prepared to use a definite strategy aimed at mastery learning.

- Skills should be introduced in a way that shows the student these skills can accomplish tasks related to dealing with subject matter. The purpose of this is to demonstrate to the student the need for the skill based on its usefulness.
- Next the teacher should explain the skill in detail showing the student exactly what the skill is, its purpose, and the procedures involved in using the skill.
- The teacher should demonstrate the skill preferably by modelling it in a class situation.
- Once these steps have been completed, students should be given opportunities to apply and practise the skill using the course content they are studying.

(Note: Most research indicates clearly that skills have to be learned in the context of actual course content. Skills learned in isolation of content will not automatically transfer to any content that may be selected later.)

As part of their practise students:

- should be given coaching in the use of the skill;
- and should be given opportunities to think about the effective use of the skill.

Beyer, *Phi Delta Kappan*, 1984

Teaching Controversial Issues

The teaching of value laden issues has generated much controversy in Canadian society. Some argue that in a pluralistic society there can be no broad consensus on values. On this basis social studies education ought to be based on objectivity and be value free. Another position would be to provide students with an opportunity to clarify their personal values, work out the consequences of those values and decide for themselves what they will or will not accept. A third position is to say that there is some basic consensus on fundamental moral and ethical values in our society and that these values can be taught in some meaningful way. This curriculum provides students with learning experiences which will help them understand what some of the fundamental value positions of society are and how they came to be. While this curriculum deals with controversy, even invites it, this should not be construed to mean that any belief is as good as any other belief. This society does not accept that, and we should not give that impression to our students.

It should be remembered that there is a fine line between education and propaganda. This course attempts to tread this line by giving students opportunities to examine controversial issues. Debating these issues will allow students the scope and motivation to learn to use and apply concepts and higher order thinking skills as ways of organizing information meaningfully. In this process students can begin to understand the concept and role of values as the basis for making inferences. From this, there is a short step to understanding that it is values which provide all of us with evaluative criteria and that we depend upon the traditions of society to provide us with these guidelines. A short list of these criteria would include human dignity, basic rights and responsibilities as defined in the Charter of Rights and Freedoms, respect of and tolerance for individual differences based on human dignity and so on.

In determining what is appropriate for the student in the areas of values objectives, teachers should be aware of both family and community standards. Educational decisions related to value objectives in the classroom should reflect these standards as well as the Canadian Charter of Rights and Freedoms. In resolving conflict between these two positions, students should be encouraged to consider the consequences resulting from each position evaluated against socially constructive values.

Evaluation

Evaluation of Values Objectives

Generally teachers would be well advised not to evaluate value positions of students summatively. The effect of such evaluation would be to place oneself in the position of formally calling a student's values incorrect. This may be necessary on occasion in some situations relating to fundamental human rights. In most cases however, there is such a wide variety of acceptable positions in a pluralistic society, a teacher should rather try to pursue with the student the reasoning which lies behind the value position.

Values objectives in the curriculum guide call for the student to appreciate, understand, or show concern for some aspect of social life. This is not a demand that students adopt a certain value position, but rather a suggestion that students should begin to understand some of the underlying moral, ethical, and aesthetic implications of the social issue in question. Objectives of this sort lend themselves much more readily to informal methods of formative evaluation.

From individual, group, and class discussion, teachers can get a "feel" for what students have learned about a values objective that has been taught in the classroom. They are able to chart changes which occur in student values rather than a final evaluation as to the quality of their values. These changes may be recorded through the use of anecdotal records and checklists.

A major objective of social studies and core curriculum is to teach critical and creative thinking. Teachers must not deny this process to the students by insisting on a single values position in the classroom. Rather, the teacher ought to use these opportunities to stimulate discussion and independent thinking about issues.

Students ought to be encouraged to develop the thinking and communications skills which allow them to develop legitimate value positions and allow them to express and defend them in open debate. Teachers may evaluate students' work from this perspective, provided it is clear that what is being evaluated are the skills of thinking, logic, and communication rather than a specific value position. Being specific as to what these skills are and the stages in development which occur in them aids the teacher in constructing assessment instruments to gather such student information. Note: A more detailed discussion of these issues can be found on pp. 46-49 of *Understanding the common essential learnings: A handbook for teachers*. Saskatchewan Education (1988).

Evaluation of Skills/Abilities

It is important in evaluation to show clearly that there is a relationship or congruence between what has been taught and what is being evaluated. If an important teaching objective has been skills/abilities, then test instruments which measure information only will clearly tell the student what is important in that classroom. It is important in meeting the objectives of this course to emphasize skills/abilities as well as information in any evaluative instrument used.

It is equally important when evaluating skills that the students be asked to demonstrate in some way that they know the skill needed in a particular situation and how to apply it. The material to which the student is being asked to apply a skill must be unfamiliar material so that the student has not had an opportunity to use preformed generalizations as a crutch in the evaluation.

Evaluation of Student Learning

In the curriculum guide, in the three areas of knowledge, skills/abilities, and values, there are general statements of learning objectives which bear upon these sub-concepts. The teacher will need to identify, in specific terms, those dimensions of the learning objectives which she/he feels are appropriate for the students. Evaluation will then be based on these objectives.

Types of Evaluation

To enhance understanding of the evaluation process it is useful to distinguish between the terms of *assessment* and *evaluation*. These terms are often used interchangeably which causes some confusion in their meaning. Assessment is a preliminary phase in the evaluation process. In this phase various strategies are used to gather information about student progress. Evaluation is the weighing of assessment information against some standard (such as a curriculum learning objective) in order to make a judgment or evaluation. This may then lead to other decisions and action by the teacher, student, or parent.

There are three main types of student evaluation:

- Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress towards program learning objectives. The main purpose of formative evaluation is to improve instruction and student learning. It provides teachers with valuable information upon which instructional modifications can be made. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.
- Summative evaluation occurs most often at the end of a unit of study. Its primary purpose is to determine what has been learned over a period of time, to summarize student progress, and to report on progress relative to curriculum objectives to students, parents, and educators.
- Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction. Its main purposes are to identify students who lack prerequisite knowledge, understanding, or skills, so that remedial help can be arranged; to identify gifted learners to ensure that they are being sufficiently challenged; and to identify student interests.

Teachers conduct all three types of evaluation during the course of the school year.

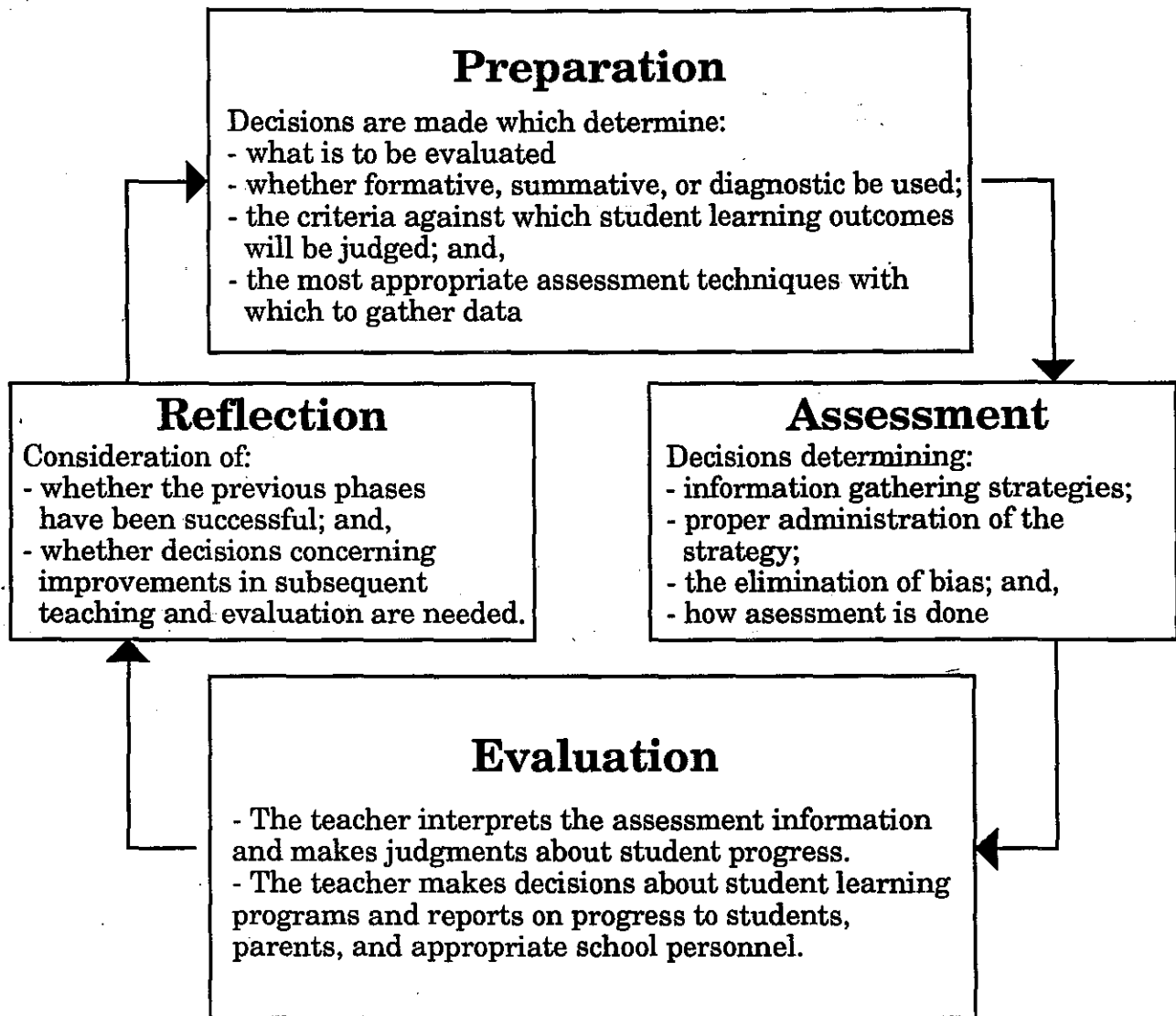
Guiding Principles of Student Evaluation

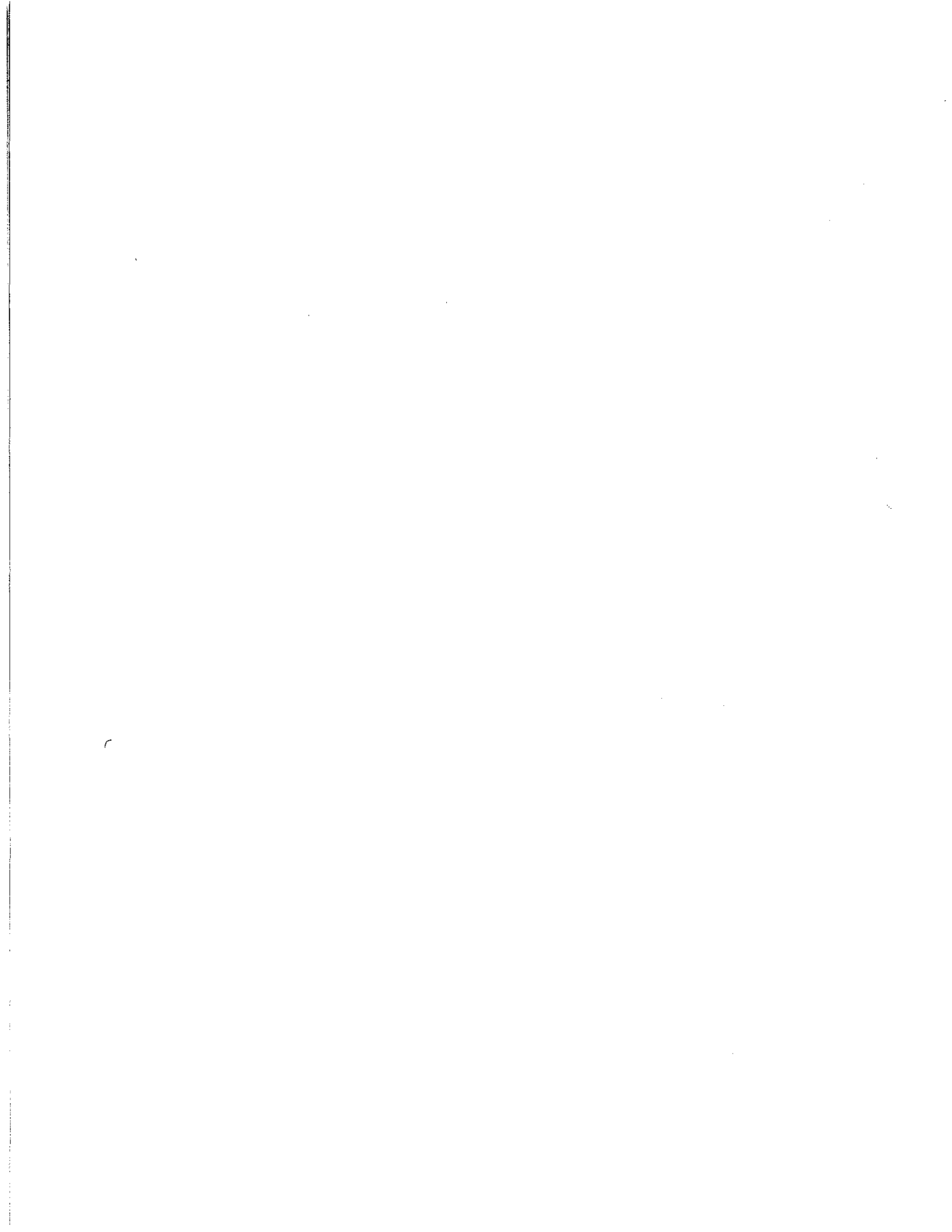
Recognizing the importance of evaluation as an integral part of the curriculum, Saskatchewan Education has developed five general guiding principles which are closely linked to the *Evaluation in Education* report and provide a framework to assist teachers in planning for student evaluation. For a more extensive treatment see Saskatchewan Education (1991). *Student evaluation: A teacher's handbook*.

- Evaluation is an essential part of the teaching-learning process. It should be a planned, continuous activity which is closely linked to both curriculum and instruction.
- Evaluation should be guided by the intended learning outcomes of the curriculum and a variety of assessment strategies should be used.
- Evaluation plans should be communicated in advance. Students should have opportunities for input to the evaluation process.
- Evaluation should be fair and equitable. It should be sensitive to family, classroom, school, and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills, and attitudes.
- Evaluation should help students. It should provide positive feedback and encourage students to actively participate in their own learning.

Phases of the Evaluation Process

Although evaluation is not strictly sequential, it can be viewed as a cyclical process including four phases: preparation, assessment, evaluation, and reflection. The evaluation process involves the teacher as decision maker throughout all four phases.



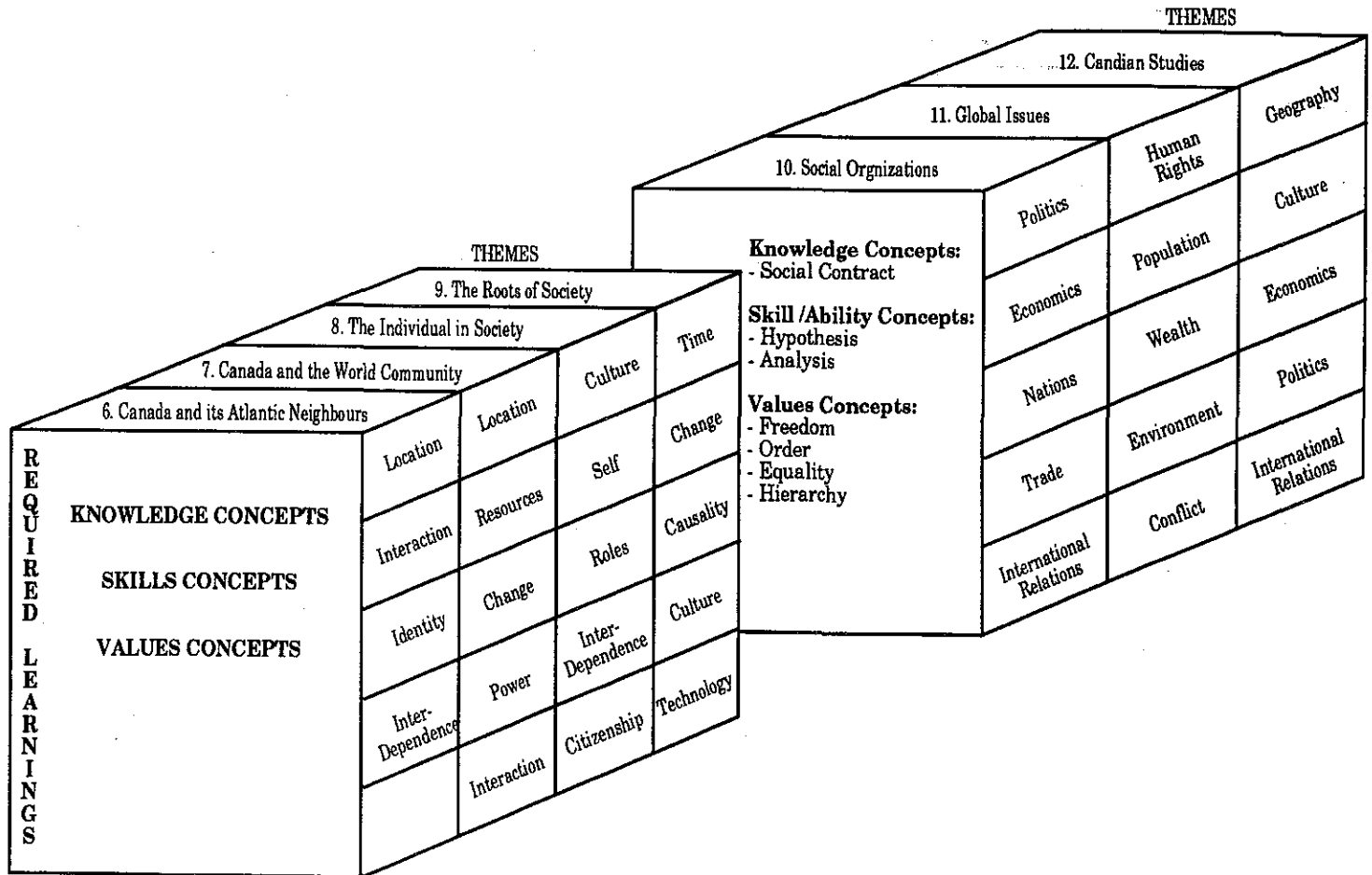


Grade Ten Social Studies

Social Organizations

Curriculum Overview, Grades 6-12

The following model represents the curriculum structure from Grades 6 to 12 showing the place of Grade 10 in relation to the other courses.



Course Goals for Social Organizations

The goal of grade ten social studies and history is to help students understand the basic organizations of industrialized, democratic societies. The social studies program outlines the basic organization of Canadian society and then provides some other examples to give students a basis for comparison. The history program uses the past to show students how fundamental social organizations developed in the late eighteenth and nineteenth centuries.

Note: Students have the choice of taking one of history, social studies, or native studies at the grade ten level. This means it is possible to have students at the grade eleven level, with a variety of grade ten backgrounds. It was decided to write the history and social studies programs with a common conceptual structure to give students from both history and social studies the same background in concepts and skills/abilities.

A Summary of Social Organizations From the Social Studies Perspective and From the History Perspective

Unit One Political Decision Making

Social Studies: Decision making is a fundamental aspect of people's lives. The objective of this unit is to introduce students to the way democracies organize themselves to make and carry out decisions for society.

History: Students will examine the problems French society faced in attempting to move from an absolutist political organization to one based on principles of equality and liberty.

Unit Two Economic Decision Making

Social Studies: Students are introduced to the problem of scarcity. They will examine how individuals and societies make decisions about using scarce resources in ways which will create a high standard of living for members of society.

History: Students will study the development of economic infrastructures that made the industrial revolution possible. The unit examines how British society in the eighteenth and nineteenth centuries evolved as it went through the industrialization process.

Unit Three Ideology and the Decision Making Process

Social Studies: Decision making involves a process of deciding what is important and worthwhile. Ideologies provide frames of reference that people use in making judgements about what should or should not be done. Students will examine the ideologies of conservatism, liberalism, and socialism and their role in the political process.

History: As society changed there were the ideological struggles between and among the social classes as industrializing societies attempt to reconcile competing interests. Students will examine the major political ideologies (conservatism, liberalism, socialism, and nationalism) that were developed in the nineteenth century in an attempt to accommodate different points of view.

Unit Four International Economic Relations

Social Studies: Nations, rich or poor, large or small, if they wish to have a high standard of living, must trade with other nations. Students will examine the concept of international trade and how it affects the economic well-being of Canadians.

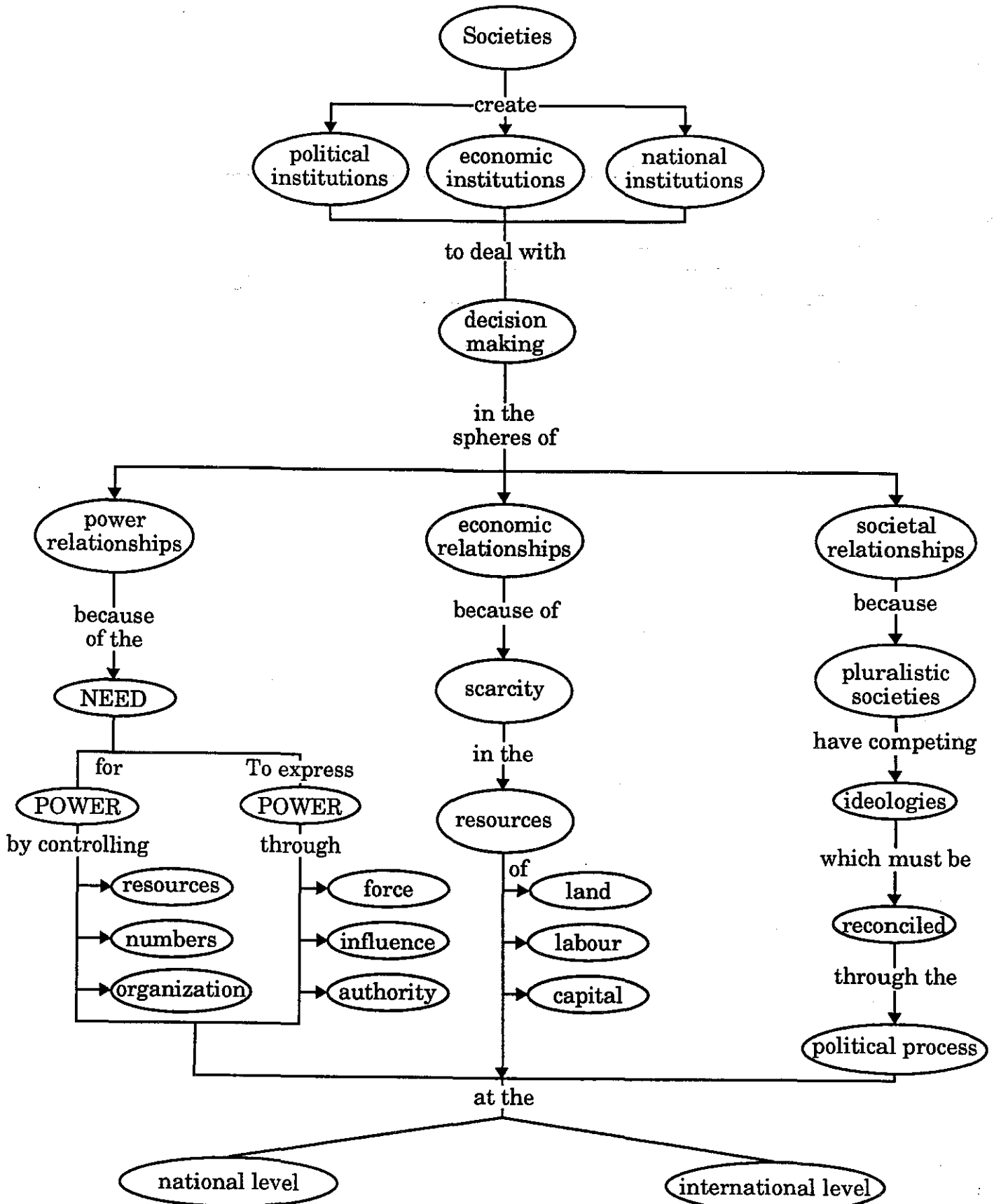
History: In the late nineteenth century Western technological societies had a major impact on the rest of the world. Students will look at the various ways societies were forced to deal with a new culture and the impact that imperialism had on the European world.

Unit Five International Political Relations

Social Studies: Nation states are determined to protect their security from threats within and outside of the state. Students will study the concepts of balance of power and collective security to appreciate the problems involved in both protecting national sovereignty and living in an increasingly interdependent world.

History: Prior to the outbreak of World War I the nations of Europe made a series of decisions which culminated in war. Students will examine the relations between European countries prior to World War I in order to gain some understanding of international relations.

A Conceptual Overview of Social Organizations



Foundational Objectives for the Course Social Organizations

The knowledge objectives are to help students:

- understand that humans establish various kinds of organizations as a means of systematically meeting their needs and wants;
- understand that individuals within organizations must have some way of resolving differences and making and enforcing conclusions so that a collective course of action can be carried out;
- understand that industrial societies are based on a complex system of political and economic organizations, which makes possible the production of goods and services;
- understand that whenever groups, societies, or nations interact, they do so according to patterns of beliefs and values which are both implicitly and explicitly accepted by the members of the group; and,
- understand that nations must live within a community of other nations in which the sovereignty of one nation must be reconciled with the sovereignty of another.

The skills/abilities objectives are to help students:

- learn to make hypotheses based on reasonable assumptions and inferences;
- learn to test hypotheses using established criteria; and,
- learn to organize data so that relationships within the data may be analyzed.

The values objectives are to help students:

- appreciate the necessity of interdependence within human relationships;
- appreciate the legitimate constraints that interdependence places on the actions of individuals and nations; and,
- appreciate the need for social organizations to bring order to social life.

The Five Main Concepts of the Course

Of the twenty core concepts around which the social studies curriculum is organized, there are five which figure prominently in Grade Ten Social Studies and History.

- Interdependence** The concept of interdependence underlies the study of social organizations. There would be no need for social organizations if people were not interdependent.
- Social Institution** Students will explore the organizations which have been established to organize our social lives.
- Decision-Making** Students will study how political and economic decisions are made at the national and international level are made.
- Power** Students will further develop their understanding of this concept by exploring political and economic decision-making.
- Ideology** Students will examine the role ideology plays in the economic and political decision-making processes of social organizations/

The Two Basic Skills/Abilities being Emphasized in the Social Studies 10

Each of the following intellectual abilities is made up of a number of key skills which the student must learn in order to be able to do the process. On the following pages you will find a more detailed breakdown of the skills inherent in the abilities of hypothesizing and analyzing.

Assessment of Skills/Abilities

Teachers can use skills breakdown lists as check lists to assess student progress. Each of the abilities of hypothesizing and analyzing described on the following pages provide a specific listing of the key skills and suggested questions for assessing student skills. By using the listing of the key skills which are necessary for the development of a particular ability, teachers will be able to record data on student progress. Checklists and rating scales are particularly suited to recording student information in this area.

Assessment of Hypothesizing

Key Skills in Hypothesizing

State a proposition that is testable and guides the search for data.

State a proposition that is highly probable in light of established facts, or in light of a principle or theory.

State the hypothesis so that it may be tested using available procedures and data.

State the proposition so that it applies to most or all cases.

Collect data in a systematic manner.

Present an analysis of the data to confirm (or not confirm) the hypothesis.

Questions to Appraise Hypothesizing

How well does the hypothesis serve as a guide to collection of data?

What data, principle, or theory serves as the basis for the hypothesis?

Can the hypothesis be tested by means of available procedures and data?

Does it apply to most or all cases rather than to a particular instance?

Has adequate information been collected in a systematic manner?

Has an analysis been made of the data to confirm or not confirm the hypothesis?

Assessment of Analysis

Key Skills in Analyzing

Describe and define main parts.

Describe cause-effect or other relationships.

Describe structure of organization.

State how parts are related to each other and to the whole.

Group data under each part, relationship, or structural component.

Questions to Appraise Analyzing

Have main parts or elements been identified?

Have relationships among parts been identified?

Is the structure or organization clear?

Can the way the parts fit together be described?

Can data be placed under each part, relationship, or structural feature?

Adapted from Hannah, L. & Michaelis, J. (1977).
*A comprehensive framework for instructional objectives:
A guide to systematic planning and evaluation.*
Menlo Park: Addison-Wesley.

Organization of the Curriculum Documents

General Objectives

The general objectives for the course are outlined as knowledge, skills, or values objectives. In the skills/abilities section of the required learnings, the learnings are prefaced with either "learn" or "practise". The word "learn" indicates that this will be the first time the skill is formally presented. "Practise" indicates that the skill has been formally presented at some earlier point in the students' education.

It is important to note that it is possible to indicate specific knowledge objectives for each part of the content and strategies. **However, skills and value objectives often apply to several parts of both content and strategies.** Thus skills and values objectives should not necessarily be read as belonging to only one part of the content.

Teaching Strategies

The teaching strategy column contains ideas which teachers may use at their discretion. The teaching strategies have been developed to incorporate the CELs and to develop concepts, skills, and values. The activities always attempt to achieve more than one objective at a time. The purpose of the suggested strategies is to serve as a guide to help teachers design teaching strategies that will link content with skills so that the Common Essential Learnings will be achieved.

Activity Guides

Activity guides have been prepared which will provide teachers with detailed descriptions of strategies and activities which can be used to achieve the above mentioned objectives. The suggested activities tend to be student centred rather than teacher centred. This was done deliberately because it was felt that teachers might appreciate some support in this area. It is possible with some adjustment to modify many of these activities into a lecture-discussion approach which can also achieve critical and creative thinking and personal and social values and skills objectives among others.

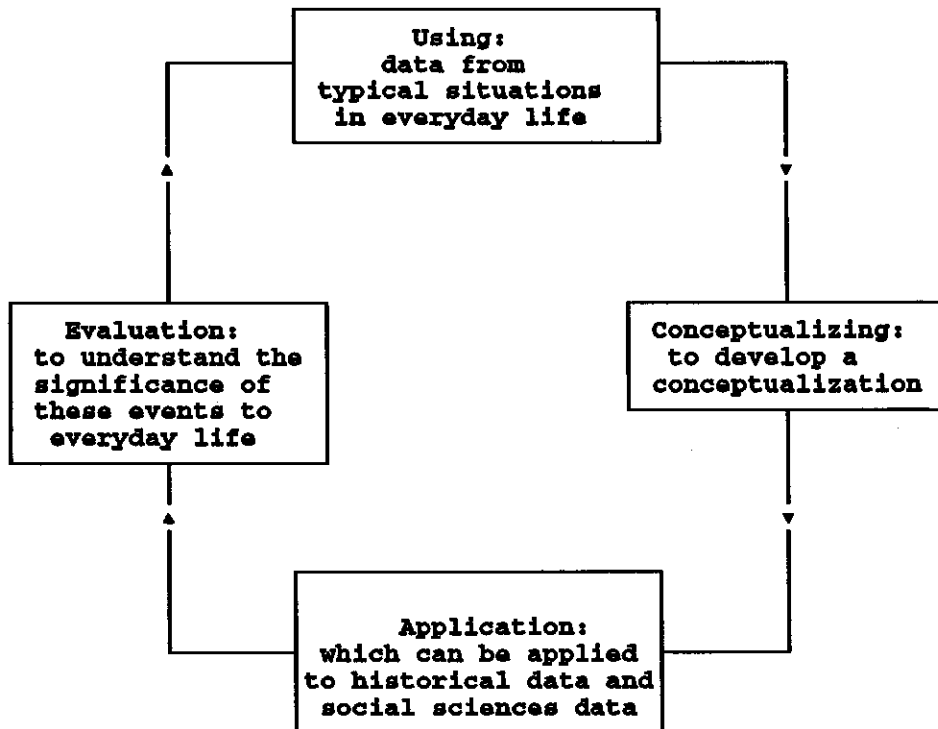
Note: the list of teaching strategies is not intended to be prescriptive. Teachers may use as many or as few of the strategies as they wish. All of the strategies can and should be modified and adapted for use in different classrooms.

Further details pertinent to teaching strategies as well as other relevant information, will be found in the Saskatchewan Education Publications which complement this guide. These are the *Teacher's Activity Guide* and the *Annotated Bibliography*.

Learning Cycle

All of the units in these courses have been organized according to the learning cycle diagrammed below. Students are always introduced to concepts and skills/abilities using familiar material (concept development). This is done to make it easier for students to concentrate on learning either the concept or the skill. Once this is done, then students are ready to extend their concepts and skills by using them to understand and evaluate the past as a way of better understanding the present and the future (concept application).

The activities in the activity guide are also organized according to this cycle. There will be introductory activities aimed at helping students develop a concept and then there will be activities creating opportunities to apply and evaluate the concepts.



Identifying The Core Content

The content and objectives which appear in **highlighted print** should be considered **core material**.

With the remainder of the material, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. They may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the core knowledge, skills, and values objectives.

The Adaptive Dimension

Adaptive programs are based on the understanding that students learn in differing ways and at differing rates. These programs allow instructional approaches to be modified to accommodate for the varying needs found in the classroom.

The majority of students in a class are able to achieve the Foundational Objectives related to curricular content. This does not mean that all students have similar abilities to take part in and benefit from a common lesson or that it is necessary for them to have identical individual goals. Adaptive teaching strategies permit the teacher to consider individual abilities and to establish goals based on individual abilities in the context of wider curricular goals and objectives.

Adaptive Instructional Techniques

Teachers who are prepared to use instructional approaches and classroom organizational procedures which are flexible are already adapting for individual needs. Teachers who use a resource-based learning approach, rather than relying on single texts, and who have flexible seating plans can use techniques such as peer tutoring, volunteers, etc. to free up time which can be used to attend to individual differences while at the same time providing opportunities to other members of the class for independent learning.

Adaptive Evaluation

Carefully chosen evaluation instruments can mean the difference between having an involved, motivated learner and one who feels rejected by the system. Homogeneous, competitive grading systems can seem highly punitive to those who do not fit the system and may not be appropriate in many situations.

There are a number of approaches to individualized, fair evaluations. For example:

- mastery level/criterion systems can be highly individualized so that activities and testing are individualized;
- particular students can use adjusted examination formats which are congruent with a particular need(s): i.e. oral instead of written exams, altered time requirements, level of questions, reduced written component, etc.

Unit Planning Guide

| Major Concepts | Minor Concepts | Day | Objectives |
|----------------|----------------|-----|------------|
| | | | |

| Procedure/Methods/Activity | Materials | Evaluation |
|-----------------------------------|------------------|-------------------|
| | | |

Lesson Planning Guide

| | | |
|------------------------------|----------------------|--------------|
| Unit: | | Date: |
| Topic: | | Time: |
| Specific Issue: | | |
| Objectives: | | |
| Materials: | | |
| Procedure: | | |
| Activity and Strategy | Key Questions | |
| | | |

Extension (Application)

Evaluation

Guide to Teacher Planning for Evaluation

Student Evaluation Summary Inventory Sheet

| Student Instructional or Assessment Groups Number of Grouping | Purposes Diagnostic Formative Systematic | | | Best Advantage Summative Recorded | | Lowest Possible Inference | Appropriately Frequent | Planning Decisions |
|---|--|--|--|--|--|---------------------------|------------------------|---------------------------|
| Methods of Organization Assessment Stations Individual Assessments Group Assessments Contracts Self-and-Peer-Assessments Portfolios | These methods of organization are used as structures to conduct assessments and to present evaluation information to students and parents/guardians. They may include one or several data recording methods, ongoing student activities, or quizzes and tests. | | | | | | | |
| Methods of Data Recording Anecdotal Records Observation Checklists Rating Scales | | | | These are methods used to collect assessment information by recording data as students participate in ongoing activities or quizzes and tests being used for evaluation purposes. | | | | |
| Ongoing Student Activities Written Assignments Presentations - debate - simulations Performance Assessments - concept mapping - using analytical grids Portfolios (student developed) | | | | These activities are used for instructional and evaluation purposes. Assessment data are gathered as part of normal classroom instructional activity, using certain organizational and data recording methods. | | | | |
| Quizzes and Tests Oral Assessment Items Performance Test Items - concept mapping - analytical grids Extended Open-Response Items Short-Answer Items Matching Items Multiple Choice Items True-False Items | | | | Quizzes and tests are designed and used to collect specific assessment information during or at the end of instructional activities. These activities can be used in whole or in part as organizational or data recording methods. | | | | |

Assessment Strategies

The following strategies may be used at the teacher's discretion.

The strategies below will be used in Unit I as a guide to evaluating the objectives for that unit.

More information about these strategies may be found in the handbook *Student Evaluation: A Teacher Handbook* published by Saskatchewan Education.

Methods of Data Recording

- Anecdotal Records
- Observation checklists
- Rating scales
- Self-and-peer assessment

Student Classroom Performance

- Role play/simulation/debate
- Concept Mapping
- Analysing data using grids
- Essay Writing
- Major projects and written reports
- Portfolios of student work
- Oral presentations

Student Test Performance

- Concept maps
- Applying concepts
- Analytical grids
- Essay tests
- Matching item tests
- Multiple choice tests
- Oral presentations
- Performance tests
- Short answer tests
- True/false tests

Matching Assessment Techniques With Learning Outcome Categories

| Assessment Technique \ Learning Outcome Category | Facts and Information | Concepts | Learning Generalizations | Step-by-Step Psychomotor Skills | Step-by-Step Cognitive Skills | Thinking Skills | Critical Thinking, Problem-Solving, and Decision Making Processes | Creative Thinking and Performance | Interpersonal and Social Skills | Attitudes, Appreciations, and Values |
|--|-----------------------|----------|--------------------------|---------------------------------|-------------------------------|-----------------|---|-----------------------------------|---------------------------------|--------------------------------------|
| Written Assignments | • | • | • | | • | • | • | • | • | • |
| Presentations - debate - simulations | • | • | • | | • | • | • | • | • | • |
| Performance Assessments - concept mapping - using analytical grids | • | • | • | • | • | • | • | • | • | • |
| Portfolios of Student Work | • | • | • | | • | • | • | • | | • |
| Oral Assessment Items | • | • | • | | • | • | • | • | • | • |
| Performance Test Items - concept mapping - using analytical grids | • | • | • | • | • | • | • | • | | • |
| Extended Open-Response Items | • | • | • | | • | • | • | • | | • |
| Short-Answer Items | • | • | • | | • | • | • | • | | • |
| Matching Items | • | • | • | | | • | | | | • |
| Multiple-Choice Items | • | • | • | | | • | | | | • |
| True/False Items | • | • | • | | | • | | | | • |

An Overview of Social Organizations

History Content

Unit 1

Political Organizations

Students will examine the problems French society faced in attempting to move from an absolutist political organization to one based on principles of equality and liberty.

Unit 2

Economic Organizations

Students in his unit analyze how the development of economic infrastructures made the industrial revolution possible. Students will examine how British society in the eighteenth and nineteenth centuries evolved as it went through the industrialization process.

Unit 3

Ideology and the Decision-Making Process

In this unit students look at the ideological struggles between and among the social classes as industrializing societies attempt to reconcile competing interests. Students will examine the major political ideologies (conservatism, liberalism, socialism, and nationalism) that developed in the nineteenth century.

Core Concepts

Social Organizations

Social Contract

Decision Making

Power

Standard of Living

Scarcity

Economic Systems:

- Traditional
- Command
- Market, and
- Mixed Economic Systems

Pluralism

Interest Groups

Decision Making

Conflict

Politics

Legitimacy

Ideology

Social Contract

Social Studies Content

Unit 1

Political Organizations

Students will be introduced to the organization of the democratic decision making process. They will spend time examining the need for political decision making and the mechanisms used to make decisions in Canada and other parts of the world.

Unit 2

Economic Organizations

Students in this unit will study economic decision making in modern society. Students will be given opportunities to see how economic systems establish priorities and make decisions about the best way to allocate scarce resources.

Unit 3

Ideology and the Decision Making Process

Students will look at how the decision making process works in pluralistic societies. They will examine the political process used to reconcile the many different perspectives that can be found in a pluralistic society. They will also study how interest groups attempt to influence the decision making process.

Unit 4
International Economic
Organizations

This unit is intended to help students understand the impact Western technological societies have had on the rest of the world. Students will look at the various ways societies dealt with the new industrial culture which was spreading across the world at this time.

Unit 5
International Political
Organizations

Students will examine the relations between European countries prior to World War I in order to gain some understanding of the way countries deal with each other. They will use the concepts and skills they have learned to critically analyze the way countries have attempted to resolve their conflicts.

Standard of Living
Economic Growth
Protectionism
International Trade

Sovereignty
National Power
Strategic Interests
Balance of Power
Collective Security

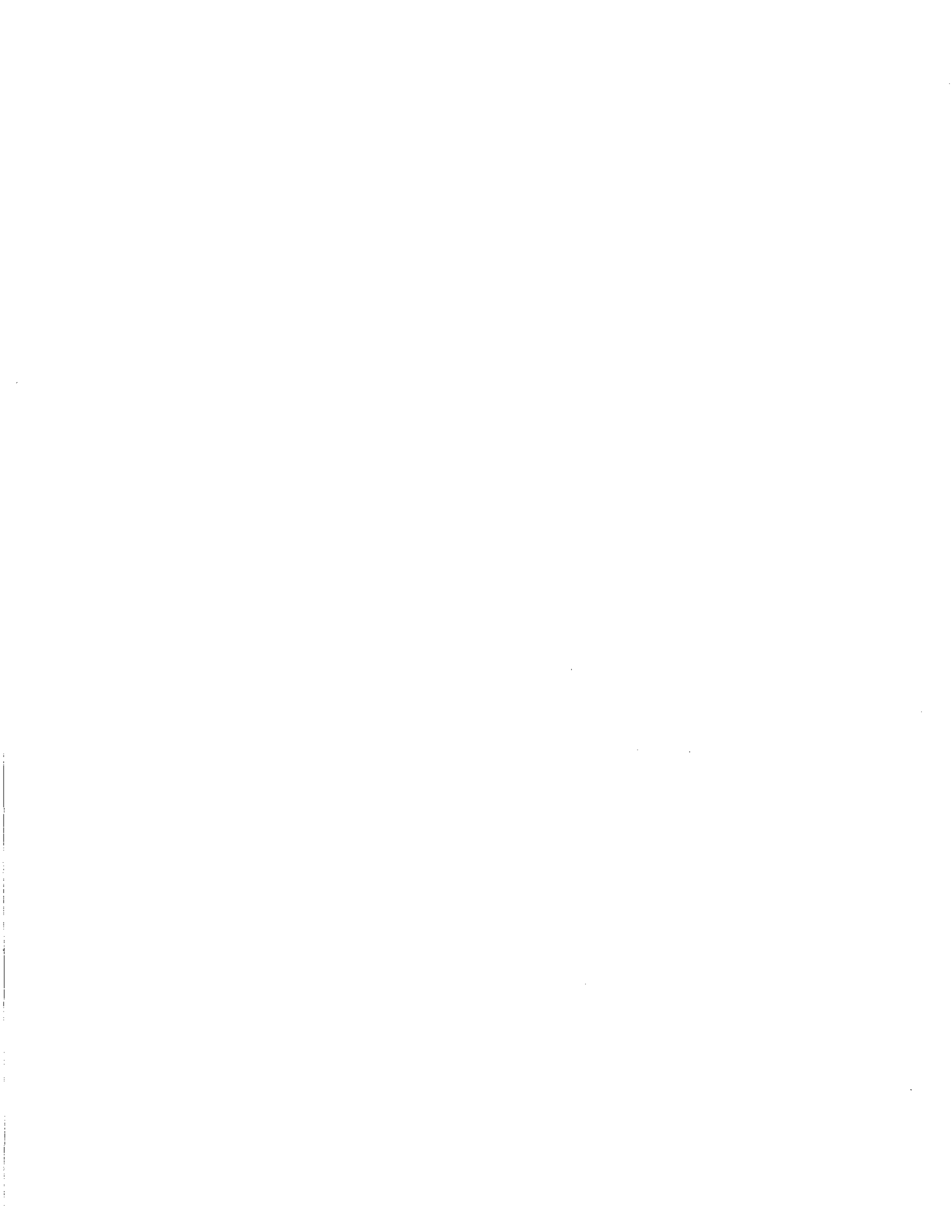
Unit 4
International Economic
Organizations

In this unit students will be introduced to the importance of international trade in maintaining an acceptable standard of living. Students will examine how countries, because of their unique geographies, specialize in the production of goods and services and then trade their surpluses for things they are less adept at producing.

Unit 5
International Political
Organizations

In this unit students will examine the concept of international politics. They will study some of the international organizations that influence relationships between nations. Students will examine how nations exercise their political power, the impact the goals of nations can have on the lives of people, and how these goals can affect the collective security of the global community.

Unit I
Political Decision Making

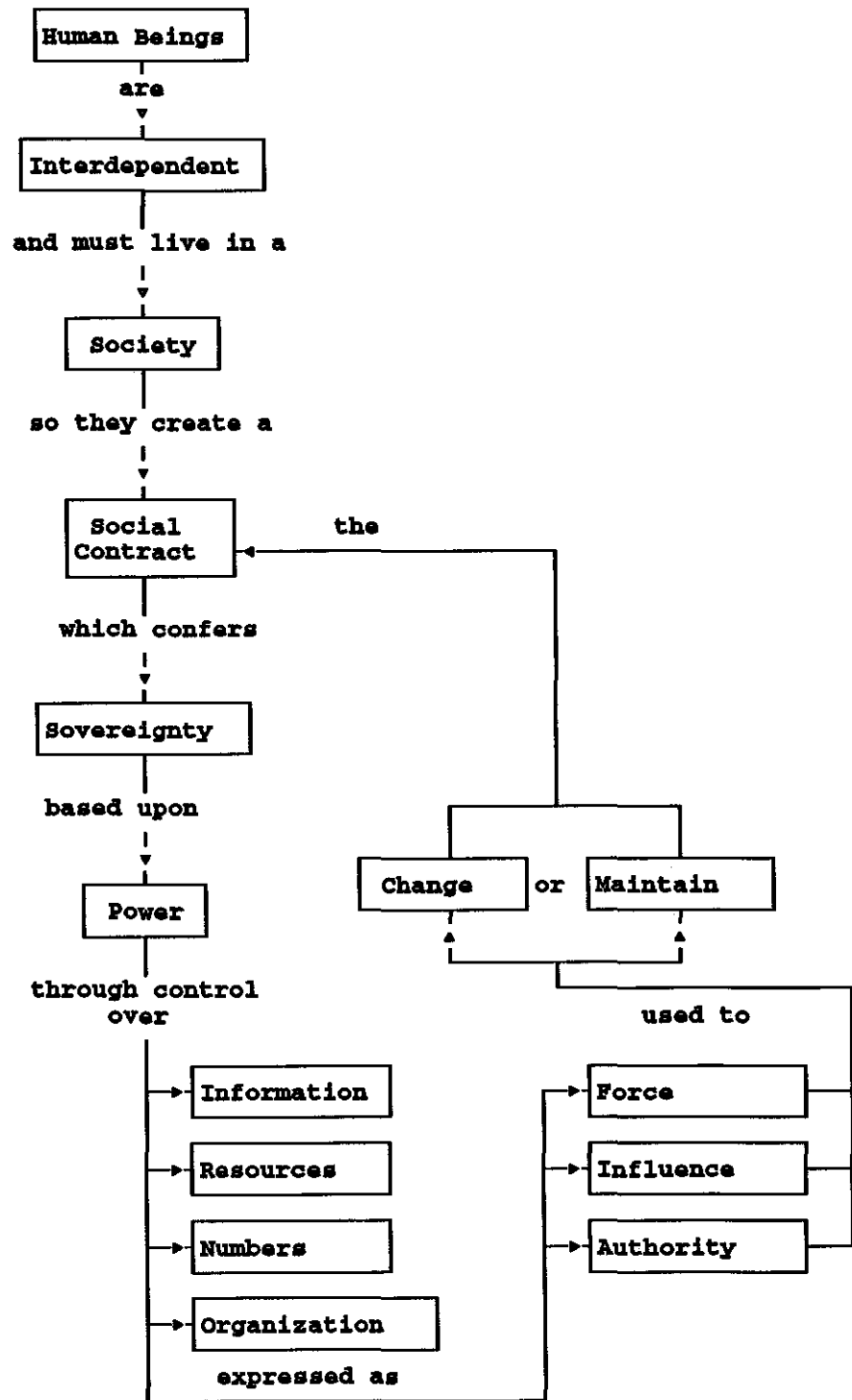


Unit Overview

Decision making is an inescapable part of life. Making decisions and carrying them out is the use of power. Learning to use power is a critical life skill because we have to know how to get the things we want without making it impossible to live with others. Democratic societies have created social organizations which encourage people to use the skills of bargaining, compromise, and conciliation to work out their relationships. For a free society to work well, individuals need to develop these political skills and use them effectively.

In this unit students are introduced to the basic decision making organizations of society so that they can better understand and use them as citizens of a democracy. They will also examine the concept of power and the ways it is used within the political structures of social organizations. As part of that process students will learn the concept of social contract and its role in making clear the rights and duties of the members of any social organization. Students will use the concepts of social contract and power to study the way political structures such as Parliament and government make decisions and carry them out in governing society. This unit emphasizes the structure or the what of political decision making.

Unit 1 Concept Map
Political Decision Making



Unit 1

Foundational Objectives

Concept: Social Organizations

Knowledge:

- Know that humans establish various kinds of organizations as a means of systematically meeting their needs and wants.
- Know that social organizations stem from and deal with the basic assumptions of ordered social life.
- Know that the regulation of social organizations disciplines human behaviour to conform to some definite, continuous, and organized patterns of behaviour.
- Know that any group or organization must decide on some means of decision making which will allow it to function effectively.
- Know that individuals within organizations must have some way of resolving differences and making and enforcing conclusions so that a collective course of action can be carried out.

Skills/Abilities:

- Review/learn how to categorize and classify material according to some system in order to make it meaningful.
- Review/learn how to draw inferences from the patterns that emerge from classification systems.
- Review/learn the skills and attitudes of co-operative group learning.
- Learn to describe cause-effect relationships within data.
- Learn the skill of hypothesizing.
- Learn to test hypotheses against reality.

Values:

- What are legitimate constraints on human behaviour?
- Should the rights of the individual or the group have the higher priority?
- What areas of life are appropriate for society to control, through norms and sanctions?
- On what basis should groups be awarded power within the social contract?
- Should men and women be given the same access to power and privileges?
- Is the *greatest good for the greatest number* the fundamental value on which to base decision making in a democracy?

Core Material for Unit I

Note:

- each unit represents 20% of the available class time for the course; and
- the material which appears in highlighted print should be considered core.

| Core Content | Core Concepts | Suggested Time Allotment |
|--|---|---------------------------------|
| The Role of Social Organizations in Society (p. 110). | Social Organizations | 2 -3 hours |
| The Role of the Social Contract in Society (p. 112). | Social Contract | 2 -3 hours |
| Decision Making within Social Organizations (p. 114). | Decision Making Power | 2 - 3 hours |
| The Role of Government in Modern Democratic Societies (p. 122). | Government Legitimacy Sovereignty | 2 -4 hours |
| Making Decisions in a Parliamentary Democracy (p. 124). | Politics | 4 - 6 hours |
| | Time to cover the core material | 12 hours |
| | Time available to modify the pacing and timing factors in the Adaptive Dimension | 7 hours |
| <hr/> | | <hr/> |
| | Total class time | 19 hours |

With the remainder of the material not marked core, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some students require less time to assimilate curricular concepts while other students could benefit from a slower pace. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the foundational objectives of the course.

Instruction Plan

| Objectives | Instructional Strategies & Methods | | | | | Suggested Assessment Techniques | | | | | | | | | | | | | | | Timelines | | | | | | | |
|--------------------------------------|------------------------------------|----------|--------------------------------|--------------|-------------|---------------------------------|------------------------|-------------------|-----------|----------------------------|---------------------------|-------------------|------------------------|----------------------------|----------------------------|---------------------------------|--|------------|-----------------------|---|----------------------------------|--------------------|----------------|-----------------------|------------------|--------------------|---|----------------|
| Foundational and Learning Objectives | Strategies | | | | | Methods of Organization | | | | | Methods of Data Recording | | | Ongoing Student Activities | | | Quizzes and Tests | | | | | | | | | | | |
| | Direct | Indirect | Interactive | Experiential | Independent | Assessment Stations | Individual Assessments | Group Assessments | Contracts | Self- and Peer-Assessments | Portfolios | Anecdotal Records | Observation Checklists | Rating Scales | Written Assignments/Essays | Presentations/Debate/Simulation | Performance Assessments - concept mapping - using analytical grids | Portfolios | Oral Assessment Items | Performance Test Items - concept mapping - using analytical grids | Concept Mapping/Analytical Grids | Short-Answer Items | Matching Items | Multiple-Choice Items | True/False Items | Concept Maps/Grids | | |
| | Methods | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Social Organizations | Lecture | | Group Work | | | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | | | | | ✓ | | | | | | | | |
| Role of Social Contract | | | Class Discussion Group Work | | | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | | | | | ✓ | | | | | | | | |
| Decision Making | | | Class Discussion | | Research | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | | | | | | | | |
| Role of Government | Lecture | | | | Research | | | | | | | | | | | | | | | | | | | | | | | |
| Making Decisions in a Democracy | Lecture | Research | Group Work | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | summative test |

Instruction Plan

| Objectives | Instructional Strategies & Methods | | | | | Suggested Assessment Techniques | | | | | | | | | | | | | | | Timelines | | | | | | | | | | | |
|--------------------------------------|------------------------------------|----------|--------------------------------|--------------|-------------|---------------------------------|------------------------|-------------------|-----------|----------------------------|---------------------------|-------------------|------------------------|----------------------------|----------------------------|---------------------------------|--|------------|-----------------------|---|----------------------------------|--------------------|----------------|-----------------------|------------------|--------------------|------------------------------|---------|--|------------|--|--|
| Foundational and Learning Objectives | Strategies | | | | | Methods of Organization | | | | | Methods of Data Recording | | | Ongoing Student Activities | | | Quizzes and Tests | | | | | | | | | | | | | | | |
| | Direct | Indirect | Interactive | Experiential | Independent | Assessment Stations | Individual Assessments | Group Assessments | Contracts | Self- and Peer-Assessments | Portfolios | Anecdotal Records | Observation Checklists | Rating Scales | Written Assignments/Essays | Presentations/Debate/Simulation | Performance Assessments - concept mapping - using analytical grids | Portfolios | Oral Assessment Items | Performance Test Items - concept mapping - using analytical grids | Concept Mapping/Analytical Grids | Short-Answer Items | Matching Items | Multiple-Choice Items | True/False Items | Concept Maps/Grids | | | | | | |
| | Methods | | | | | | | | | | | | | | | | | | | | | | | | | | Role of Social Organizations | Lecture | | Group Work | | |
| Role of Social Contract | | | Class Discussion Group Work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Decision Making | | | Class Discussion | | Research | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Government | Lecture | | | | Research | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Making Decisions in a Democracy | Lecture | Research | Group Work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| summative test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Content

The Role of Social Organizations in Society

Human beings are social creatures who mostly prefer to live in groups.

Because individuals must interact with others within a society, there must be systems which allow for the procreation of life, making decisions, producing goods, creating meaning and purpose (religion, language & culture), and organizing people into an orderly society.

Many social organizations have been established within Canadian society to deal with the universal problems of ordered social life.

Some examples:

- families in their many different organizational forms provide for the needs of both adults and children.
- educational organizations aid in the socialization process and in the transmission of culture from generation to generation.
- political organizations meet the needs of people by making collective decisions.
- economic organizations meet the material needs of individuals within society.
- aesthetic and recreational organizations meet artistic and recreational needs of people.
- religious organizations meet the spiritual needs of people.
- all of these organizations have as one of their major purposes the organization of people so that the objectives of society can be accomplished.

Concepts (Knowledge Objectives)

Interdependence

Know that human beings live in society because they can best satisfy their needs and wants by working with other members of society.

Social Organizations

Know that social organizations stem from and deal with the basic, universal problems of ordered, social life.

Know that social organizations provide for the needs and wants of Canadians, provide them with meaning and purpose, and give them direction and discipline.

Order

Know that social organizations play a significant role in providing order and direction within a society.

Know that social organizations establish norms or values which legitimize sanctions used to regulate human behaviour.

Know that the regulation of social organizations disciplines human behaviour to conform to some definite, continuous, and organized patterns of behaviour.

Freedom

Know that the freedom to live one's life according to the dictates of one's conscience is a significant value in Canadian society.

Know that social organizations based on the cultural assumptions of one historical tradition may be quite different from the social organizations based on another cultural tradition.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching & Evaluation Strategies

Learn to use their own background knowledge as a source of useful data for understanding concepts.

Review/teach the skills of brainstorming and exchanging information through class discussions.

Practise the skill of categorizing material according to some system in order to make it meaningful.

Learn to use grids as a way of organizing information for analysis. (See activity guide.)

Assessment of:

Skills,

- Performance assessments for diagnostic evaluation (applying analytical grids)

Should social organizations be able to use sanctions to control and direct human behaviour?

Should limits be placed on this power?

Should conformity take precedence over individualism?

Interpersonal/Inter-active behaviour,

- Anecdotal records
- Rating scales (See Evaluation Handbook for examples)

- Incorporating the C.E.L.s:
- Independent Learning
 - Critical & Creative Thinking
 - Personal & Social Values & Skills

Concept Development Lesson (Interdependence, Social organizations, Order, Freedom)

See the activity guide for more information.

Ask the students to consider what things are basic to living a *decent life*

- Have the students in groups spend 5 to 10 minutes making a list of the fundamentals basic to a good life.

In a general class discussion pick five or more which everyone can agree are fundamental.

Then have the students in groups decide:

- which of the above can be done alone or must be done in groups.
- whether a social organization has to play a role in some way.
- what some of the organizations are that play a role in our lives.

Have each group select one or more social organizations and analyze them using a grid something like the following:

| | Social Organization | |
|----------------------------------|---------------------|------------|
| | Example #1 | Example #2 |
| needs met by social organization | | |

Suggested Assignments

Assign a short paper based on the grid above in which the student develops an inference (grade 9 skill) which can be used as a hypothesis about a social organization and then use material from the analytical grid to criticize the inference.

Content

The Role of the Social Contract in Society

People find it convenient and useful to live together. In order to do this, they form societies which become nations or states.

People cannot live together successfully unless there is some basic agreement about the fundamentals of life that can be relied on to give predictability and order.

The Reality of Interdependence

In the reality of daily living, a tension exists between the needs and wants of individuals, groups of individuals, and the needs and wants of the larger society.

Social Contract

Every social grouping has a set of understandings, often tacit, which everyone in the group subscribes to.

These understandings must, in some way, define for all members of the group how they can expect to be treated and how they are expected to treat others.

Freedom & order and equality & hierarchy are four important considerations which in some way are defined and distributed by these understandings.

There are various labels for these understandings and expectations: rules in games, manners in social situations, ethics in professional matters, and laws in relation to the state.

Concepts (Knowledge Objectives)

Social Contract

Know that a social contract is an agreement between the members of a group which both explicitly and implicitly defines the rights and obligations of each member.

Authority

Know that authority is a form of power in which people obey commands because they respect the source of the command.

Freedom

Know that freedom is voluntarily assuming the obligations of a social contract based on respect for its authority.

Order

Know that order is conforming to legitimate authority by being disciplined and well-behaved so that society can proceed methodically and harmoniously.

Equality

Know that equality is the state of being equal in dignity, privileges, power, responsibility, etc with others in society.

Hierarchy

Know that hierarchy is any system of people ranked into levels in which the higher levels have more dignity, privilege, power, responsibility, etc than do people in the lower levels.

Skills/Abilities
Objectives**Values**
Objectives**Suggested Teaching & Evaluation Strategies**

Practise using familiar information to develop conceptualizations.

Learn the skill of hypothesizing

Practise the skill of categorizing material according to some system in order to make it meaningful.

Practise using grids as a way of analyzing information.

What should be the balance between freedom & order and equality & hierarchy?

Whose opinion is the best qualified to prevail in this decision making process?

Should freedom be considered more important than order and should equality be considered more important than hierarchy?

Should change in any fundamental relationship within society occur slowly?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills

Concept Development Lesson (Social Contract, Freedom, Order, Equality, Hierarchy)

(See the activity guide for more information.)

Put the word manners on the chalkboard and ask the students whether in their social lives they have a code of manners which defines acceptable behaviour?

To help the students think this through ask them to consider two situations: a party where there are no adults and a game where there is no outside authority besides the people playing the game.

Ask the students in groups to write in point form step by step what they think will happen as the social situation develops over time.

Then have each group use an analytical grid below and see if the events as they described them fits with the grid.

Ask the students to think about all the social situations they find themselves in and then ask them to pick one and analyze it using an analytical grid above.

Assessment of:**Skills,**

- Performance assessments for diagnostic evaluation (Applying analytical grids)

Interpersonal/Inter-active behaviour,

- Observation check lists
- Rating scales
- Anecdotal records

Suggested Assignments

Have the students develop a hypothesis which defines their conception of good manners and then use their analysis of social organizations above to test whether their hypothesis is valid.

Content

Reconciling Individuality with Interdependence

Individuals and the contributions they can make to society vary from person to person. Society also prizes certain kind of contributions more than it does other contributions.

Traditionally it has been the custom to reward people with different levels of power, privilege, and wealth.

Decision Making within Social Organizations

The ability to make decisions and carry them out is critical to the well being of individuals within society.

Without this ability people often find that they their needs and concerns are disregarded often to their detriment.

Consequently there has been a great deal of competition within society to control and use power.

The sources of power are the control of:

- resources such as land, money, property, etc;
- numbers of people who are prepared to agree and support you;
- an organization which will carry out your wishes; and
- information which allows you to know or do things.

These sources of power must be used in some way in order to carry out a decision.

Power may be carried out by:

- using force;
- relying on established authority;
- and by attempting to influence the thinking of people.

Concepts (Knowledge Objectives)

Decision Making

A society has to balance the freedom of the individual to choose how they want to express their individuality and potential with the rights of others to order and security.

Know that societies have to workout a balance between the privileges and the responsibilities of one group with the well being and contributions of other groups.

Power

Know that power is the ability to make and carry out decisions.

Know that the sources of power are unequally distributed among the people of society.

Know that individuals and groups within society concentrate on gaining and using power for their benefit.

Know that power has been used in ways that abuse the rights of other people.

Politics

Know that politics is the process of conciliating different interests by giving them a share in power in proportion to their importance to the welfare of the entire community.

Countervailing Powers

Know that one way of protecting society from the misuse of power is to balance the power of one group off against the power of another.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using concepts in a grid to categorize and classify material so that it can be analyzed.

Learn to define and apply criteria as a basis for making a decision.

Learn to describe cause-effect relationships within the data.

Assessment of:**Skills,**

Performance assessment for diagnostic evaluation (analyzing data using criteria)

Whose opinion is the best qualified to prevail in this decision making process?

On what criteria should social decisions be based:

- freedom?
- order?
- quality?
- hierarchy?

Interpersonal/Inter-active behaviour,

Presentation of a point of view

- Observation checklists
- Rating scales

Incorporating the C.E.L.s

- **Dependent Learning**
- **Critical & Creative Thinking**
- **Communication**

Concept Development Lesson

(Conflict, Power, Politics, Countervailing powers)

(See the activity guide for more information)

Have the students gather examples of conflicts from the media covering a variety of topics:

- medical controversies;
- labour-management controversies;
- international controversies;
- moral controversies;
- wealth controversies;
- etc.

Ask the students to pick one as a case study of conflict and do an analysis of it using the following headings:

- **Conflict** What is the source of the conflict?
- **power** Who has what power in the situation?
How is the power being used?
- **politics** How is society going to decide which is the best way of settling the issue?

Have a class discussion with the students on:

A. The political process

- Was/is the decision made about the issue a fair one?
- What criteria should be used to determine what is fair:

B. Countervailing powers

- Did any group get exactly what they wanted?

Suggested Assignments

Set up the class discussion above as a debate and evaluate the presentations made by the sides to the debate using:

- individual assessments;
- group assessments; and
- self and peer assessments.

Content

Power and Decision Making in Society

All social organizations must establish some method of dealing with power:

- the question of who is to have the power of making decisions has to be settled;
- often social organizations determine in advance how the members of the organization can become part of the decision making process; and
- how the decision makers are to be held accountable for their decisions.

Defining the Social Contract in Canadian Society

In 1864, a group of men, led by John A. Macdonald, met at Charlottetown to establish what was to become Canada.

The Fathers of Confederation established a social contract based on the basic values coming out of the British world view:

- peace;
- order; and,
- good government.

The Fathers of Confederation were determined that the American social contract based on the values of life, liberty, and the pursuit of happiness not form the basis of Canadian life.

The revolutionary republican values coming out of the American world view were seen as being disorderly and risky.

Concepts (Knowledge Objectives)

Social Contract

Know that a social contract is an agreement between those who lead and those who follow.

Constitution

Know that a constitution is a social contract which determines among other things:

- who has the opportunity and the right to make decisions and enforce them;
- how power may or may not be used; and
- how to make decision makers accountable for their decisions.

Know that the British North America Act, by which Canada was formally recognized as a nation-state in 1867, established a social contract that reflected the ideas, beliefs and values of the day.

Values

Know that the social relationships laid out in the B.N.A. Act as in other social contracts:

- were based upon the values and beliefs of society;
- defined roles and allocated responsibility so societies may function; and
- organized the decision making processes.

Know that the Canadian constitution is the ultimate arbitrator of whether the behaviour of an individual, group or government is acceptable within the Canadian social contract.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Can humans live a decent life without a social contract that defines rights & duties?

In society where should the privacy rights of people be respected so that they are free to live their lives and where does society have the right to interfere?

Practise using concepts in a grid to categorize and classify material so that it can be analyzed.

Practise defining and applying criteria as a basis for making an evaluation.

Practise the skill of hypothesizing

Can humans live a decent life without a social contract that defines rights & duties?

In society where should the privacy rights of people be respected so that they are free to live their lives and where does society have the right to interfere?

What limits should be placed on the power to interfere?

Who is most responsible for making a democratic organization work successfully:

- the leaders, or
- the general public?

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**

Concept Development Lesson (Social contract, Constitution, Values)
(See the activity guide for more information)

Provide the students with a copy of the constitution of your school's Student Representative Council.

Have your students examine this constitution to see what basic principles (values) it is based on.

In a class discussion consider the following questions.

- The issue of freedom & order:
- The issue of equality & hierarchy:

Now have the students compare the Canadian constitution with the American constitution using an analytical grid.

Assessment of:**Skills,**

- Performance assessment for diagnostic evaluation (hypothesizing)
- Performance assessment for formative evaluation (analyzing data using criteria)

Interpersonal/Interactive Behaviour,

- Observation checklists
- Rating scales
- Anecdotal records

Suggested Assignments

- Have the students make a hypothesis about the proper relationship between freedom & order and equality & hierarchy.
- Have the students turn in their analytical grids comparing the constitutions for formative evaluation.
- Start student portfolios to keep assignments such as the analytical grids for comparison with later work in order to get a sense of the student's growth over the course.

Content

Resolving Conflict within Social Organizations

Society is a social organization and individuals collectively within it have to make decisions about how best to settle the conflicts which arise.

Societies change in many of their fundamental relationships. Canada has been no exception to this process. When Canada was formed in the nineteenth century, it was primarily a rural farming society which:

- had large families,
- was more patriarchal,
- was more religious, and which
- was less mechanized.

Change does not come easily because there is often little agreement between individuals and groups about what constitutes legitimate change.

Some examples of controversial change:

- enabling women to play a role in economic & political affairs outside of the family;
- preserving the family farm by giving farmers a fair price for their produce;
- giving the Aboriginal Peoples control over their economic, political, and legal affairs;
- setting aside one day per week as a day of rest;
- protecting the rights of minorities, however unpopular, to live their lives according to their consciences.
- protecting the rights of workers to form unions and withdraw their labour in a strike

Concepts (Knowledge Objectives)

Conflict

Know that every social organization has to deal with conflict.

Know that every social organization has to make decisions in an attempt to reconcile the different needs and wants of the people within the organization.

Know that all social organizations must establish some system which has the power to make decisions and carry them out for the organization.

Politics

Know that politics is a method of making decisions by giving different interests a say in what the decision will be in proportion to their importance to the welfare of the entire community.

Change

Know that the change process often leads to conflict between those who advocate the change and those who resist it.

Know that the process of change occurs gradually, and that it often follows the pattern described below.

- Denial/rejection of the change as being unthinkable.
- Acknowledgement that the change may possibly occur and that it may even be necessary.
- Acceptance of the change signified by new behaviour patterns which accommodate the change.
- Defence of the change as being the only reasonable way of doing things.

**Skills/Abilities
Objectives****Values
Objectives****Suggested Teaching &
Evaluation Strategies**

**Learn to describe cause
and effect relationships**

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills

**Concept Development Lesson (Conflict,
Politics, Change)**

(See the activity guide for more information.)

**Teach the students the idea of concept
webbing using an example like hockey,
automobiles, cosmetics, television, etc. The
students should end up with a web of
interrelated factors.**

**Ask the students to consider the effect on
society if a crisis like a permanent shortage
of gasoline occurred.**

**Using the web have the students predict
what would happen to various parts of
society?**

**Practise developing a grid
which can be used to
categorize and classify
data.**

**How does a society
determine what change is
legitimate?**

**Discuss the issues involved in some of the
political controversies of our society and give
the students some other examples of change
logging practices, women's movement, family
farm, etc.**

**Ask the students to research some
controversial interest groups and have them
web the relationships.**

**Practise the skill of
hypothesizing.**

**If the majority rejects a
change as being
illegitimate, what kinds of
pressure can a minority
apply to get the majority
to change its attitude?**

**Then have them analyze the case studies
using a grid something like the one below
keeping in mind the following questions:**

- what changes the groups wanted;
- and some of the changes that the
following interest groups were able to
bring about; and
- the positive & negative consequences for
each change.

**Ask the students to identify whose interests
are colliding when these interest groups
request changes.**

Content

The Resolution of Conflict

Conflict within a society which is not reconciled in some way can be very destructive.

Some examples of unreconciled conflict:

- bitter class conflict over the distribution of wealth and political power;
- racial injustice and hatred;
- religious and cultural divisions;
- etc.

Serious conflict is often very difficult to reconcile because it often means that either one group wins at the expense of another group (in allocating wealth & power) or the dispute involves a principle over which there is little or no room for compromise.

Negotiated Change

There are a number of mechanisms societies may use to resolve disputes:

- mediation & arbitration;
- the courts; and/or
- the political process.

Where neither of these exist and the parties will not or cannot find an agreement, the government will have to step in and make a decision in the form of laws and/or policies which will be enforced with sanctions by the courts.

Imposed Change

Often one or both sides to a dispute will not willingly accept the disposition of the dispute. Somewhere in society there must be the residual power to make and enforce unpopular decisions. This can result in the creation of:

- civil war;
- terrorism; and/or
- the creation of a police state.

Concepts (Knowledge Objectives)

Conflict

Know that conflict can be constructive and useful if it is resolved but that it can be destructive if it is not resolved.

Reconciliation of Conflict:

Know that if the parties in conflict cannot resolve their difficulties on their own, the following mechanisms may be used.

Mediation;

Know that mediation involves an individual or group that intervenes in a conflict and works with both sides to help them negotiate an agreement.

Know that the mediator must be seen as impartial by both parties in order for this mechanism to have a chance at success.

Arbitration;

Know that arbitration occurs when disputants choose an individual or group to resolve their conflict for them.

Know that arbitration can be binding or non-binding.

Courts; and

Know that the jurisdiction of courts is limited to what the law contains.

Political Decision Making.

Know that political decisions authoritatively allocate scarce and valued commodities to individuals and groups for all of society.

Sovereignty

Know that sovereignty refers to the power of government to make and enforce decisions which are binding on all citizens.

Know that sometimes sovereignty fails and the society undergoes a period of violent change.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using the skill of assuming roles as a laboratory exercise in order to gain a better understanding of concepts.

Practise various communication skills such as perception checking.

Learn some of the skills involved in mediation.

Should a society allow a conflict to go unresolved?

How should a society go about resolving a conflict?

What conflict resolution methods are legitimate in a pluralistic society?

What is the best way of settling disputes - the worst way?

If the conflict is over an issue that both sides see as fundamental to their existence, how should people in society settle the issue?

Incorporating the C.E.L.s:

- **Communication**
- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**

Concept Development Lesson (conflict, reconciliation, mediation, arbitration, political decision making)

Ask the students to consider how a pluralistic society which is consistent to its values should respond to the requests made by the following interest groups.

- A request that the military and police forces modify their uniforms so that cultural groups with special dress regulations can be members.
- A request by cultural or religious groups to receive public funding to educate their children according to their own culture or religion.
- Etc.

Ask for two volunteers to be involved in a role-play. Give them a short conflict scenario (perhaps a labour/management dispute) and allow them a few moments to read it over. Then have them role-play the conflict in front of the class.

Once the class as a whole has an idea about the nature of the conflict, divide the class into pros & cons on several issues. Role play the dispute and then choose a mediator from among the other students and attempt a settlement. If they cannot agree on a mediator, you could appoint an arbitrator who could attempt a settlement.

Discuss what other methods of resolving disputes are available if mediation and arbitration fails.

Content

The Role of Government in Modern Democratic Societies

Modern governments are expected to assume responsibility for protecting the political and social rights of their citizens.

Governments must supervise and resolve conflicts which inevitably arise among private interests and between private interests and government.

Government's main task is the preservation of a unified state in which its citizens have a sense of communal belonging and commitment to the basic principles of the state.

Governments are responsible for regulating the economy. Citizens of a state see this as a major responsibility and use it as an important measure of the government's success;

In most political systems the following functions have been generally recognized as belonging to the government (public):

- national defence,
- maintaining domestic peace,
- public education,
- fire protection,
- traffic control,
- aid to the poor, and
- postal services.

Other less widely spread functions are:

- the production and sale of electric power,
- health care,
- public transportation,
- public works,
- garbage collection, and
- control & sale of alcohol.

Concepts (Knowledge Objectives)

Government

Know that government has come to play an increasingly important role within society.

Sovereignty

Know that civil war constitutes the greatest threat to a nation because it represents the destruction of its ultimate sovereignty, its monopoly on the use of force.

Legitimacy

Know that political authority may be preserved from the threat of civil war only when there exists in the community an agreement on the basic principles of the regime [social contract].

Know that the protection of individual rights has taken two forms: the protection of liberty in the face of governmental oppression; and the protection of individual rights against hostile majorities and minorities.

Know that the regulation of industrial conditions and of labour-management relations has been a major concern of most governments.

Know that modern governments participate directly in the economy, purchasing goods, operating industries, providing services, and promoting different economic activities.

Skills/Abilities Objectives

Review the skills and attitudes of co-operative group learning.

Practise applying concepts to current event material as a way of categorizing and classifying information.

Practise using areas of interest and personal knowledge to explore new concepts.
Practise drawing inferences from current events.

Practise the skill of hypothesizing about what might be a good policy for a society.

Learn to use criteria as a basis for testing hypotheses.

Values Objectives

Who does a government have a duty to listen to when it deciding on a policy?

If a policy will help some people and hurt others, on what basis should a government make a decision?

Should one make judgments about an issue or a situation without knowing all sides?

Is the ultimate value in a democracy, getting your way or preserving the democratic system of decision making?

Is the "greatest good for the greatest number" the fundamental value on which to base decision making in a democracy?

Suggested Teaching & Evaluation Strategies**Incorporating the C.E.L.s:**

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson (Government, Legitimacy, Sovereignty, Politics, Constitution, Opposition)
For more information see the activity guide.

Have the students consult the back issues of a newspaper with the purpose of making a list of current issues about government decisions and behaviour which are generating a lot of controversy.

Suggest to students that one basis for deciding public policy is the principle "the greatest good for the greatest number".

Note: At this point you could proceed in a couple of ways:

- you could formally examine with the students how political decision are made; or
- you could go on to the next exercise which is set up to allow the students to simulate the Canadian Parliamentary process.

Assessment of:**Skills,**

- Performance assessment for diagnostic evaluation (using criteria to test hypotheses)
- Performance assessment for formative evaluation (hypothesizing and analyzing data)

Interpersonal/Inter-active behaviour,

- Presentation of a point of view
- Observation checklists
 - Rating scales

Suggested Assignments

Have the student groups briefly present their list of controversial issues to the rest of the class and encourage each group to lead a class discussion about the significance of each issue. (Arrange the desks in a circle so that the presenting students can sit and not feel "in front of the class".)

Content

Making Decisions in a Parliamentary Democracy

Decision making can be a difficult process and Canadian society has established mechanisms to accomplish this.

In Canada the central political organization is Parliament which has the power to:

- levy taxes;
- make laws enforced by sanctions to regulate behaviour;

Power in Canada is also seen as being subject to abuse so there are checks and balances placed on the control and use of power:

- Canada has a constitution which defines what each branch of government can and cannot do;
- it has a charter of rights & freedoms which defines the rights & obligations of its citizens;
- Her Majesty's Loyal Opposition has the right to question the behaviour of the government and move motions of non-confidence if that seems appropriate;

Concepts (Knowledge Objectives)

Politics

Know that politics is the process of giving a measure of wealth and recognition to groups and individuals within society according to the power and influence they have.

Power

Know that in Canada, Parliament and the provincial legislatures have the power to make laws governing the behaviour of all Canadians.

Countervailing Powers

Know that in a democracy the power of government is checked by the countervailing powers of other parts of the political process so that no one part of government or society is free to behave arbitrarily.

Constitution

Know that the power of government is defined and limited by the constitution.

Know that the *Charter of Rights and Freedoms* is part of the Constitution and that it limits the power of government by defining the legal rights of people.

Opposition

Know that in Canada the Opposition within Parliament has the responsibility to question and scrutinize the government and to be ready to provide an alternative government.

Non-Confidence

Know that the Opposition has the right to request a vote of non-confidence to ensure that the government still has the confidence of Parliament.

**Skills/Abilities
Objectives****Values
Objectives****Suggested Teaching &
Evaluation Strategies**

Learn the skill of hypothesizing about what might be good policy for a society.

How should a democracy go about deciding public policy on controversial issues?

What should a democracy do with unpopular points of view?

Is it important to have an independent media in a democracy?

What is the role of the individual in the democratic political process?

Should an elected member of a political party be able to disagree with the policies of the leader and caucus?

Incorporating the C.E.L.s:

- Communication
- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills

Concept Development Lesson (political decision making)

Divide your class into two groups each representing a political party. Have the groups meet in a miniconvention to select a leader.

Then tell each student they have been elected as an M.P. representing an actual geographic area. The areas should come from across Canada.

Then select one of the parties to *win* the election and have the Governor General ask the leader of the party to form a government.

Have the Prime Minister select a Cabinet and then have each party hold a caucus meeting in which they decide what kind of public policies need to be established and what legislation needs to be passed to support the policies of the government.

Ask each party to actually write up some bills for presentation in Parliament. (Explain to the Opposition that they can attempt to submit legislation and that they should have legislation ready in the event that there is a government change.)

Content

- freedom of the press and access to information ensures that the behaviour of government is constantly scrutinized by the public;
- periodically the government has to face the electorate and seek a new mandate to govern; and
- the Supreme Court of Canada has the power to rule legislation by Parliament unconstitutional if it does not conform to the spirit and letter of the constitution

Concepts (Knowledge Objectives)**Freedom of Information**

Know that access to information and freedom of speech are very important in a democracy for keeping the government accountable to the public.

Elections

Know that regular elections are another very important means for the government to remain accountable to the public.

Constitutionality

Know that government legislation has to meet the criteria of justice which are established in the law, the Constitution, and the Charter of Rights and Freedoms.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise testing hypotheses against reality in a public debate.

Practise drawing inferences from current events.

Practise making hypotheses about what would be good for society.

Practise using criteria as a basis for testing hypotheses.

Is good political leadership doing what the Prime Minister and Cabinet believe is right or is it doing what the majority of people believe is right?

On what basis should a government decide between strongly held opposing viewpoints.

In the democratic political process is "half of a piece of cake better than no cake at all"?

Should taking the risk of passing unpopular legislation or staying in power be the most important consideration for a government?

Incorporating the C.E.L.s:

- **Communication**
- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**

Concept Development Lesson continued (political decision making)

Once this is finished the Governor General should read a Throne Speech and then the students can begin the debate. Explain some basic Parliamentary procedures such as amending, non-confidence, etc. to the students so they can gain some experience with these procedures.

Be sure to set some time aside each period for a question period.

The government should then present legislation for first reading and second reading where the students are allowed to debate in detail a piece of legislation.

The Opposition should be encouraged to move amendments to the bill if they decide this is useful.

In the House of Commons all members should be able to express their opinions and move amendments according to Parliamentary procedure.

After the debate hold a vote. You can make up the number of members the government and the opposition has. It is interesting to have a minority government.

Then have the Governor General proclaim the new law.

Content

The media has two roles;

- One is to let people know what kinds of decisions are being contemplated.
 - The other is to provide a forum in which different perspective on the issue can be brought forward and discussed.
-
- the Member of Parliament has a responsibility to listen to the concerns and wishes of her/his constituents and attempt to bring these ideas to the debate;
-
- the Opposition has a responsibility to question, to offer alternatives, to move amendments to improve the decision, and to block and publicize unsuitable legislation; and
-
- legislative committees may hold hearings in which interested citizens and pressure groups can make submissions.

Concepts (Knowledge Objectives)

Public Debate

Know that important legislation is widely debated by the public, and that the results of this debate may change or even kill the legislation.

Know that the media is an important forum for public debate.

Representation

Know that Members of Parliament represent their local constituency at the national level, and also represent the Federal Parliament to their local constituency.

Know also that Members of Parliament are subject to party discipline and are generally expected to vote as their party votes, regardless of the opinion of the local constituents.

Opposition

Know that the opposition often has a strong influence on government by drawing public attention to certain aspects of legislation that may not be popular, and by using the amendment process to modify legislation.

Parliamentary Hearings

Know that legislative committees are formed from members of all parties in Parliament to examine proposed legislation.

Know that legislative committees may hold public hearings on certain pieces of legislation.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skills of discussion and co-operative group learning.

When should the media just present the "facts" and when should it present a point of view?

Does a citizen in a democracy have a responsibility to:

- listen to the news & public affairs programs;
- know what the fundamental issues facing a country are; and
- to take an active role in the political process?

Is it true to say the citizens of a democracy get the kind of government and politicians they deserve?

Incorporating the C.E.L.s:

- Communication
- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills

Concept Development Lesson continued (political decision making)

After one or two new laws have been passed give the students an opportunity to hold an election so that the opposition has an opportunity to be the government.

After a brief election campaign announce the new distribution of Members in the House of Commons.

Discuss with the students the role of an election in a democracy:

- the role of the media;
- the role of special interest/pressure groups; and
- evaluating the performance of the government, the opposition, and the member of parliament.

Another issue that might be discussed is whether a voter should vote for the individual or the party.

Assessment of:**Skills,**

- Performance assessment for diagnostic evaluation (cooperative group learning)
- Performance assessment for formative evaluation (organizing criteria into a grid for analyzing hypotheses)

Interpersonal/Inter-active behaviour,

Presentation of points of view

- Observation checklists
- Rating scales

Suggested Assignments

A culminating activity could be to compare and contrast the Canadian political system with other examples (American, Soviet, British etc.).

Students by this time should have produced a number of bills and defended them in debate. These bills can be marked and added to the students' portfolios. The debates and the group interaction can be evaluated using rating scales and observation checklists.

Content

The Political Process

Every society and culture has a political process of some kind. This process may be vastly different than the Canadian process, but it is no less a political process.

The many people groups of Africa developed their own political processes over the centuries. As one would expect, there were similarities and differences between these political processes.

When European nations began to compete for control of Africa, they amalgamated large territories and groups of people with many geographical, cultural, and linguistic differences into single political entities. For example, Britain joined two distinct geographical regions and more than 250 cultural groups when it created Nigeria in 1914.

Establishing a New Political System in Nigeria

Britain extended its control over Nigeria by ruling through local chiefs and rulers. This allowed the British to control the overall direction of policies while still giving some freedom to local African rulers to set local policies. Legislative councils were also established to represent local opinion, but they had little influence.

The political system established by the British in Nigeria did not really change until the late 1940's when the legislative council was made more representative of the population and its powers were expanded.

Nigeria became independent in 1960 and developed a political system similar to that in Britain. However, the country had virtually no experience with democratic political processes.

Concepts (Knowledge Objectives)

The Political Process

Know that all societies have a political process through which power is allocated.

Know that cultures develop political processes based on their perceptions of how human behaviour should be regulated and how society should be organized.

Democratization

Know that for western democracies the road to democracy was long and rough, and that democracy continues to evolve.

Know that the diverse cultural groups of Nigeria had their own political systems which were not necessarily compatible with liberal democracy.

Know that Nigeria adopted a system of democracy even though the vast majority of Nigerians retained their traditional perceptions about how society should be organized and how human behaviour should be regulated.

**Skills/Abilities
Objectives****Values
Objectives****Suggested Teaching and
Evaluation Strategies**

Practise using situations and information that are familiar to help understand the events of history.

Incorporating the CELs:

- **Critical & Creative Thinking**
- **Communication**
- **Personal & Social Values & Skills**

Concept Development Lesson (Democracy, Sovereignty, Majority, Minority, Social Contract)

Provide the students with the basic information about Nigeria which is contained in this curriculum document.

Then divide the class into two unevenly sized groups which would generally be seen as having opposing interests (a majority group and a minority group).

For example, you could divide the class into those who play on school sports teams and those who don't as an initial activity to raise your students' awareness of the problems this kind of situation presents.

Then give the students some issues which they can vote on in democratic fashion.

- However, the issues should be geared so that the majority group can remain united and win every decision.
- Also make sure that the majority group understands that they can make laws restricting the media, freedom of speech, public assembly, and preventing special interest groups from forming and putting their message across to the people.

Content

Renegotiating the Social Contract

The inexperience of the Nigerian people with democracy was made worse by the division of political parties according to cultural groups. This resulted in conflict between the various groups.

The conflicts worsened as it became obvious that the Hausa people, who made up about 50% of the population, were able to dominate the government.

The Hausa put the interests of its region and people before the interests of the other regions and other cultural groups.

The smaller cultural groups in Nigeria felt powerless to bring about the policies they wanted.

Although Nigeria had the form of democracy, most people were unfamiliar with the democratic political process, having come from a completely different political culture. Consequently some of the people who felt locked out of power turned to a tried and true method of gaining power - violence.

The Nigerian Civil War (1967-1970)

The Ibo people of Eastern Nigeria especially resented the ability of the Hausa to dominate the government in Nigeria. The Ibo formed a majority in the Eastern part of Nigeria and felt themselves to be superior to the Hausa in culture, technology, and wealth.

The Ibo used military power to overthrow the government in 1966 and establish a military dictatorship. Six months later another military coup led by the Hausa overthrew the Ibo regime and established another military dictatorship.

By this time the Ibo felt that the only way to avoid dominance by the Hausa was to break away from Nigeria. The result was a bloody civil war between the Ibos and the rest of Nigeria.

Concepts (Knowledge Objectives)

Social Contract

Know that any attempt to renegotiate a social contract leads to tensions and conflicts.

Minority Groups

Know that to survive democracies must make legitimate attempts to address the concerns of minorities.

Know that minorities within a democracy often have to work very hard over many years and use every legitimate means to have their concerns addressed.

Know that if minorities feel that their concerns are not being addressed within the political structure they may resort to violence or sabotage.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching and Evaluation Strategies**

Appreciate that compromise is necessary on the part of the majority in order to conciliate the minority.

Should minority concerns be addressed by the majority?

Should the powerful (majority) always expect to get their way?

When should a minority accept a democratic decision and when should it continue to fight the decision?

Concept Development Lesson continued

Some issues that might be discussed are:

- protecting the interests of farmers, workers, business people, corporations etc;
- deciding various controversial issues that people on both sides of the issue feel very strongly about;
- taking risks in international affairs such as disarming the military or declaring war for some reason.
- dealing with serious environmental issues that might hurt the interests of one group or another.

Discuss with the students why democratic decisions might be hard to reach and not easily accepted by some groups. Explore why some groups might be tempted to resort to non-democratic measures to try to deal with their concerns.

Assessment of:**Skills,**

Performance assessment for summative evaluation:

- using analytical grids
- developing hypotheses
- using criteria
- testing hypotheses
- using cooperative group learning

Interpersonal/Interactive behaviour,

- Anecdotal records
- Observational checklists
- Rating scales

Suggested Assignments

Have the students brainstorm a list of the fundamental concepts for this unit. As teacher you can suggest concepts that may be overlooked.

For a review session have the students in groups make a concept map of the concepts and present them to the class for discussion.

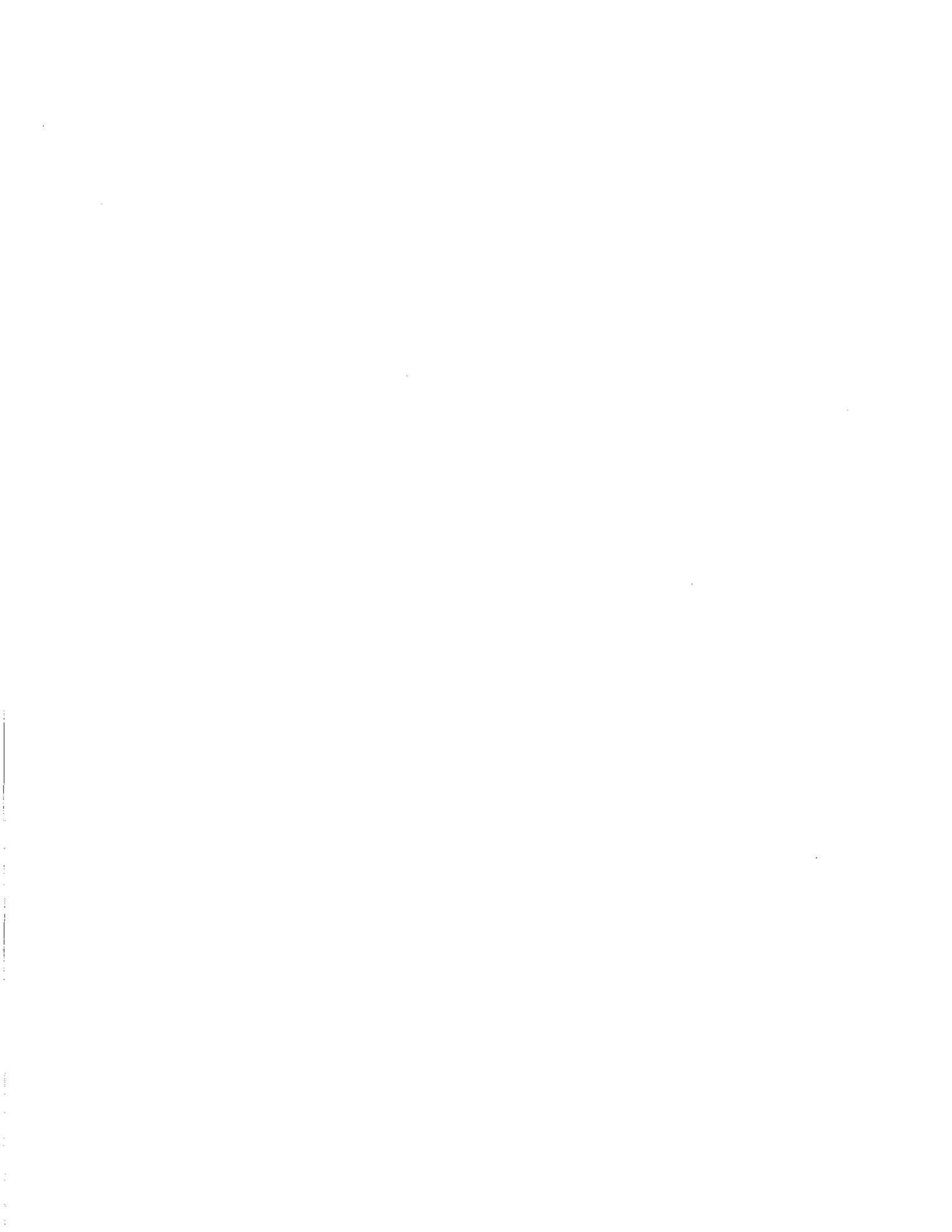
As part of your summative evaluation give the students a concept map to do on their final exam or have each student make up a their own concept map and an accompanying essay which would be turned in for evaluation.

Add this material to the students' portfolios.



Unit 2

Economic Decision Making



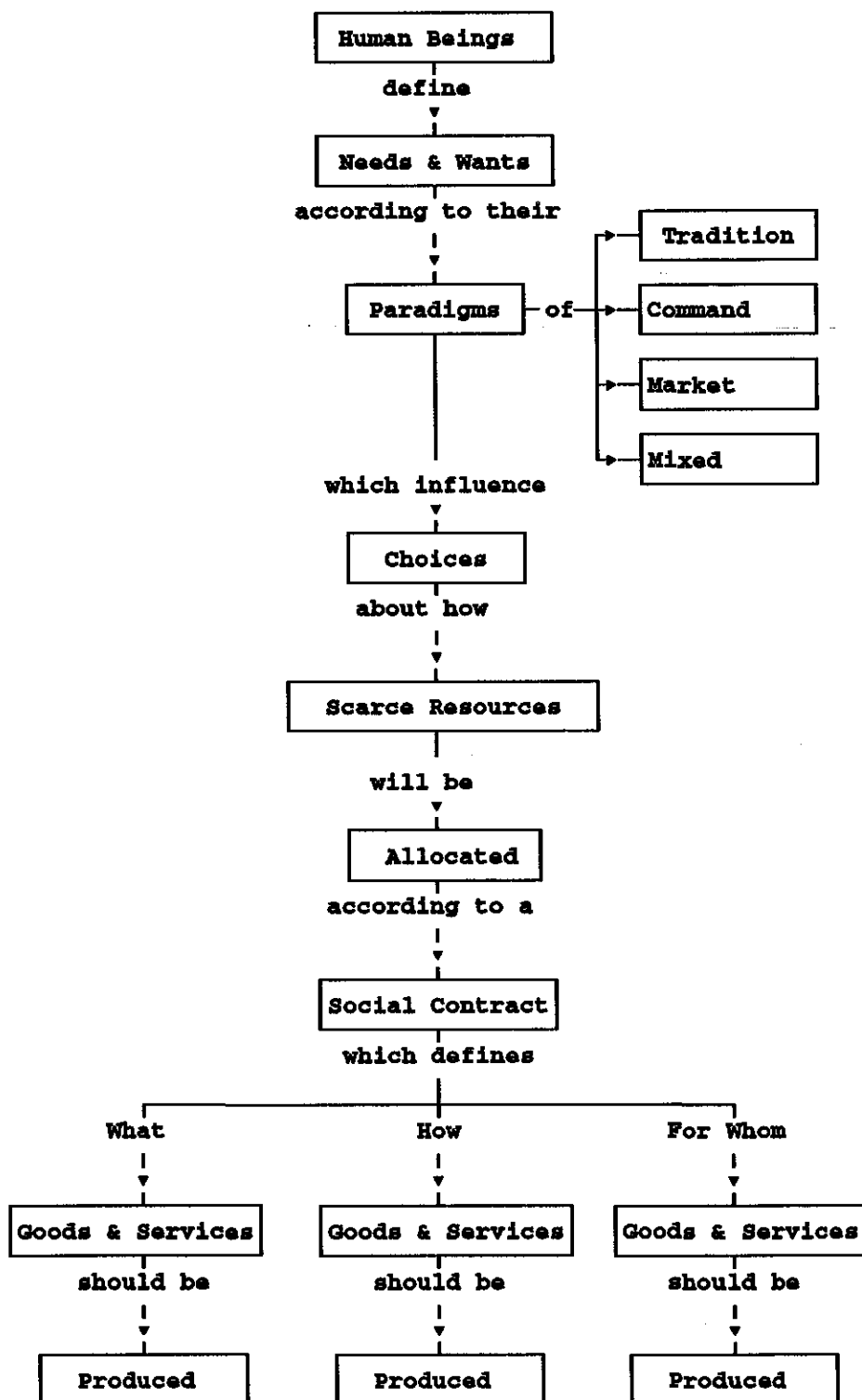
Unit Overview

The objective of this unit is to introduce students to economic decision making. Economic activity is a part of the everyday lives of all people. Learning to understand the fundamentals of economics, and how economic organizations behave, is an important part of learning how to function effectively within society.

Students are introduced to the concept of scarcity and its consequences. Scarcity is a reality for both individuals and societies. Economic organizations are created to make decisions about the best use of scarce resources in the production of goods and services. Students will learn that the consequences of making bad economic decisions is a reduction in the standard of living that can be achieved by a society.

Students will examine how economic decisions are made both by individuals and various economic organizations within Canada. The benefits and problems associated with the market system of decision making will be studied. Some alternative decision making models will also be examined.

Unit 2 Concept Map Economic Decision Making



Unit 2

Foundational Objectives

Concept: Economic Decision Making

Knowledge

- now that economics is a study of the way in which societies make decisions about the goods and services they will produce to meet the wants of its citizens.
- now that standard of living is a measure of the quantity and quality of the goods and services available to people.
- now that industrial societies are based on a complex system of political and economic organizations known as an infrastructure which make possible the production of goods and services.
- now that the beliefs and values of a society will affect its social and political organization which in turn will affect its economic organization.

Skills/Abilities

- learn to use the following analytical skills:
- defining the main parts;
- describing cause-effect relationships;
- describing how the parts of a whole are related to each other.
- Learn to make hypotheses based on reasonable assumptions and inferences.
- Practise stating how the parts are related to each other and to the whole.
- Practise constructing concept maps as a means of analyzing data.

Values:

- What are the honest ways of doing comparisons?
- Upon what criteria should economic decisions be evaluated to determine what are wise and unwise decisions by society?
 - profit?
 - efficiency?
 - tradition?
 - humanity?
- What criteria should be the basis for deciding what are wise and unwise decisions by society?

Core Material for Unit 2

Note:

- each unit represents 20 % of the available class time for the course; and
- the material which appears in highlighted print should be considered core.

| Core Content | Core Concepts | Suggested Time Allotment |
|--|--|--------------------------|
| The Problem of Distributing Wealth (p. 208). | Wealth Resources Scarcity Cost | 2 hours |
| Defining an Acceptable Standard of Living (p. 210). | Standard of Living | 2 hours |
| Generating Wealth to Support a Living Standard (p. 212). | Factors of Production Productivity | 2 - 3 hours |
| Organizing an Economy to Create Wealth (p. 214). | Wealth Market | 2 - 3 hours |
| The Development of a Mixed Economy (p. 222). | Mixed Market System | 2 - 3 hours |
| Economic Development among Indian Peoples in Saskatchewan (p. 226). | Traditional Economies Change | 2 - 3 hours |
| Indian Culture and the Market Economy (p. 230). | Interdependence | 2 - 3 hours |
| | Time to cover the core material | 14 hours |
| | Time available to modify the pacing and timing factors in the Adaptive Dimension | 5 hours |
| Total Class Time | | 19 hours |

With the remainder of the material not marked core, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some students require less time to assimilate curricular concepts while other students could benefit from a slower pace. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the foundational objectives of the course.

Instruction Plan

| Objectives | Instructional Strategies & Methods | | | | | Suggested Assessment Techniques | | | | | | | | | | | | Timelines | | | | | | | | | |
|--------------------------------------|------------------------------------|----------|--------------------------------|--------------|-------------|---------------------------------|------------------------|-------------------|-----------|---------------------------|------------|-------------------|----------------------------|---------------|----------------------------|---------------------------------|--|------------|-----------------------|---|--|----------------------------------|--------------------|----------------|-----------------------|------------------|--------------------|
| Foundational and Learning Objectives | Strategies | | | | | Methods of Organization | | | | Methods of Data Recording | | | Ongoing Student Activities | | | Quizzes and Tests | | | | | | | | | | | |
| | Direct | Indirect | Interactive | Experiential | Independent | Assessment Stations | Individual Assessments | Group Assessments | Contracts | Self and Peer-Assessments | Portfolios | Anecdotal Records | Observation Checklists | Rating Scales | Written Assignments/Essays | Presentations/Debate/Simulation | Performance Assessments - concept mapping - using analytical grids | Portfolios | Oral Assessment Items | Performance Test Items - concept mapping - using analytical grids | | Concept Mapping/Analytical Grids | Short-Answer Items | Matching Items | Multiple-Choice Items | True/False Items | Concept Maps/Grids |
| | Methods | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Social Organizations | Lecture | | Group Work | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Social Contract | | | Class Discussion Group Work | | | | | | | | | | | | | | | | | | | | | | | | |
| Decision Making | | | Class Discussion | | Research | | | | | | | | | | | | | | | | | | | | | | |
| Role of Government | Lecture | | | | Research | | | | | | | | | | | | | | | | | | | | | | |
| Making Decisions in a Democracy | Lecture | Research | Group Work | | | | | | | | | | | | | | | | | | | | | | | | summative test |

Content

Economic Decision Making

The Problem of Distributing Wealth

All human beings have needs and wants that must be met if:

- they are to survive;
- their potential is to be realized; and
- their sense of self-esteem and social status are to be confirmed.

Goods and services which constitute the wealth of a society can only be generated by combining resources in various ways.

The amount of resources available in any situation is always limited (finite) and with very few exceptions is always less than the demand for those resources.

Life constantly demands that individuals make choices about how they are going to use the scarce resources available to them:

- time; If someone chooses to do a certain activity, then that person will have to give up the other things that could have been done in that time.
- labour; If a person decides to choose one kind of occupation, then many other kinds of occupations will have to be given up.
- wealth; If individuals choose to spend their dollars one way then they will have to give up other ways those dollars might have been spent.
- resources; If a society chooses to use its resources one way then it will have to give up many of the other ways its resources could be used.

Concepts (Knowledge Objectives)

Wealth

Know that "wealth" refers to all the goods and services (including knowledge) that are produced and distributed within society.

Needs & Wants

Know that economists assume that human needs and wants for wealth (goods & services) are unlimited.

Know that needs and wants differ from cultural group to cultural group.

Resources

Know that resources are those things which are used to produce goods and services (wealth) individuals within a society need or want.

Scarcity

Know that scarcity is the relationship that occurs when needs and wants exceed the limited resources available to meet those wants.

Choice

Know that scarcity means that people must constantly make decisions about what are the best choices to be made about consuming wealth.

Cost

Know that the cost of anything we choose is the value of all the other things we have to give up in order to get that desired thing.

Opportunity Cost

Know that opportunity cost is the principle that choosing one way of "spending" (using) a resource means that we lose the opportunity to spend (use) the resource another way.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise using what they already know to help them understand new concepts.

Learn how to determine priorities based using the concept of opportunity cost.

If we could have everything we wanted, would the world be a better place?

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Numeracy**

Concept Development Lesson (Wealth, Resources, Scarcity, Costs, Choices, Opportunity cost)

(See the activity guide for more information)

Have the students brainstorm a wish list of the things they would like to have.

Then have them decide **realistically** what they would have to give up to get the things they want.

Now ask the students to reconsider their wish list. How are the costs going to affect what they are actually going to work to get (pay all the cost for)

Now have the students brainstorm a list of the major categories of a budget for a median middle class family.

Once students have this basic list break them into groups and have each group research the cost of a particular category.

Have the students look at the income tables in the student information sheets to find how many people can actually afford to live this kind of life style. Then look at the percentages of people who have to live at lower levels of income.

Once this is done discuss with the class the implications that income levels have for an individual's way of life.

Content

Defining an Acceptable Standard of Living

People in Saskatchewan as in other places have made and are making choices about what they consider to be a high standard of living.

Democratic, industrial societies believe they offer a high standard of living based on:

- high material well-being,
- opportunities for social mobility, and
- individual autonomy based on freedom of choice.

Critics of these societies suggest that for many all that is available is spiritual impoverishment, alienation, and meaninglessness.

This happens because:

- their competitive nature forces the successful to concentrate on protecting their success to the exclusion of everything else; and
- marginalizes people who are not able to compete successfully.

Maintaining an acceptable standard of living means making difficult choices about:

- deciding what a high standard of living is.
- how to organize society so that the necessary goods and services to support that standard of living can be produced efficiently, cheaply, and humanely.

- how to distribute those goods and services to all who want them in a way that is satisfactory to the majority.

Concepts (Knowledge Objectives)

Allocation

Know that economics is a discipline which studies the key question of how individuals and societies allocate scarce resources among alternative uses in order to produce a standard of living.

Standard of Living

Know that standard of living is a measure of the quantity and quality of goods and services available to people as well as more intangible things such as leisure, surroundings, recreation, meaning and purpose in life.

Know that the perception of standard of living depends upon people's expectations.

Know that there is a constant debate about what the appropriate criteria to be used to define an acceptable standard of living.

Know that a number of indicators may be used to define a standard of living. Some of these are: income levels;

- income levels;
- consumption of goods & services;
- levels of medical care;
- educational opportunities;
- choices available to people;
- etc.

Know that there is an ongoing debate about how to give all people an education, job training, job opportunities, and an acceptable income.

Know that people from different cultures will use different criteria to define an acceptable standard of living.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise establishing criteria to evaluate ideas and decisions.

Practise comparing and analyzing data in order to make inferences.

Is there a hierarchy of needs, that is, are physical needs more important than emotional or spiritual needs?

Should everyone be expected to contribute to society (work) in some way?

Does everyone have the right to a job?

Does society have the right to give a few people jobs with high wages and limit jobs to others at low wages?

Should people receive certain basic goods and services even though they have not contributed to society?

How should people be treated who are not able to contribute to society in some way?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications
- Numeracy

Concept Development Lesson (Economics, Standard of living, Economic opportunity)

(See the activity guide for more information)

Discuss with your students the things they take for granted in their day to day lives. Make a list of basic categories for the students to think about.

Have the students individually make a list of those 20 fundamental things (goods and/or services) in their lives they could not live without.

Once this is done, have the students decide what kind of income would be necessary to support these essentials to their standard of living.

Now have the students examine the student information sheets in the activity guide to compare the standard of living among various categories of income groups within Canadian society.

The following questions could be used to direct discussion:

- who have been rewarded with success in our economy?
- who have been rejected?
- what are the reasons for these economic decisions?
- can these reason be justified?

Content

Generating Wealth to Support A Living Standard

Wealth can only be generated from the physical and human resources which are available in a society.

Availability of resources is based on:

- the quality and quantity of the resource in the environment.
- whether people know about the resource, (this applies to both physical and human resources)
- whether people have the knowledge necessary to exploit the resource; and

Resources are also known as the factors of production. These include:

- land (natural resources);
- capital (money, tools, equipment etc.);
- labour (& education of labour);
- entrepreneurship (the organization and/or management of resources and capital for production);

In order to create wealth, resources and the factors of production have to be brought together (transportation) refined and combined by labour and capital into products and services that can be used by consumers.

Modern technological societies are possible only when a complex system of political and economic organizations work cooperatively to produce wealth.

Concepts (Knowledge Objectives)

Factors of Production:

Know that the factors of production (land, labour, capital, & entrepreneurship) are used in various combinations to produce goods and services.

- **Land;**

Know that land (natural resources) is the raw materials in their natural state which are used in the production of goods and services.

- **Labour;**

Know that labour is the work done by people in the production of goods and services.

- **Capital; and**

Know that capital are all the goods (tools, machinery, factories etc.) used to produce other goods.

- **Entrepreneurship.**

Know that entrepreneurship is the organization necessary to bring all the resources together so that the production of goods and services can occur.

Infrastructure

Know that an infrastructure consists of a nation's roads, housing, hospitals, schools, etcetera which make possible reasonable living conditions and create a healthy, educated, and trained labour force.

Know that industrial societies have developed a complex system of social organizations which make up an infrastructure.

Productivity

Know that the purpose of an economic system is to enable the production of goods and services.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Learn to use the following analytical skills:

- defining the main parts;
- describing cause-effect relationships;
- describing how the parts of the whole are related to each other.

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson (Infrastructure, Factors of Production)

See the activity guide for more information.

Ask the students to think about what their lives might be like if they had to personally produce the goods and services they routinely use in their daily lives.

Have the students make a short list of products they use and then describe how they were made.

For the next part of this activity students will need to understand the skill of concept webbing. You might teach them this idea by asking them to think about all the things necessary (infrastructure) to make possible the use of automobiles for example.

When the exercise is completed, point out to the students that this concept web gives them some idea of the infrastructure necessary to support automobiles.

Divide the students into groups and ask them to select a product or service and develop a concept web of its infrastructure.

- Have the groups place their webs on chart paper and display them to the rest of the class.
- In class discussion look for some of the factors that seem to be common to all of the concept webs produced by the students.
- Make a list of these common factors and speculate on what some others might be.

Content

Organizing an Economy to Create Wealth

Saskatchewan had a unique set of resources which had the potential to support an agricultural economy.

People who originally settled in Western Canada came here with the intent of creating a better life for themselves.

They had both political and economic criteria for what they would consider an improved standard of living:

- the right to live their lives according to their personal conscience;
- the right to be independent and autonomous decision makers socially and politically;
- the right to own their own property; and
- the right to accumulate wealth and pass it on to their children.

Capitalism in Canada

Most Canadians accepted a capitalistic economic system.

The economic decision making system which came to dominate Canada in the early twentieth century was the market system of economic decision making.

The market system was chosen because it suited:

- the capitalistic economic paradigm;
- the liberal democratic political paradigm; as well as the
- geographic and social realities of the western Canadian frontier.

Concepts (Knowledge Objectives)

Wealth

Know that one measure of wealth is the gross national product (GNP) which is the total value of all goods and services produced in a country for a given year.

Know that another common measure is per capita income which is the amount of wealth each individual in a society would receive if the nation's wealth was divided equally among all the citizens.

World View

Know that a people's world view provides a common sense reality which determines how an economic system will evolve and establish the various economic organizations needed to produce and distribute wealth.

Paradigm

Know that people will select a pattern of ideas, beliefs, and values to use as criteria to determine how to go about important human activities such as making a living.

Capitalism

Know that capitalism is an economic paradigm:

- here the capacity to produce goods and services are owned and controlled by individuals or groups; and
- here the market place is used to make decisions about how the basic economic questions are answered for individuals and society:
 - what goods & services should be produced?
 - how should society go about producing goods & services?
 - for whom should these goods and services be produced?

**Skills/Abilities
Objectives**

Values

**Suggested Teaching &
Evaluation Strategies**

Learn to use the criteria of paradigms as the basis for making evaluations.

Practise making hypotheses based on reasonable assumptions and inferences.

What criteria should be used to evaluate economic decisions:

- profit?
- efficiency?
- tradition?
- humanity?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson
(Wealth, Capitalism, World view, Paradigm)

See the activity guide for more information.

Ask the students to imagine themselves as immigrants to this country sometime before AD 1900.

Have the students in groups draw up a picture of the immigrants and then in a general class discussion come to a consensus on this picture. (You may wish to have the students verify their conclusions by doing some research and interviews.)

Explain to the students that they are developing a picture of the world view of some of the immigrants who came to settle in Saskatchewan.

Once this has been completed give the students a description of Capitalism and Marxism (without labelling them at this point) and explain to them that these are economic paradigms (patterns of ideas, beliefs, and values) about the best way to organize an economic system.

Ask the students to infer which of the paradigms would likely be most acceptable to the immigrants and be prepared to explain the reasoning behind their inference.

Once students have made their decisions tell the students which paradigm was capitalism and which was Marxism.

Content

Economic Development in Saskatchewan

The natural resources, the human resources, the capital resources, and the supporting infrastructure all had to be developed before agriculture was possible in Saskatchewan.

During the 19th century, the Federal government made some fundamental decisions:

- that agricultural production was to be the primary role of the prairies in the development of the Canadian economy;
- that the traditional economic paradigm of people like the Indians and Métis (Louis Riel) would not play a significant role;
- that Saskatchewan would focus on intensive specialization in grain production;
- that Central Canadians would focus on the production and distribution of manufactured goods and the processing of food stuffs;
- that grains would move eastward for resale and export and would be counterbalanced by the westward movement of manufactured goods from Central Canadian industries; and finally
- it was accepted with little debate that using a capitalist economic paradigm gives:
 - freedom and responsibility to individuals like immigrants coming to settle in Western Canada, and
 - allows them to make the best choices for themselves and ultimately for society.

Concepts (Knowledge Objectives)

Capitalistic Paradigm:

- **Economic Growth**
Know that the overriding goal of capitalism was to achieve economic growth through the efficient use of resources (factors of production).

- **Exchange;**
Know that money simplified trade so that an individual could sell a surplus item for purchasing power and then use the earned purchasing power to buy something else or save it for investment.

- **Investment;**
Know that capitalism encouraged saving for investment was encouraged by allowing individuals to invest in business opportunities as a way of accumulating personal wealth from the profits of the business.

Profit; and
Know that profits were seen as an incentive to encourage risk taking by entrepreneurs.

Land
Know that the commercialization of land was seen as a method of making it more profitable and therefore more productive.

Specialization;
Know that the division and specialization of labour were seen as the efficient use of labour because it achieved high rates of production at a low per unit cost.

Materialism;
Know that in capitalism a major criterion for a high standard of living is the capacity to accumulate a large amount of goods and services.

Competitive Individualism; and
Know that in the capitalistic paradigm every individual is expected to be self-sufficient and to compete with others in an effort to achieve success.

Market Place
Know that the law of supply and demand was seen as an impartial mechanism for determining the basic economic decisions of society.

**Skills/Abilities
Objectives****Values****Suggested Teaching &
Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships,
- describing how the parts of the whole are related to each other.

What criteria should be used to decide what is wise and unwise management?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson (Capitalism, Economic growth, Profit, Investment,)

See the activity guide for more information.

Begin this activity by discussing the problems involved in successfully managing a business.

Have the students brainstorm some of the things that they know about business management. As the students suggest their ideas place them on the board as concepts.

Once this is finished, have the students in groups make a concept map from the list of concepts on the board. Suggest to them that the most inclusive concept they could start with is management.

Once they have completed group maps have them displayed and allow each group to explain their conception of business management.

Give them any basic economic concept they might have missed and ask them whether they make a difference to the maps.

Have the students take their maps home or to business people and interview them about what is good business management.

Have the students report back and create a revised version of their maps.

Ask the students to write a short paper defining what they would consider to be effective management.

Content

The Impact of the Price System of Economic Decision Making

In Saskatchewan European immigrant farmers and Indian-Métis people had to learn to live with the market place as a way of making economic decisions.

In order to make it fit the Canadian realities, the market system was modified so that governments could play a role in fostering economic development.

Saskatchewan farmers succeeded very well under the market system.

Each farmer was an individual entrepreneur who attempted to make the best choices about:

- what would be the most productive and most profitable product to produce;
- how to combine the factors of production in the most efficient and least expensive way to produce a product;
- and how to use the profit for reinvestment in more land, capital goods (machinery and improved agricultural technology) and knowledge about better farming methods in order to become even more efficient.

Concepts (Knowledge Objectives)

Market Economic System:

Know that the market place sets prices according to the interaction of supply and demand:

- know that factor markets set the price for labour, capital and natural resources so that those who are in the business of producing goods and services can make rational decisions about the best combination of the factors of production.
- Know that consumer markets set the price for goods and services so that consumers can make rational decisions about how best to allocate scarce dollars from their limited incomes.

Maximization

Know that economic growth is achieved through making choices that combine in the best possible ratio natural, capital (technological) and human resources so that the greatest possible amount of wealth can be created out of the least amount of resources.

Know that economic growth is achieved by allocating the use of resources to maximize productivity.

Know that maximization occurs when natural, capital, and human resources are combined in the best possible ratio to achieve the most cost-efficient production of goods and services.

Technological Development

Know that advances in mechanization, plant genetics, pesticides & herbicides, and farming practices made agriculture enormously productive.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using familiar items and the daily experiences of the students to introduce new concepts.

Practise analyzing their own behaviour and predicting the large scale effects if others behave in a like manner.

Should there be limits to the type of advertising that is permitted?

To what extent should consumers be manipulated by producers?

At what point does persuasion become manipulation?

Incorporating the C.E.L.s

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Technological Literacy**

Concept Development Lesson (Market economic paradigm, Price system, Supply and Demand, Competition, Maximization, Technological development)

See the activity guide for more information.

The activity described below introduces students to the basics of a market economy.

One way to introduce students to these concepts is to bring into class a department store sale flyer and ask students questions such as

- "why do stores have sales?" and "how do they determine the sale price?"
- "Why are some items discounted by 10% and others by 50%?"
- "How do they determine what items go on sale?"

Have the students analyze how they behave as consumers.

- how do they decide what sort of things to buy?
- where do they go to buy these things?
- how much are they willing to pay for any given item?
- how do they balance considerations of price, quality, fashion, style, taste, brand name, etc.?

Content

Agriculture in Saskatchewan represented an excellent opportunity to capture the benefits of economies of scale.

Farmers found that by increasing the factors of production (mechanization, larger farms, better seed, more fertilizer & pesticides, better farming techniques etc.) their productivity increased significantly.

The productivity of Saskatchewan farms grew enormously and the unit cost of food for the consumer fell sharply.

The demand for food did not grow as fast as its production. People would rather spend their extra money on other goods and services.

As farms grew larger and more capital intensive (mechanized), the number of farm workers declined sharply while the opportunities and wages in the urban areas grew significantly.

As prosperity declined in agriculture, Westerners particularly began to debate the role of agriculture in the national economy.

The role of Saskatchewan was seen as being the producer of inexpensive agricultural products while Central Canada was the producer of expensive value added products.

Concepts (Knowledge Objectives)

Economies of Scale

Know that economies of scale occur when production increases are greater than the increases in the factors of production used to produce that commodity.

Know that economies of scale mean a reduction in the per unit costs of a product as a firm's production increases.

Supply & Demand

Know that in the past century the cost of food as a percentage of total income has declined significantly.

Know that when the supply of a product goes up faster than the demand, the price for that product, all things being equal, will go down.

Factor Markets

Know that the factor markets by setting the relative prices of rural and urban labour encouraged people to make choices about leaving the farm industry for other industries.

Know that under market economics each region found itself contributing to the Canadian economy by developing those industries in which its combination of factors of production made it the most competitive (comparative advantage).

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships;
- describing how the parts of a whole are related to each other.

Practise constructing concepts maps as a means of analyzing data.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise stating how the parts are related to each other and to the whole.

On what criteria should economic decisions in these situations be based:

- profit?
- efficiency?
- tradition?
- humanity?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications
- Technological Literacy

Concept Development Lesson

(Economies of scale, Supply & demand, Factor markets, Economic change)

In this activity the students should prepare for a debate on the issue: Be it resolved that consumers should pay higher prices for their food so that the family farm can be protected.

Divide your students into two groups:

- one group should find information which will support the case of the consumers, and
- the other group finds information to support the producer's case.

(If your class is large enough create two consumer groups and two producer groups and let them argue different aspects of the case.)

Some areas the students could examine:

- what impact will higher food prices have on the standard of living of the poor.
 - should the government limit the right of consumers to spend their money as they see fit?
 - should the government impose on the consumer a lower standard of living to protect the producers?
 - is it in the best interests of society to maintain a viable agricultural industry?
 - should producers be protected from the "boom and bust" effects of the market place so they can plan?
 - should producers be given a fair return for their labour and investment?
-

Content

The Development of a Mixed Economy

During the early decades of the 20th century, as Saskatchewan's agricultural economy expanded, farmers demanded a greater degree of influence in shaping Canada's national economic policy so that the well being of Saskatchewan agriculture was in the hands of Western, not Eastern Canadians.

Know that in a market large numbers of buyers and sellers establish a price for a commodity.

In a pure market economy, everyone is a price taker because they can exert no control over prices established by the market.

Agriculture is one of the few cases which comes close to being an example of pure competition. As a result farmers found that they had to be "price takers" when they sold their produce on the open market.

Many farmers found that they often had to deal with imperfect competition when they attempted to sell their produce on the market because the transportation companies and the milling companies had some control over the market place.

Concepts (Knowledge Objectives)

Mixed Market System

Know that a pure market system will sometimes make social decisions that are not in keeping with the objectives of the majority of the people. In this case governments may decide to interfere in the market place by making public policy or by owning and controlling parts of the economy.

The Price System

Know that the price of a commodity acts as a rationing mechanism because those who cannot afford the price will either do without or find alternatives, and those who can afford the price will make reasoned choices about the amount of the commodity they will buy.

Competition

Know that competition is the belief that individuals within the market must be free to select from a variety of choices those commodities and services which offer the highest quality at the lowest price.

Pure Competition

Know that pure competition assumes a market in which

- there are a large number of firms;
- they produce a homogeneous product; and
- there are no barriers to the entry of new firms.

Imperfect Competition

Know that there are two types of imperfect competition: monopolistic competition and oligopoly.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies****Incorporating the C.E.L.s:**

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Technological Literacy**
- **Numeracy**

Concept Development Lesson (Market economic paradigm, Price system, Mixed market paradigm, Competition, Maximization, Technological development)

See the activity guide for more information.

The activity described below is intended to help students understand the way the market (price) system works from the perspective of the producer.

Students will have less experience as producers, but they do need to understand the constraints that producers have to deal with.

This activity is a simulation of a farm economy in which the students will have to make decisions about how to manage this farm effectively.

Divide the students into groups each of which will represent a farm family.

Have the students work out the farm accounts using the student work sheet and the information sheets.

Once this is done ask the students to make the basic decisions about what should be done about the farm's future.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise stating how the parts are related to each other and to the whole.

On what criteria should economic decisions in these situations be based:

- profit?
- efficiency?
- tradition?
- humanity?

Content

Agricultural producers became increasingly convinced that prosperity depended upon their ability to organize themselves to:

- buy the factors of production and financial services at a reasonable price.
- pressure for improving the transportation system so that their products could be marketed more efficiently.
- reduce the marketing risks involved in selling agricultural products.
- pressure governments to ensure that the interests of Saskatchewan farmers were protected in both national and international markets.

As a result farmers began to organize marketing cooperatives which would allow them to exert more control over the market place.

When farmers bought machinery, fuel, pesticides, etc. they often had to deal with oligopolies who were able to charge high prices for their products. So they organized consumer cooperatives and financial coops (credit unions) all in an effort to protect themselves from the effects of the market place.

They organized a variety of farm organizations with the objective of pressuring political parties and governments to create programs and policies which would protect the farm industry.

Concepts (Knowledge Objectives)

Know that monopolistic competition is a market in which there are:

- large number of firms;
- the product produced is differentiated in some way from the products being produced by other firms; and
- there are no barriers to entering the market.

Know that in monopolistic competition the firms because of the differentiation in products can exert some control over the price they can charge.

Know that oligopoly is a market in which there are:

- relatively few large firms;
- barriers to entering the market; and
- in some cases differentiated products and in others non-differentiated products.

Know that in oligopolistic competition the firms do exert some control over price either because of their access to the market and/or because the differences in product.

Know that Western Canadian experimented with a number of alternatives in an attempt to counteract the impact of imperfect competition:

- marketing cooperatives;
- marketing boards;
- Canadian Wheat Board;
- consumer cooperatives; and
- credit Unions.

Know that because agricultural production and the service industries that support it form an essential sector of the Canadian economy, governments and society generally have been prepared to protect the farm industry in order to keep it viable.

Skills/Abilities Objectives

Practise organizing a group research project.

Practise basic research skills:

- finding information,
- classifying information into meaningful categories,
- distinguishing between relevant and not so relevant information, and
- summarizing information, etc.

Practise making and testing generalizations.

Practise drawing hypotheses from generalizations and inferences that seem reliable.

Learn/practise communicating complex ideas in a seminar format.

Values Objectives

To what extent should regions sacrifice their own interests for the good of the country?

Was building national unity worth the cost of tariffs and the CPR?

How important is national unity?

Did the market system fail Saskatchewan farmers?

Is speculation an issue of morality?

Is co-operation inherently superior to competition?

Is an open marketing system fair?

Is a controlled marketing system fair?

Suggested Teaching & Evaluation Strategies

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Communication
- Personal & Social Values & Skills

Concept Application Lesson (National policy, Competition, Monopoly, Orderly marketing)

See the activity guide for more information.

Break the students into four groups and have each group do research on one of the following topics:

- the National Policy
- the Saskatchewan Wheat Pool
- the co-operative/credit union movement
- the Canadian Wheat Board

For each of these areas of research the students should try to answer two basic questions:

- why was the policy or organization desirable or necessary?
- what effect did it have?

Have each group to report to the rest of the class what they have learned.

Then if it seems necessary, you may wish to have a large group discussion in which you explore the situation which Saskatchewan farmers found themselves in and the ways they responded to the situation.

Content

Economic Development Among Indian Peoples in Saskatchewan

In the last century when the fur trade died out and the buffalo had been hunted to near extinction, the traditional Aboriginal economies collapsed. With the plains being settled for agricultural purposes, it was impossible for the Aboriginal peoples to return to their traditional economy and way of life based on the buffalo.

However, Indian peoples have sought since then to regain economic independence, and to have an economy which reflects their system of values. In the 1880's and 90's, most Indian Peoples in Western Canada found they could make a living by farming.

Indian people, initially, did well in developing farms. Despite the fact that they had to learn a new way of making a living and the fact that they did not get a lot of help from the Canadian government as promised, Indian farmers were able to establish successful agricultural operations.

They were given some assistance by the Department of Indian Affairs so that by the 1920's farming was an important source of income on most reserves.

In return for giving up title to their lands in Saskatchewan, Treaty 6, granted to:

- each farming family 4 hoes, 2 spades, 2 scythes, 2 hay forks, and 2 reaping hooks;
- every three families a plough and harrows;
- the band 4 oxen, 1 bull and 6 cows; and
- assigned one "farm supervisor" to teach several hundred farmers how to go about farming efficiently

Concepts (Knowledge Objectives)

Economic Change

Know that the arrival of Europeans brought irreversible changes to Aboriginal economies, and that some of these changes were contrary to the traditional Aboriginal world view.

Paradigm

Know that people choose from their world view patterns of ideas, beliefs and values known as paradigms to use as criteria for deciding what is real, acceptable, and/or significant.

Traditional Economies:

- **Collaboration**

Know that the cultural values of collaboration and sharing guided the formation and maintenance of most traditional Aboriginal economies.

- **Sharing**

Know that equitable distribution of resources and wealth within the local community was very important.

- **Conservation**

Know that traditional Aboriginal economies were guided by the belief that the environment is sacred and therefore must not be exploited or used for the gain of human beings.

Know that for Indian people farming and ranching was compatible with their cultural values.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise making hypotheses based on reasonable assumptions and inferences.

Practise stating how the parts are related to each other and the whole.

Practise describing cause-effect relationships.

What are the honest ways of doing comparisons?

What criteria should be used to evaluate the policies used to develop Indian agriculture:

- profit?
- efficiency?
- tradition?
- humanity?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications
- Technological literacy

Concept Application Lesson (Change, Paradigm, Autonomy, Interdependence)

See the activity guide for more information.

Review in a class discussion with the students the problems people in the agricultural industry have faced and the help they have received to deal with those problems:

Discuss with the students whether agriculture would have been possible in Western Canada without the financial and organizational support of Canadian society as a whole.

Once this has been completed, discuss with the students the Indian experience with farming.

You can expect to hear "blaming the victim" arguments that Indians failed because they were not interested in becoming farmers.

Have the students look at the two readings:

- Farming for Canadian Indian Peoples? An Economist's View
- The Department of Indian Affairs' Rations Program and the Disease Pattern of the Battleford Indian Agency 1889-1927.

Ask the students to compare the way Indian people were treated with the way farmers of European origin were treated.

Content

For 40 years (from the late 1880's to the 1930's) Indian farming progressed. Agriculture, supplemented by a little hunting, hauling wood and casual labour, allowed Indians to make a living with no need for welfare.

The farms were still small and not as efficient as they could be, so there was a need for someone to help Indian farmers:

- further develop the resources (skills, knowledge and technology) which would allow them to improve their farm practices; and
- to learn the business and management skills which would let them compete in the strange and unfamiliar market economy they now had to deal with.

The Indian peoples by the 1920's had learned enough farming basics to be reasonably successful.

For 40 years (from the late 1880's to the 1930's) Indian farming progressed. Agriculture, supplemented by a little hunting, hauling wood and casual labour, allowed Indians to make a living with no need for welfare.

Indian farmers like other farmers were caught in the cost-price squeeze:

- their small farms of 80 to 100 acres could no longer produce enough to pay the farm costs and make a living for a family.
- they did not have the financial resources to mechanize and buy more land.

When these kinds of problems affected farmers with European backgrounds, a variety of information, training, and income support programs were made available (which Indian farmers were ineligible for) so that these farmers could develop viable farming units.

The Indian Affairs Branch only recently has begun to develop these kinds of programs to help Indian farmers improve their farming operations.

Concepts (Knowledge Objectives)

Change

Know that cultural change requires time and patience while people learn to adapt to new patterns of knowledge, skills, and values.

Know that these changes led to economic dependence on the Canadian government.

Cultural Autonomy vs. Economic Interdependence

Know that Indian bands attempt to develop economic ventures which are compatible with:

- their traditional values such as respect for the environment, collaboration, equality, and sharing;
- the needs of local Indian bands; and,
- the larger economic environment within which they must operate.

Know that attempts by Aboriginal communities to integrate Indian culture with a western market economy are still in the beginning stages, and much trial and error will be required.

Know also that there is disagreement within the Indian community about how or even whether Indians should be involved in a market economy.

Know that many Indians are very hesitant about becoming involved in the market economy for fear they will lose their culture.

Economic Interdependence

Know that the desire of Aboriginal peoples to be independent enough to protect their culture is very strong, but that success in the capitalistic economy is forcing them to be increasingly interdependent.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skill of comparing and contrasting.

Practise narrowing the scope of a problem by developing questions which need to be answered.

Learn how to conduct an interview.

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships;
- describing how the parts of a whole are related to each other.

Must traditional cultural values conflict with the values of a market economy?

Is it possible for Aboriginal people to obtain economic independence and still retain their culture?

Is it possible for Aboriginal people to remain economically dependent on the Canadian government and still retain their culture?

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**
- **Technological Literacy**

Concept Application Lesson (change, Paradigm, Autonomy, Interdependence)

Students should already be somewhat familiar with the traditional Aboriginal economic paradigm since they explored it in grade 9. Now they should attempt to discover how, or if, that paradigm has changed.

There are a number of ways the students could compare and contrast traditional and contemporary economic paradigms.

If it is possible, an excellent way would be to have an Indian entrepreneur come into the classroom and discuss with the students how he or she integrates Indian culture into an economy based on predominantly western values. The students could prepare questions to ask in an interview format, or they could ask the person to prepare a talk.

Another possibility would be to bring in an Indian and a non-Indian entrepreneur to compare and contrast their approach to business.

Content

Indian Culture and the Market Economy

The problem of maintaining economic independence in an interdependent economy

Economic development has not been easy. Aboriginal peoples have had to learn:

- the importance of profits and sound management practices;
- that for businesses to succeed, business and management concerns sometimes must take precedence over ideological (values & beliefs) and political concerns;

In doing so, however, they have not lost sight of their traditional concern for the environment, collaboration, and equality.

As Aboriginal peoples have sought to regain economic independence, they have emphasized group entrepreneurship.

Industries in which Indian economic development is taking place include:

- tourism
- forestry
- fishing
- agriculture,
- investment, and
- transportation.

An example of an Aboriginal business venture which attempts to remain true to Indian values is the La Ronge Wild Rice Corporation.

This cooperative company was established by the La Ronge, Montreal Lake, and Peter Ballantyne Bands.

Concepts (Knowledge Objectives)

Interdependence

Know that the desire of Aboriginal peoples to be independent enough to protect their culture is very strong, but achieving success in a capitalistic economy is forcing them to be increasingly interdependent.

Cultural Autonomy Vs. Economic Interdependence

Know that Indian bands attempt to develop economic ventures which are compatible with:

- their traditional values such as respect for the environment, collaboration, equality, and sharing;
- the needs of local Indian bands; and,
- the larger economic environment within which they must operate.

Know that attempts by Aboriginal communities to integrate Indian culture with a western market economy are still in the beginning stages, and much trial and error will be required.

Know also that there is disagreement within the Indian community about how or even whether Indians should be involved in a market economy.

Know that many Indians are very hesitant about becoming involved in the market economy for fear they will lose their culture.

Political Independence

Know also that economic independence is directly linked to the desire of Aboriginal peoples for political independence.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using a grid to organize information and to analyze the similarities and differences between two paradigms.

Would the Indian definition of economic success be different than the western definition?

Incorporating the C.E.L.s:

- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**
- **Technical Literacy**

Concept Application Lesson (Cultural Autonomy, Economic Interdependence)

See the activity guide for more information.

Another way to compare and contrast the traditional Aboriginal economic paradigm with the contemporary one would be to have the students do some research on contemporary Indian businesses such as the La Ronge Wild Rice Corporation.

A good way to start this research is to make a phone call to the Band office of a nearby Indian reserve, or to an office of the Department of Indian and Northern Affairs.

Content

Economic Development in Japan

Japan is a notable example of rapid development into a technologically advanced society.

Since World War II, Japan has become an economic superpower in spite of its size and its lack of natural resources such as oil, coal, minerals, or forests.

After World War II, Japanese industry and government cooperated in developing a plan which allocated its available resources so that it was able to develop a sophisticated economic infrastructure that includes:

- an extensive transportation and shipping network;
- cost effective production and distribution networks;
- a highly skilled and productive labour force;
- low rates of unemployment;
- a well educated and politically stable population; and
- a financial network that boasts some of the largest banking institutions in the world.

The Opportunity Costs Of Economic Growth In Japan:

Japan has become a very productive and affluent nation and has, in part, accepted the following as the opportunity costs of economic growth:

- long work week - low wages;
- strong work ethic - little leisure;
- a high cost of living;
- higher paying, more prestigious jobs restricted to those with the best education; and
- emphasis placed upon societal rather than individual interests.

Concepts (Knowledge Objectives)

Know that economic development prior to World War II established Japan as a powerful, aggressive and imperialistic nation.

Understand that Japan's post-war constitution rejected war as a means of establishing power.

Know that this paradigm shift defined economic growth as the means to obtain and maintain prosperity and peace.

Know that the growth Japan has realized in less than 50 years is often referred to as the "economic miracle."

Know that Japan's economic growth has resulted in large pools of excess capital with which to invest in other nations.

Know that the values and attitudes which have shaped the Japanese paradigm have defined what are acceptable costs.

Understand that a strong sense of ownership has been a critical factor in the Japanese economy.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Review/practice the skill of linking concepts together based upon available data.

Teach/review the skill of identifying generalizations that can be used as the basis for an inference.

Review and practice the skill of checking for consistency in applying a generalization to similar situations.

To what extent has technological development impacted negatively or positively on the quality of life in Japanese society?

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**
- **Technological Literacy**

Concept Application Lesson

See the activity guide for more information.

Ask the students to list on the board all of the economic concepts that they have examined thus far in Unit II.

Assist them in constructing a concept map that illustrates the cause and effect relationships among the concepts associated with economic decision making.

Provide students with background information about the economic and social conditions in Japan immediately following the World War II.

Assign to students the task of researching, either independently or in groups, sufficient data to determine the steps that Japan took following the War to rebuild its economy.

Then have the students construct a matrix that includes the critical components of an economic infrastructure listed across the top and the steps in Japan's economic strategies down the side.

Initiate a class discussion in which students will brainstorm about the cause and effect relationship that exists between the preconditions for economic development and the steps taken by Japan. Have the students record their conclusions in the appropriate grid in the matrix.

Content

Traditional Values and the Market Economy in Japan

In the 20th century Japan has successfully adapted its culture to a market economy because some traditional Japanese values have greatly aided economic growth. For example, the general willingness of individuals to put the interests of their country and/or their company ahead of their personal interests.

However, Japan has experienced difficulty integrating its traditional view of women into its modern economy. As in most traditional patriarchal societies, women in Japan have traditionally been expected to be selflessly devoted to serving their husbands.

But while the society and economy changed in Japan, expectations for women remained the same. Once a woman married, she was generally expected to quit her job, stay home, look after her husband (and maybe her mother-in-law), and raise children.

Japan is now experiencing a shortage of labour and because its birthrate has fallen significantly, the labour shortage will become even more acute. Yet in the face of this, few women are developing careers.

As its labour shortage grows, however, many Japanese are beginning to realize that women can no longer be excluded from careers.

They are beginning to realize that women represent an enormous pool of potential skills, creativity, and intelligence which has not had much of an opportunity to contribute to Japan's economy.

Concepts (Knowledge Objectives)

Traditional Japanese Culture

Know that many ancient traditions and values are deeply ingrained within the Japanese people.

Know that many of these traditions were compatible with a market economy and helped to ease the transition of Japan from a feudal to a market economy.

Know also that some Japanese traditions have co-existed alongside the market economy while being somewhat contradictory to it.

Economics and Cultural Change

Know that conflicts between aspects of culture and aspects of the market economy are not easily resolved.

Role of Women

Know that the traditional Japanese conception of the role of women is deeply engrained into the mores of Japanese culture and as a result are not easily changed.

Understand that Japan's transition from a feudal to a modern, technological society has resulted in relatively few changes in the role or status of women in Japan.

Know that despite the power of tradition, changes in women's role in Japanese society are occurring.

Know that one of the integral factors in Japan's economic success is that the Japanese have learned to understand, respect, and follow the basic principles of the market economy.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships;
- describing how the parts of a whole are related to each other.

Practise discussing or debating issues with fairness, honesty, and respect for people whom you disagree with.

Practise using facts, good argumentation, and sound reasoning to support your opinions.

Appreciate the complexity and ambiguity of these issues.

Appreciate that cultures do not change easily.

Appreciate the critical importance having a set of criteria on which to base decisions and judgements.

Appreciate the importance of subjecting one's own criteria to scrutiny.

What are the honest way of doing comparisons?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications
- Technological Literacy

Concept Application Lesson

See the activity guide for more information.

The information about Japan presented on the adjacent page deals with three major issues: cultural traditions, moral or values principles, and economic efficiency.

Japan has a traditional culture which severely limits the role of women. However, morality demands that we ask whether this is how women ought to be treated.

Also, one needs to consider whether economic efficiency is more, less, or equally as important as the other two concerns.

These issues could be explored in a class discussion or debate.

One of the following resolutions could be written on the board to provide some provocative grist for the mill.

Be it resolved that economic efficiency should take precedence over cultural traditions.

Be it resolved that principles of morality (i.e. the question of how women ought to be treated) must take precedence over economic efficiency.

Be it resolved that maintaining cultural traditions is more important than catering to someone's definition of morality.

Content

Economic Decision Making in Nigeria

The policies of reconciliation that General Gowon pursued in 1970, following the Biafran War, succeeded to restore some degree of national unity and to somewhat reduce ethnic tensions.

Following the Civil War, military rule continued in Nigeria until 1979 at which time the country returned to civilian government under the leadership of President Shagari.

Between 1970 and 1979, military leaders initiated major constitutional and, subsequently, economic reforms that were designed to further unify and stabilize the economy.

These political and economic reforms resulted in the distribution of power among 19 rather than 12 states; each having the ability to determine the direction and scope of economic decision making within its own jurisdictions.

In 1979, Nigerians were optimistic about Shagari's ability to continue a balanced program of economic development and to proceed closer to Nigeria's goals of economic self-sufficiency.

However, by 1983, the Nigerian economy was in a state of crisis, verging on total collapse.

Since its independence in 1960, the economy of Nigeria has been characterized by periods of significant growth alternating with periods of crisis.

Concepts (Knowledge Objectives)

Know that ethnic and tribal tensions still exist and are a source of both political and economic instability in Nigeria.

Understand that military government had always been considered a temporary measure to maintain political and economic stability.

Know that these constitutional and economic reforms were intended to establish an equitable distribution of political and economic power.

Understand that by 1979, Nigeria appeared to be achieving a politically stable and a growing, prosperous economy due, in large part, to these reforms.

Know that in 1983, the Nigerian military resumed control of the government under the leadership of Major-General Buhari who was succeeded by Lieutenant-General Ibrihim Babangida in 1985.

Understand that Nigeria is scheduled to revert to civilian rule in October, 1990.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Review and practice the skills of:

- identifying concepts that cluster common elements.
- linking concepts together based upon the available data.

Practise:

- stating a proposition that is testable and that guides the search for data.
- stating an hypothesis that is applicable to most or to all cases.

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**

Concept Application Lesson

See the activity guide for more information.

Review with the students some of the political and social problems with which Nigeria has had to cope since World War II.

Have them review/construct a concept map that illustrates the many cause and effect relationships that exist among those concepts associated with political decision making.

Ask the students to list on the board all of the economic concepts that they have examined thus far in Unit II. Assist them in constructing a concept map that illustrates the cause and effect relationships among the concepts associated with economic decision making.

Provide the students with background information about two opposing theories of economic development:

- **Theory # 1:** which supports an industrial model as the means of achieving economic development and self-sufficiency.
- **Theory # 2:** which supports the development of a strong agricultural sector is a prerequisite to industrialization.

When the students have examined and discussed the pros and cons of these theories, organize the students into small groups.

Content

Since the early 1960's, the economic framework of Nigeria has depended upon oil exploration and output.

Prior to the 1960's the country's economic based was agriculture. Nigeria was a self-sufficient producer of food and was also a key exporter of cash crops such as peanuts/oil, cocoa beans, rubber, palm/oil, raw cotton, and timber.

These cash crops, which made up 70% of the value of Nigerian exports in 1964, decline to nearly non-existent levels by 1976. By the 1980's oil revenues accounted for 97% of total export earnings.

When oil revenues dropped in the early 1980's, this neglect of agriculture was seen as a critical error in economic decision making.

The lack of a stable political structure, combined with the levels of corruption among both civilian and military governments, has increased tensions within Nigerian society between the:

- rich and the poor
- rural and urban populations
- many ethnic groups.

Efforts to revitalize the agricultural sector in hopes of diversifying the economy have been hampered by drought, deforestation and desertification.

Concepts (Knowledge Objectives)

Understand that the vast potential for wealth in the oil industry provided an alternative economic base for agriculture.

Understand that the wealth generated by oil resulted in the deterioration of agriculture as the traditional economic base.

Understand that the neglect of other sources of export revenue resulted in few, if any, alternative economic prospects.

Understand that economic problems of Nigeria in the early 1980's were compounded by a corrupt government who squandered billions of dollars on un-productive and very costly development projects.

Know that large-scaled unemployment, lack of education opportunities and inadequate social and medical services have become a fact of life for most Nigerian citizens.

Understand that ethnic rivalries have prevented the organization of national labour movements in Nigeria.

Know that a reversal in population from urban to rural areas have provided the labour necessary for agricultural development.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Review and practice the skills of:

- identifying concepts that cluster common elements.
- linking concepts together based upon the available data.

Practise:

- stating a proposition that is testable and that guides the search for data.
- stating an hypothesis that is applicable to most or to all cases.

Does the Nigerian experience falsify economic theories about the need to specialize in one or two areas of production?

Should Saskatchewan be concerned about continuing to have a "one crop economy"?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Application Lesson

Each group will study the process of economic development that has occurred in Nigeria since its independence in 1960.

In doing so, students should focus on:

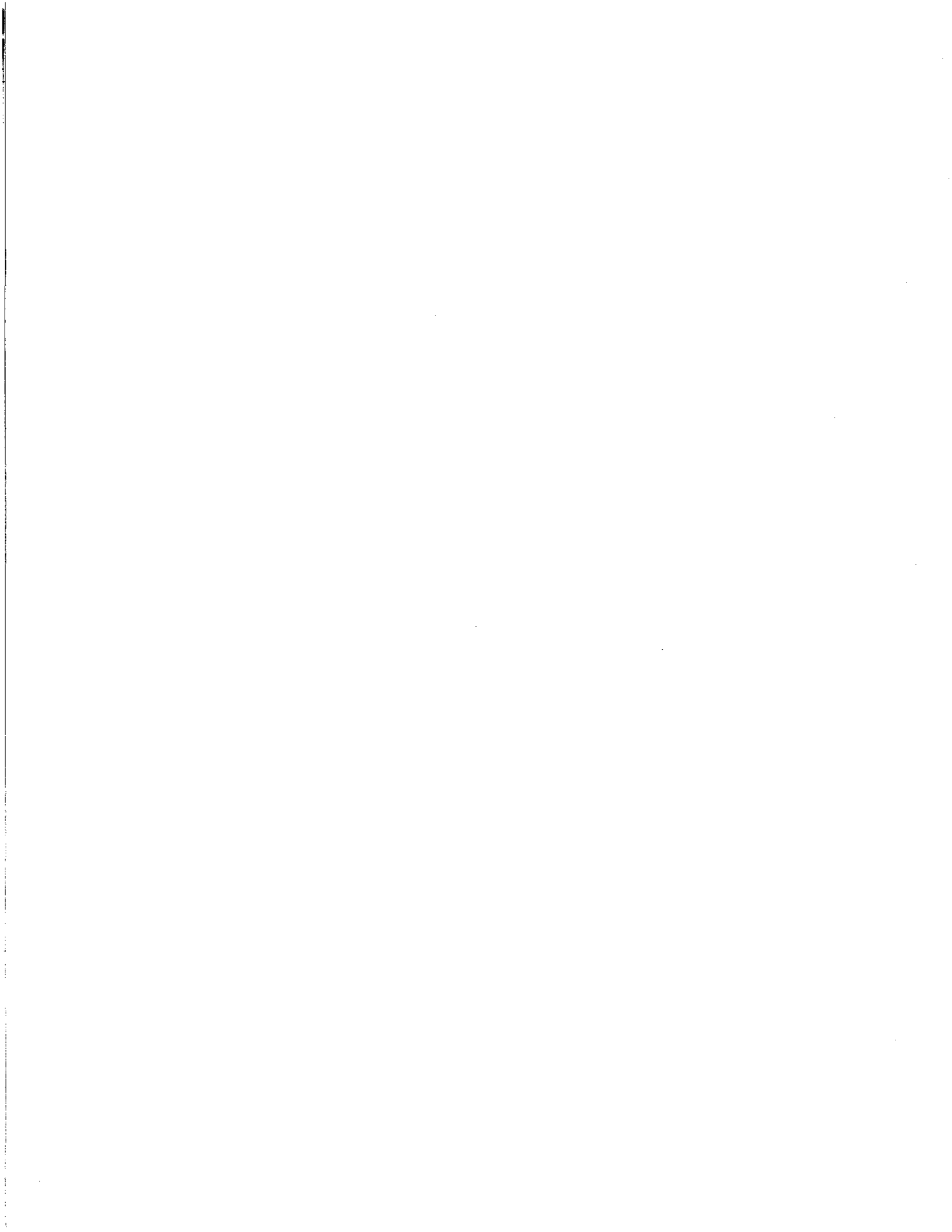
- identifying the vision what influenced the "road" taken;
- establishing the cost/benefit ratios that the Nigerian people have experienced as the result of these economic choices; and
- identifying those factors that resulted in an abrupt shift in economic policies.

Have the students in each group construct a matrix as a way of organizing the data collected on Nigeria.

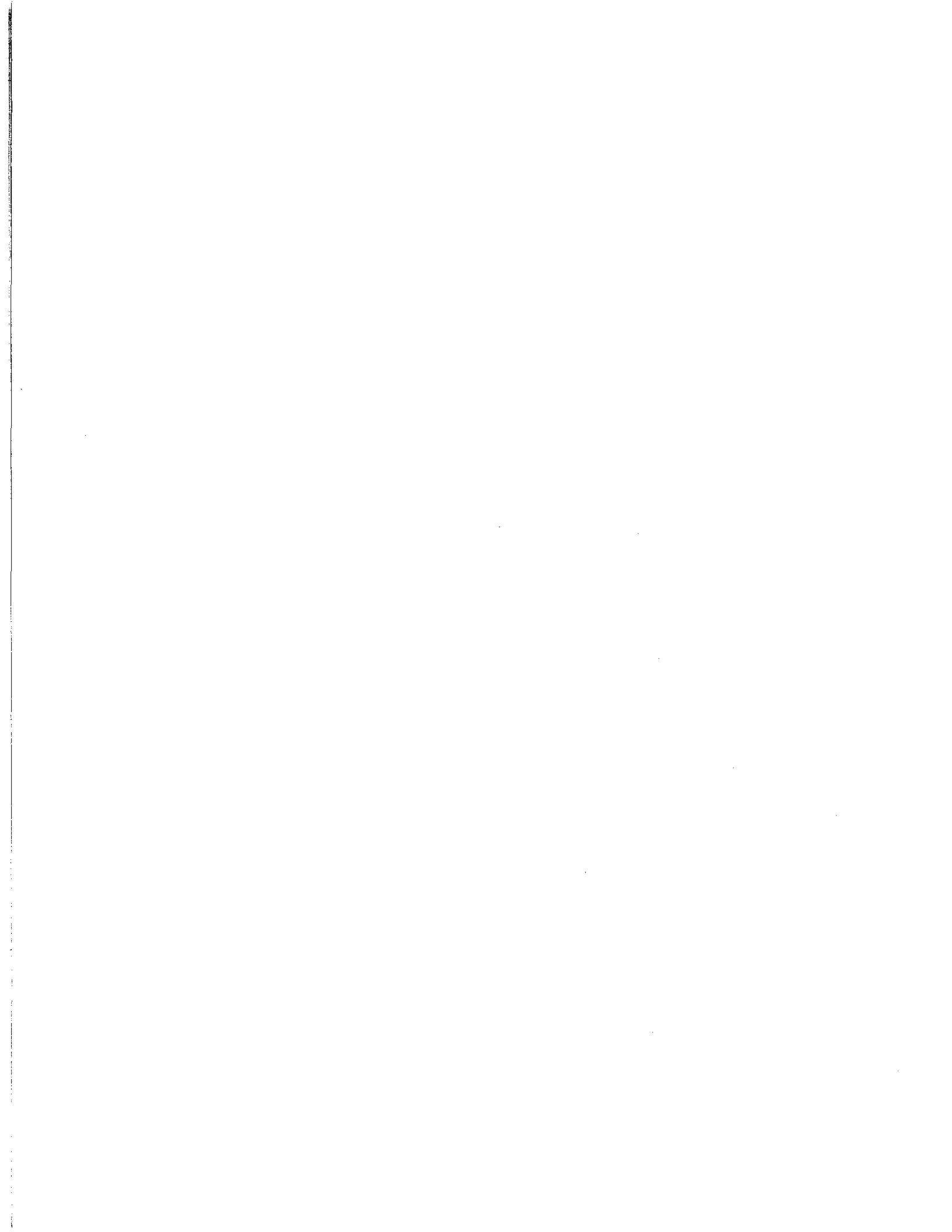
Following this small group study of Nigeria, arrange for students to have access to a collection of magazine and newspaper articles, as well as other sources of information, that deal with the economic conditions that currently exist in Saskatchewan.

Have the students, either in groups or working independently, classify the information they gather on Saskatchewan into a matrix as well.

Then assign the students the task of comparing and contrasting the economic conditions in Saskatchewan and Nigeria. Have them write a short paper on this topic and present it to the class.



Unit 3
Ideology and the
Decision Making Process



Unit Overview

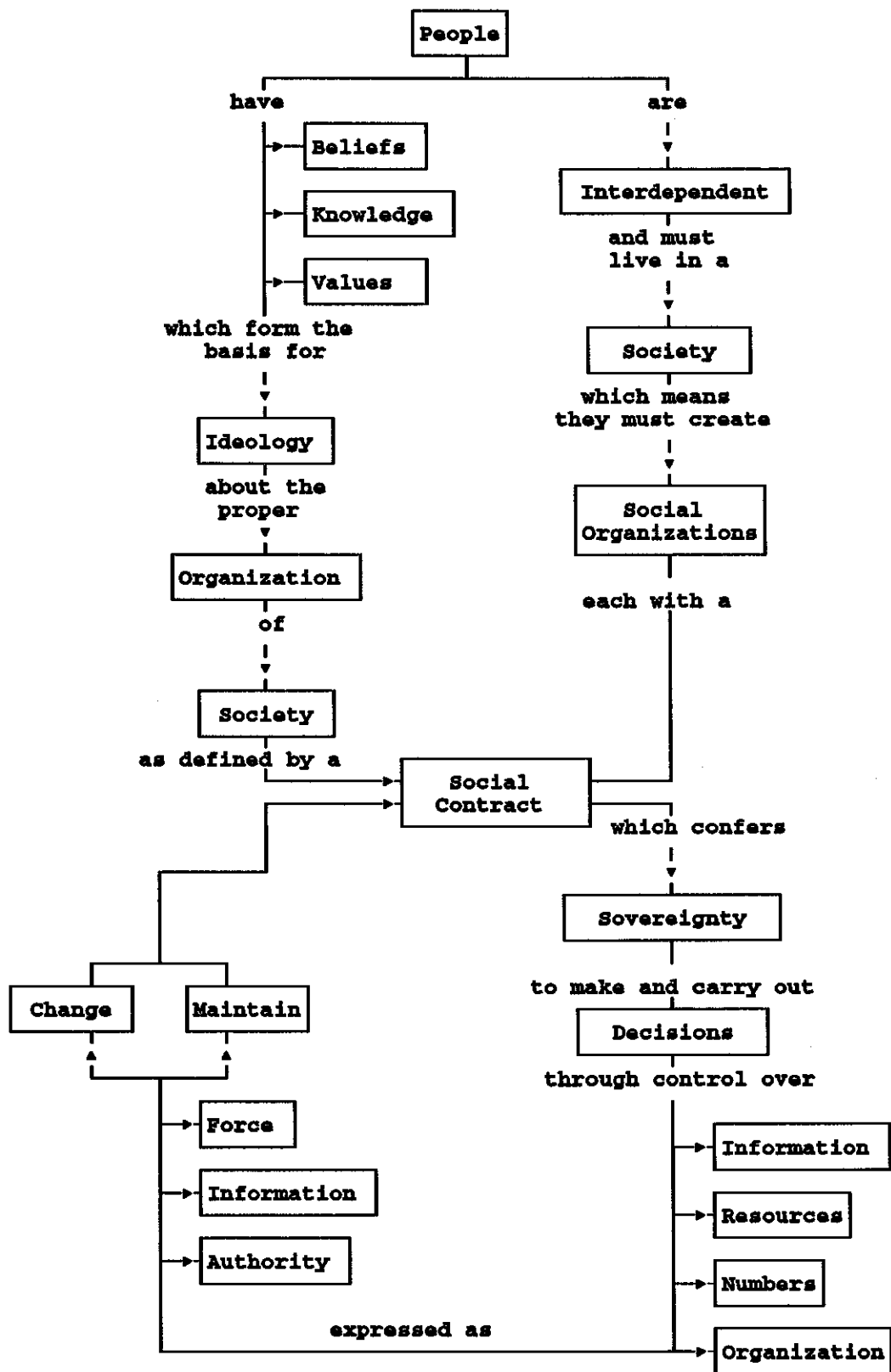
Decision making involves deciding what is important and worthwhile and what is not. This can only be done when there is some basis for making these judgments. Over time people develop patterns of basic beliefs about a variety of issues. These patterns of beliefs are ideologies, and they become the basis for deciding what is important and worthwhile in decision making.

Students will examine the ideologies of conservatism, liberalism, and socialism using material and issues from Saskatchewan and Canadian society. They use the concepts of ideology, politics, and power to understand how democracies make and carry out decisions as they evolve and change.

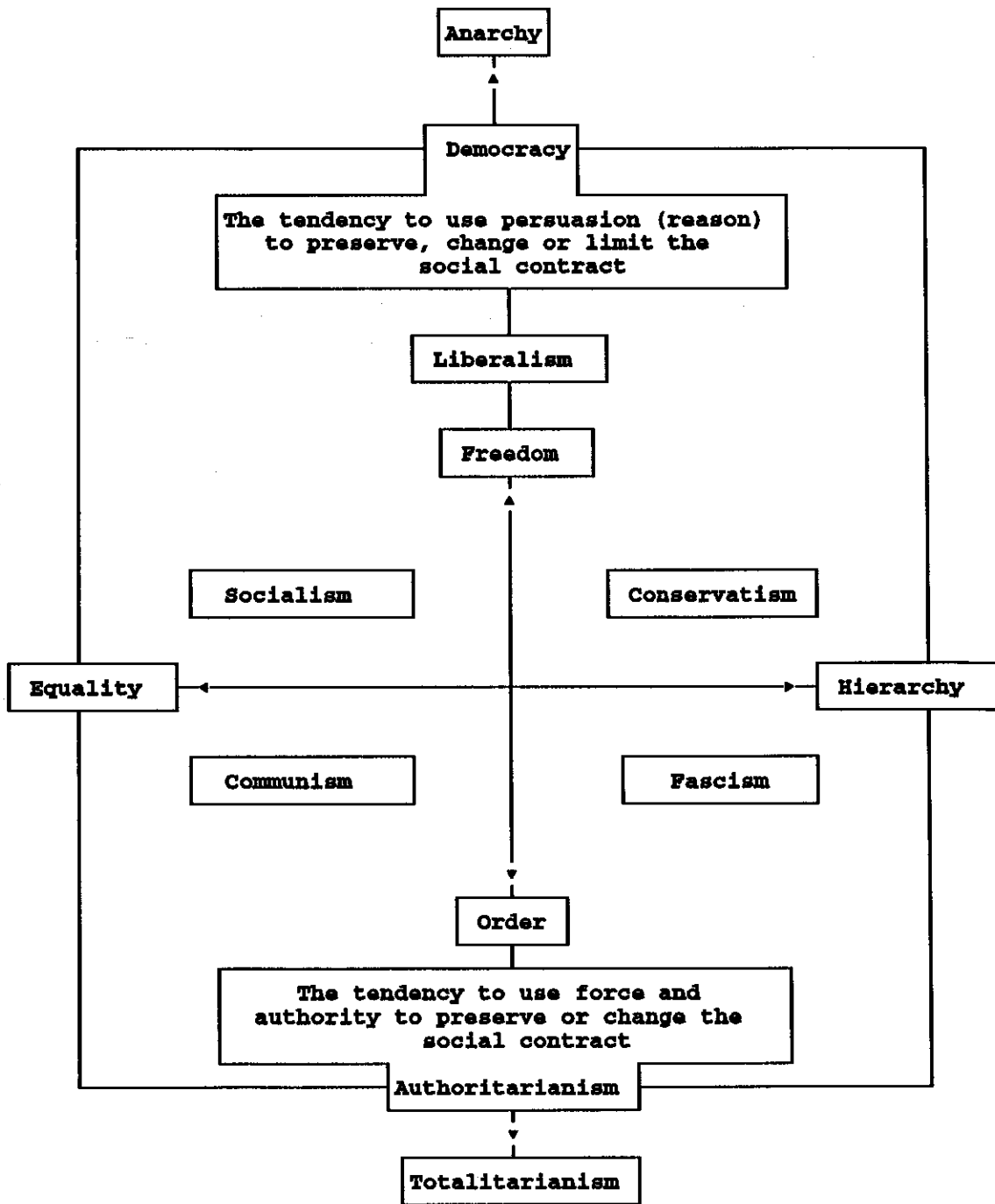
The emphasis in unit one was on the organization and mechanics (the what) of decision making in a parliamentary democracy. This unit emphasizes the process or the how of political decision making. Students will be challenged to understand and then play a role as participants (citizens) in the democratic decision making process.

Unit 3 Concept Map

Ideology and the Decision Making Process



Concept Map of the Political Spectrum



Unit 3

Foundational Objectives

Concept: Ideology

Knowledge:

- know that a pluralistic society is one in which diverse cultural traditions, with different norms and values are accepted.
- Know that individuals and societies accept certain claims to power as being legitimate and reject other claims as being illegitimate.
- Know that societies are made up of competing interest groups each with a power base and each desiring decisions that will satisfy their needs/wants.
- Know that societies have to deal with conflicting perspectives or ideologies about the best way to organize and direct society.
- Know that the political process within society is necessary to resolve differences over the basis (ideology) on which decisions are made for society.

Skills/Abilities:

- Practise drawing inferences from relationships within the data.
- Practise the skill of hypothesizing.
- Practise using the following analytical skills:
 - defining the main parts;
 - describing cause-effect relationships; and
 - describing how the parts of a whole are related to each other.
- Practise organizing a classification system which can order data.
- Practise examining data using criteria as a basis for analyzing, synthesizing and applying.

Values:

- In what order of importance should freedom, order, hierarchy, and equality be ranked by society?
- Should the group which has the best and most honourable case or the group with the most political power be given its way?
- Should change in any fundamental relationship within society occur slowly or quickly?
- Should individuals be freed from the restraints of tradition, custom and authority?
- Can an individual who is deprived of the basic necessities of life be considered free?
- What is the just way of settling disputes between people?
- Who is ultimately responsible for the political decisions made in a democracy?
- If there is an unjust situation in society, who must accept the responsibility for changing that situation?

Core Material for Unit 3

Core Content

| Core Content | Core Concepts | Suggested Time Allotment |
|--|--|--------------------------|
| The Process of Decision Making (p. 310). | Sovereignty Legitimacy Paradigms | 1 hour |
| Competing Claims for Recognition and Power (p. 316). | Conflict Power | 2 hours |
| The Role of Ideology in Decision Making (p. 318). | Ideology Legitimacy Political Spectrum | 4 - 6 hours |
| Maintaining Stable Government in Pluralistic Societies (p. 330). | Politics Interest Group Pluralism Public Policy | 4 - 6 hours |
| Issues of Sovereignty in Canada (p. 338). | Sovereignty | |
| • The Treaty Rights of Indian People (p. 338). | Legal Contracts | 1 - 2 hours |
| • The Human Rights of Women (p. 342). | Feminism | 1 - 2 hours |
| | Time to cover the core material | 13 hours |
| | Time available to modify the pacing and timing factors in the Adaptive Dimension | 6 hours |
| <hr/> | | |
| | Total Class Time | 19 hours |

With the remainder of the material not marked core, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some students require less time to assimilate curricular concepts while other students could benefit from a slower pace. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the foundational objectives of the course.

Instruction Plan

| Objectives | Instructional Strategies & Methods | | | | | Suggested Assessment Techniques | | | | | | | | | | | | | Timelines | | | | | | | | |
|--------------------------------------|------------------------------------|----------|--------------------------------|--------------|-------------|---------------------------------|------------------------|-------------------|---------------------------|---------------------------|------------|----------------------------|------------------------|---------------|----------------------------|---------------------------------|--|------------|-----------|-----------------------|---|----------------------------------|--------------------|----------------|-----------------------|------------------|--------------------|
| Foundational and Learning Objectives | Strategies | | | | | Methods of Organization | | | Methods of Data Recording | | | Ongoing Student Activities | | | Quizzes and Tests | | | | | | | | | | | | |
| | Direct | Indirect | Interactive | Experiential | Independent | Assessment Stations | Individual Assessments | Group Assessments | Contracts | Self and Peer-Assessments | Portfolios | Anecdotal Records | Observation Checklists | Rating Scales | Written Assignments/Essays | Presentations/Debate/Simulation | Performance Assessments - concept mapping - using analytical grids | Portfolios | | Oral Assessment Items | Performance Test Items - concept mapping - using analytical grids | Concept Mapping/Analytical Grids | Short-Answer Items | Matching Items | Multiple-Choice Items | True/False Items | Concept Maps/Grids |
| | Methods | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Social Organizations | Lecture | | Group Work | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Social Contract | | | Class Discussion Group Work | | | | | | | | | | | | | | | | | | | | | | | | |
| Decision Making | | | Class Discussion | | Research | | | | | | | | | | | | | | | | | | | | | | |
| Role of Government | Lecture | | | | Research | | | | | | | | | | | | | | | | | | | | | | |
| Making Decisions in a Democracy | Lecture | Research | Group Work | | | | | | | | | | | | | | | | | | | | | | | | summative test |

10/10/10

Content

The Process of Decision Making

Because people are interdependent they must live in groups.

Regardless of size, each group if it is to be effective and to survive must establish certain fundamentals and see that they are acted upon:

- a social contract;
- a decision making process; and
- an adjudication and enforcement mechanism.

Each one of these group fundamentals involves the use of decision making and power.

When humans make decisions about important issues, they tend to base their decisions on what they believe to be "realistic", or "makes sense", or is "reasonable". These words are descriptors defining what that person considers to be legitimate.

Legitimate Sovereignty

What is considered legitimate is directly related to the values, beliefs and ideas of the world view of the individuals within the group.

Assumptions about the basic nature of humanity is one of the most important considerations in determining legitimate social relationships:

- should humans be considered selfish and untrustworthy who realize they need the discipline of social organizations?
- should humans be considered basically reasonable creatures who are prepared to respect the rights of others?

Concepts (Knowledge Objectives)

Social Contract

Know that a social contract is an agreement between the rulers and the ruled which defines the rights and duties of each.

Sovereignty

Know that sovereignty is the power to make and enforce decisions about any matter that is recognized to be within a defined jurisdiction.

Know that a state is sovereign when it possesses control over the systems of justice and the use of force within a society.

Legitimacy

Know that legitimacy is the traditional, lawful, or acceptable way of organizing relationships among people.

Paradigms

Know that paradigms are patterns of ideas, beliefs, and values selected out of a larger world view. These ideas, beliefs, and values act as criteria for decision making

Know that paradigms help people perceive and understand certain aspects of reality more clearly and limit the perception and understanding of other aspects of reality.

Know that paradigms are long lasting patterns of ideas which gain authority over time so that it becomes very difficult to challenge them.

Know that those who accept the traditional paradigm will resist the ideas in the new paradigm

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise using familiar information to develop conceptualizations.

Practise drawing inferences from relationships within the data.

Practise describing cause-effect relationships within the data.

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson
(Social contract, Paradigms, Legitimacy)

See the activity guide for more information.

Ask the students to brainstorm a list of things that they find restrict their freedom in some way. Briefly discuss with the students whether they think these restrictions are legitimate or not.

Suggest to the students that the social contract of an organization is based on what people expect assume will be the attitudes and behaviour of the members of the organization.

Give the students some examples:

- what do policemen come to expect to be the case about human nature?
- how would prison guards come to view human nature?
- what would a general of an army think of human nature?
- what should a principal think of the nature of students?
- some other examples: salesmen, advertisers, politicians, doctors, ministers, income tax people, etc.

In order to help students see how a paradigm can affect the way the social contract of an organization treats its members have the students in groups examine the assumptions of a number of different social contracts to see how they change behaviour.

Content

Theoretical Viewpoints on the Allocation of Sovereignty

In the seventeenth and eighteenth centuries Europeans were faced with religious change as a result of the reformation, economic change which led to the growth of a more powerful middle class, all of which began to suggest to many that political change was also needed.

The debate often became violent and led to civil war in Britain and France.

Some saw change as a bad thing indicating the need for more centralization of power.

Others believed it was a good because it would lead to a better society some time in the future.

Philosophers began to offer new paradigms for dealing with the organization and control of society:

Hobbes

- Humans are born with both passion and reason.
- Human passion leads to a state of war within society that leads to anarchy, chaos, violence, and destruction. The life of man in nature is solitary, poor, nasty, brutish, and short.
- Reason suggests that peace is a better way of life.
- Peace can only be maintained if every person agrees to give up the right to govern themselves and to give absolute power to an individual (or group) who will legislate peace and security using force if necessary.
- People must promise complete obedience in return for order and security.
- The choice for society is between absolute power or complete anarchy.

Concepts (Knowledge Objectives)

Change

Know that when a society undergoes fundamental change another set of social relationships must be developed so that individuals understand their relationship to the larger society.

Know that change often creates uncertainty and insecurity which in turn leads to an emphasis on order and hierarchy.

Order

Know that security based on order and predictability is a fundamental need of people.

Monism

Know that a monistic society is one that believes there is only one world view (and related paradigms) that contains truth.

Know that a monistic tradition is often seen as being more orderly, predictable, and safer than pluralism.

Pluralism

Know that a pluralistic society is one that accepts that different world views (and related paradigms) with different norms and values.

Know that societies attempting to be pluralistic may find areas where there is fundamental disagreement about what kind of social contract ought to apply.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Review/teach the skills of co-operative group work.

Review/teach the concept of criteria and the skills of using it as way of analysing a situation.

Review/teach the concept of paradigms and the skill of using them as a way of predicting the choices individuals will make.

Who has the right to be sovereign in a group?

What are the correct and incorrect ways of using power?

Incorporating the C.E.L.s

- Independent Learning
- Critical & Creative Thinking
- Communication

Concept Development Lesson

(Sovereignty, Legitimacy, Change, Order)

Have groups of students take on the point of view of one of the philosophers/politicians below and have them debate the following issues. (See activity guide) A possible organization follows:

Hobbes (affirming) vs. Rousseau (denying)

- Issue: Louis XVI's statement that "What I should like most is to be loved." represents a failure of leadership.

Locke (denying) vs. Voltaire (affirming).

- Issue: Absolutism is the most realistic form of government for a society since rule by the people is equivalent to mob rule

Rousseau (denying) vs. Locke (affirming).

- Issue: Since society plays a decisive role in shaping human intelligence and personality, any minor differences between men and women should not affect the opportunities made available to either sex by society.

Content

Locke

- The human mind is like a blank tablet at birth.
- Human development is determined by education and social organizations, for good or evil.
- The purpose of government is to protect the 'natural rights' of life, liberty, and property.
- Citizens have the natural right to rebel against a government which does not respect the rights of its citizens.
- Since all humans are born with minds that have no learning and must be taught, there can be no inborn cultural differences between people especially men and women.

Voltaire:

- believed that the best humanity could hope for was a good monarch.
- did not believe in social equality. Women (as should everyone) should be treated well in a civilized society, but it should also be recognized that women have special attributes which fit them for special roles.
- the only feasible equality would be based on that "by which the citizen only depends on the laws which protect the freedom of the feeble against the ambition of the strong.

Rousseau:

- was passionately committed to individual freedom.
- believed the human mind is like a blank tablet at birth.
- saw reason and civilization as destroying rather than freeing the individual.
- believed that any society would generate a general will which was sacred and absolute and which reflected the common interests of the people with everyone's interests were subordinate to it.
- believed that women, having a responsibility to society for child rearing should be educated to be good mothers.

Concepts (Knowledge Objectives)

Equality & Hierarchy and Freedom & Order

Know that every society/culture defines, based on its paradigms, what it means by equality, hierarchy, freedom, and order.

Know that these definitions are often unspoken and are tacitly accepted by the members/citizens of the social grouping in question.

Legitimacy

Know that every society has to establish some fundamental criteria which can be used to justify the allocation of supreme power within society to certain individuals or groups.

Social Contract

Know that in society people live as if there were a social contract which defines the rights and duties of the rulers and ruled explicitly and implicitly.

Know that at certain times in history, the definitions which had been accepted as defining the rights and duties of the rulers and the ruled will shift significantly.

Understand that some balance between order and freedom is essential if a society is to function in a constructive manner.

Know that different societies/cultures will arrive at different conclusions about the correct balance between these concepts.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Review/teach the skills of co-operative group work.

Review/teach the concept of criteria and the skills of using it as way of analysing a situation.

Review/teach the concept of paradigms and the skill of using them as a way of predicting the choices individuals will make.

Who has the right to be sovereign in a group?

What are the correct and incorrect ways of using power?

Voltaire once said that he would rather "obey a fine lion much stronger than himself, than 200 rats of his own species". Do you agree or disagree with this statement?

Related examples: These can be used for concept development, application of understandings, or for evaluation purposes.

The following contemporary issues could be used by students as they think about and prepare their positions for the suggested debates on the previous suggested teaching strategy page.

The debates below are stated in modern terms:

Debate A

- Hobbes: Governments must do what they consider to be right to protect society.
- Rousseau: Governments should continuously take polls and hold referenda so that they are never out of step with the view of the majority.

Debate B

Locke (denying) vs. Voltaire (affirming).

- Society should be led by an elite which can demand absolute conformity in areas like medicine, education, honesty morality, etc. or society will degenerate into chaos.
- Classrooms, hockey games, business etc. must impose clear and absolute standards (laws, rules, manners) to maintain order and purpose.

Debate C

Rousseau (denying) vs. Locke (affirming).

- Men can learn to be as good nurturers of children as women.
- The father's role could be the care giver at home rather than the breadwinner.

Content

Competing Claims for Recognition and Power

Every society has to allocate to the right to make decisions for society.

Many groups within society will claim for various reasons that they are best suited to make decisions for society.

Claims Based on Power

These claims are often supported by the power of:

- **owning or controlling the wealth of a society;**
- **controlling organizations such as the church, the professions, business, and the military;**
- **having the necessary information to run a society; and,**
- **having the support of large numbers of people.**

Claims for Recognition and Power Based on Ideology

Ideologies include:

- **a set of basic assumptions about human nature and society;**
- **an interpretation of the past;**
- **an explanation of the present;**
- **a vision of the future;**
- **a goal and a strategy to achieve this goal;**
- **a message designed to motivate the converted and win new converts; and,**
- **a simplified picture of reality, which it claims as truth.**

Concepts (Knowledge Objectives)

Conflict

Know that tensions between individuals and groups over the control of political and economic decision making in society are unavoidable.

Power

Know that the sources of power in any society are resources, organization, numbers, and information.

Know that the control of the decision making process is determined by the ability to control the sources of power.

Ideology

Know that an ideology is similar to a paradigm because like paradigms they:

- **start with a set of values and beliefs which serve as basic assumptions about the nature of reality;**
- **use these assumptions as the basis for interpreting the past and present and making predictions about the future;**
- **use their values and beliefs as criteria to decide which facts are significant enough to be selected from reality to base decisions on; and because they,**

Know that ideologies are a system of logic which influences economic and political decision making.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using their own background knowledge as a source of useful data for understanding concepts.

Practise the skills of organizing a classification system which can order data.

Practise using concepts as criteria for making inferences.

Practise drawing inferences from relationships within the data.

Practise drawing cause-effect relationships within the data.

Practise using criteria as a basis for making a decision.

Should the group which has the best and most honourable case or the group with the most political power be given its way?

On what criteria should social decisions be based:

- freedom?
- order?
- equality?
- hierarchy?

What is the moral use of power: does the end justify the means?

On what basis do you decide that a social contract should be replaced with a different one?

How do you decide the just way of settling these disputes?

Is the "greatest good for the greatest number" the fundamental value on which to base decision making in a democracy?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson (Pluralism, Conflict, Power, Ideology)

See the activity guide for more information.

Ask the students to go to various media sources (newspapers, news magazines, television etc.) and look for a variety of different areas of conflict particularly between groups of people.

Ask the students in groups to attempt to categorize the conflicts they find into different types and create a useful classification system.

When each group is done, have the various groups present for discussion their observations and inferences about:

- who typically is in conflict;
- the sources of conflict; and,
- how the conflict is resolved.

Now ask the class to consider on what basis it would go about resolving the conflict if the government were a dictatorship or if it were a democracy?

As part of the debate they should begin to consider the issue of what they would accept as legitimate criteria on which to base a decision.

Ask the students to consider how to decide in a democracy whether these issues should be decided on the basis of power or on some other basis such as morality, justice, etc.

Content

The Role of Ideology in Decision Making

Ideologies influence how conflicts are resolved because they:

- help people to understand their environment and order their lives accordingly.
- provide a way of judging and evaluating a confusing variety of issues and world events.
- make the future seem more predictable and impart a feeling of security.
- bind people together by providing them with a common value system and way of looking at the world which contributes to a feeling of belonging.
- promise a good life and provide an explanation of how it might be obtained.

Ideologies define what constitutes an acceptable or legitimate claim to power.

Concepts (Knowledge Objectives)

Power

Know that power is the ability to make and carry out decisions.

Ideology

Know that ideologies provide frames of reference for political decision making.

Know that ideologies attract and maintain supporters because they seem to give reality predictability, meaning, and purpose.

Purpose

Know that an ideology gives many an identity and provides a source of optimism.

Legitimacy & the Social Contract

Know that a major purpose of an ideology is to define what would constitute a legitimate social contract.

Know that what is considered legitimate is based on the assumptions of the particular ideology subscribed to.

Change

Understand that ideologies may be used either to:

- resist changes to the social contract, or,
- to initiate and justify changes to the social contract.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise working with a classification system which has organized data into a system.

Practise defining the main parts.

Practise describing how the parts of a whole are related to each other.

Learn to use attack skills which can help find order in what might seem to be random responses.

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**

Concept Development Lesson (Ideology, Legitimacy, Change)

See the activity guide for more information.

In order to give students a more concrete understanding of ideologies, they need to look at them in the context of issues.

Below is an activity which students understand how different ideological perspectives respond to some major issues in society.

Distribute the Student Information Sheets entitled *Issues in Canadian Society*.

Have the students go through the various issues and select the response which they agree with the most.

Once they have done this, have the students determine if there is a pattern to their response by checking whether their responses tend to come from one column or one area of the sheet more than the other areas.

Once they have determined a pattern to their answers, distribute the student information sheet entitled **The Political Spectrum**. This will help them correlate their responses to the above issues with a political ideology and give them an idea of where they stand on the political spectrum.

Content

People often classify ideologies using a political spectrum in which:

- "Left" is generally associated with a socialist ideology as well as with some aspects of a liberal ideology.
- "Right" is generally associated with a conservative ideology and with some aspects of a liberal ideology.
- "Centre" is generally associated with an ideological perspective that incorporates some aspects of liberalism, socialism and conservatism.

There are three ideologies that guide the political and economic decisions made within modern industrial societies:

- conservatism
- liberalism
- socialism

The Question of Determining the Legitimacy of a Claim for Power by a Group within Society

The Conservative's Claim to Power

The legitimacy of the conservatives' claim to power is based upon the idea that society ought to conserve those things that have been tested and accepted over time as being the legitimate and significant ways of maintaining a civilized society.

Concepts (Knowledge Objectives)

Political Spectrum

Know that "the political spectrum" is used to compare the similarities and differences among ideologies.

Understand that the political spectrum is a comparison of ideologies.

Understand that the definitions used within a political spectrum usually reflect a particular time and place.

Know that ideologies assume that a society is something that can be reformed if the changes are in accord with the basic beliefs of the ideology.

Know that conservatism, liberalism and socialism are three ideologies which:

- evolved during the 18th and 19th century in Europe and North America;
- influenced the development of democratic systems of government;
- shaped the political and economic systems of most western industrial nations.

Freedom & Order and Equality & Hierarchy

Know that all ideologies value freedom & order and equality & hierarchy, but each defines & values freedom & equality differently.

Conservatism

Know that conservatism believes that in making decisions about change, it is critical to conserve the best and most useful from a societies' heritage.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise drawing inferences from relationships within the data.

Practise drawing cause-effect relationships within the data.

Practise examining data using criteria (from ideologies) as a basis for analyzing.

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**

Concept Application Lesson (Ideology, Political spectrum)

See the activity guide for more information.

Divide the students into three groups (use 2 sets of 3 if you have a large class) according to whether they are interested in being a conservative, liberal or a socialist and ask them to reexamine the student information sheets entitled **Issues in Canadian Society**.

Ask them to study the responses of the ideology to the different issues and make inferences about that ideology's view of:

- human nature (how people behave toward each other);
- society (how people live, work and socialize together);
- government (the power and role of people in the political decision making process); and,
- of the economy (the power and role of people in the economic decision making process);

Have the various groups report their inferences summarizing them on a chart.

Once they have made their own inferences, distribute the information sheet **Ideological Perspectives** so that they can compare their inferences with those given.

Content

Conservative Ideology:

- tends to assume in politics the Christian doctrine of original sin. This means that humans need the guidance and discipline of society so that ethical behaviour and responsible use of liberty is possible.
- believes that humans need to have roots in traditional frameworks which protect them against untested innovations.
- accepts that man (sic) could only be tamed by following an ethically trained elite and by education in "prejudices" such as family, religion, and aristocracy. (Burke)
- believe that society should be viewed as an organism which evolves naturally and unconsciously.
- that Society is indeed a contract...it becomes a partnership not only between those who are living, but between those who are dead, and those who are to be born. (Burke)

Concepts (Knowledge Objectives)

Conservative Ideology

Know the fundamental values that form the basis for the conservative paradigm:

Order

- Know that the regulation of social organizations discipline human behaviour to conform to some definite, continuous and, organized patterns of behaviour.
- Know that security based on order and predictability is a fundamental need of people.
- Know that chaos and anarchy is the greatest threat to society because it destroys the ability of basic social organizations to maintain order.

Hierarchy

- Know that a society functions best when an elite with special abilities takes responsibility for the well being of society.
- Those who have the capacity to take responsibility for society should have the necessary powers and privileges to carry out those responsibilities.

Freedom and

- Know that freedom without responsibilities or limits can result in chaos.

Conservation

- Know that the conservative, believes the need to conserve social order is the fundamental objective in negotiating a social contract.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships; and
- describing how the parts are related to the whole.

Practise drawing inferences from relationships within the data.

Should change in any fundamental relationship within society occur slowly or quickly?

If society has to choose between change and order, which should it choose?

Are traditional ideas more reliable than new ideas?

Is order more important to the well being of society than freedom?

What is progress?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson (Ideology, Conservatism, Order, Hierarchy, Freedom, Equality)

See the activity guide for more information.

Provide the students with a series of issues (see below) and in a class discussion analyze one of them from a conservative perspective.

Then give each group another issue and ask them to attempt an analysis of the issue again from a conservative perspective (with some coaching).

Then ask each group to present their analyses to the class and then allow a general discussion to ensue:

- In what areas does the conservative ideology seem to offer some useful insights?
- In what areas does it seem to be limited in how it deals with the problems of life?

Issues for Analysis

- Environmental issues
- The Prevention of Crime
- The Problem of Poverty in Society (and the World)
- Protecting the Canadian Identity
- The Question of the Rights of Women
- The Rights of the Aboriginal Peoples of Canada
- The Defence of Canada
- The Problem of Illness and Health Care
- The Problem of Pornography in Society
- The Creation of Wealth in Society

Content

The Liberal's Claim to Power

The legitimacy of the liberal's claim to power is based on the idea that each individual is best qualified to make judgments and decisions about the direction of her or his life.

Liberal Ideology:

- takes from the Bible (Hebrew prophets, the Sermon on the Mount) a sense of the importance of human individuality which frees one from subservience to the group and relaxes the tight hold of custom, law, and morality.
 - seeks to protect the individual from arbitrary external restraints that prevent the full realization of potentialities.
 - believes that individuals if left alone to pursue their own self-interest in an exchange economy will promote the welfare of the group.
 - believes that because rational individuals know their own interests best, interference by government will limit the potential of the individual.
-
- believes that government must not do for the individuals what the individuals can do for themselves.
 - believes that because any power can be tyrannical as any other power, the power of government must be limited or checked.

Concepts (Knowledge Objectives)

Liberalism

Know that liberalism believes that since no government allows absolute liberty (Locke), it is desirable whenever decisions are made about laws and policies to maximize as much as possible the amount of liberty each citizen enjoys within the state.

Liberal Ideology

Know the fundamental values and attitudes that formed the basis for the liberal paradigm:

Freedom

- Know that the freedom to live one's life according to the dictates of one's conscience is the significant value to liberalism.

Hierarchy

- Know that a hierarchy based on merit is legitimate.

Progress

- Know that the creation of a social order which allows for the greatest possible expression of human potential is the fundamental objective in negotiating a new social contract.

Equality

- Know that all people are equal in the sense that everyone shares human dignity.
- Know that equality of opportunity means giving everyone the opportunity to express their potential.
- Know that all citizens have the right to share in the decision making processes of society and to equal treatment by the law.

Order

- Know that the law is the only legitimate restraint on human behaviour, and it has the right to prevent only those actions which will injure others.
- Know that free and open debate in which reason prevails will ensure the orderly administration of a society.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships; and
- describing how the parts are related to the whole.

Practise drawing inferences from relationships within the data.

Should society depend on individual conscience to guide personal behaviour?

Is competition the best way to decide who should be given the power and rewards of society?

Should individuals be freed from the restraints of tradition, custom and authority?

Is it reasonable to believe in the idea of progress for society?

Should we trust the rights of citizenship to everybody in society?

Can we depend on ordinary people making the right decisions for society?

What is progress?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson (Ideology, Liberalism, Freedom, Equality, Hierarchy, Order)

Provide the students with a series of issues (see below) and in class discussion analyze one of them from a liberal perspective.

Then give each group another issue and ask them to attempt an analysis of the issue again from a liberal perspective. (With less coaching this time?)

Then ask each group to present their analyses to the class and then allow a general discussion to ensue:

- In what areas does the liberal ideology seem to offer some useful insights?
- In what areas does it seem to be limited in how it deals with the problems of life?

Issues for Analysis

- Environmental issues
 - The Prevention of Crime
 - The Problem of Poverty in Society (and the World)
 - Protecting the Canadian Identity
 - The Question of the Rights of Women
 - The Rights of the Aboriginal Peoples of Canada
 - The Defence of Canada
 - The Problem of Illness and Health Care
 - The Problem of Pornography in Society
 - The Creation of Wealth in Society
 - The Question of the Minimum Voting Age in Society
 - Etc.
-

Content

Socialist's Claim to Power

The legitimacy of the socialist's claim to power is based on the idea that the existing economic system and the accompanying society and political system was unjust, inequitable, and resulted in unnecessary suffering for many while the few had more than they needed.

Socialist Ideology:

- takes from the New Testament the belief that everyone is important in the sight of God and as such deserves to be treated with equity and respect;
- believes that the injustice, inequalities, and the suffering brought about by capitalist production led to an acquisitive individualism which was wrong; and
- saw the formation of a new community in which the masses would take control of the means of production and the operation of government from the capitalists; (Then society could be redesigned in ways that would lead to sharing, equity, and harmony so that the potential of every human could be released.)

Contents (Knowledge Objectives)

Socialism

Know that socialists believe that because there can be no meaningful freedom for the individual so long as that person suffers from deprivation, social policies must always in some way share wealth.

Socialist Ideology

Know the fundamental values and attitudes that formed the basis of the socialist paradigm:

Equality;

- Know that because no person's rights are greater than another's, the basic resources necessary to human existence must be shared equitably.
- Know that there is no equality of opportunity unless society gives an opportunity to those who have never had an opportunity.

Freedom;

- Know that there can be no freedom when one group in society can exploit another group.
- Know that economic freedom from want and exploitation is as important as political freedom.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practice using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships; and
- describing how the parts are related to the whole.

Practise drawing inferences from relationships within the data.

Can an individual who is deprived of the basic necessities of life be considered free?

Should a person be given access to resources which have not been earned?

Is it true to say that "some people will never be given a chance because they have never had a chance"?

Should someone be able to make a profit from the labour of others?

Should workers have as much input into the decision making of the work place as do the owners (& managers)?

What is progress?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson
(Ideology, Socialism, Equality, Freedom, Order, Hierarchy)

See the activity guide for more information.

Provide the students with a series of issues (see below) and in class discussion analyze one of them from a socialist perspective.

Then give each group another issue and ask them to attempt an analysis of the issue again from a socialist perspective. (By themselves this time?)

Then ask each group to present their analyses to the class and then allow a general discussion to ensue:

- In what areas does the socialist ideology seem to offer some useful insights?
- In what areas does it seem to be limited in how it deals with the problems of life?

Issues for Analysis

- Environmental issues
- The Prevention of Crime
- The Problem of Poverty in Society (and the World)
- Protecting the Canadian Identity
- The Question of the Rights of Women
- The Rights of the Aboriginal Peoples of Canada
- The Defence of Canada
- The Problem of Illness and Health Care
- The Problem of Pornography in Society

Content

Socialists differ on how to achieve the objective of social equality.

Utopian socialists believe that:

- individuals should be paid according to their contribution to society stipulating that all citizens receive minimum levels of housing, clothing, nourishment, and free access to essential services such as education, health, recreation, and transportation.
- all citizens should have equal political rights and a levelling of status differences (Some disagreement on the amount of levelling).

Marxists believe that:

- socialism could only be done by nationalizing the means of production completely.
- there is a direction to history which will ultimately allow the workers to control their destinies.
- these changes will likely require violence to be achieved.

Democratic socialists believe that:

- selective nationalization of key industries with controlled private ownership of the remainder would be enough.
- a "market socialism" in which the market economy is directed and guided by socialist planners would be enough to achieve the goals of social equity.

Concepts (Knowledge Objectives)

Hierarchy;

- Know that the labour of workers is as important and worthy as the labour of their superiors.
- Know that workers have as much right to be involved in the decisions of their work place and their communities as any other group in society.

Order; and

- Know that there can be no order within society until there is economic justice.

Progress.

- Know that progress means the creation of a social order in which people free from want are free to develop and express their human potential.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise drawing inferences from relationships within the data.

Who is ultimately responsible for the political decisions made in a democracy?

Who must accept the consequences for the decisions made in a democracy?

If there is an unjust situation in society, who must accept the responsibility for changing that situation?

Practise the skill of hypothesizing.

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**

Concept Application Lesson

(Decision Making, Ideology, Interest groups)

At this point it is time for the students to consider:

- what their personal position is on these issues; and
- then what their ideological choice should be?

Remind them that;

- the citizens of a democracy ultimately have to take responsibility for the political decisions the government makes for society;
- that they will soon have the responsibility of decision making at least through their vote; and
- that many citizens facing some kind of injustice have to accept the responsibility and the work involved in creating a pressure group aimed at changing the attitudes of the majority in society so that the injustice can be stopped.

Ask each student to do a personal analysis of what they believe to be the best direction for the Canadian society to take, using the questions above as a structure to guide their thinking.

Students at this point could be asked to either put their reflections into a journal or use it as the basis for a paper.

Some students might find that making a concept map or using an analytical grid useful to guide their thinking.

Content

Maintaining Stable Government in Pluralistic Societies

Societies are made up of competing interest groups each with a power base (resources, numbers, organization) and each desiring decisions that will satisfy their needs/wants.

It is serious problem to maintain a stable government in the face of the many and deep divisions within society.

Decision Making within a Democracy

Individuals living in a democratic society must:

- decide which of the many different special interest groups who all believe their choice is best for society is worthy of support; and,
- must select a few from the many different individuals who want to be given the power to govern society.

- understand many different issues and decide which of the various solutions available to these issues is the best one to choose;

If a democracy is to survive, there must be some mechanism(s) which allow the governments to be legitimized.

Governments suffer their greatest handicap when they must govern without consent or when the legitimacy of the regime is questioned.

Concepts (Knowledge Objectives)

Politics

Know that politics is the process of resolving differences and conflicts between individuals and groups by giving them a share of wealth and importance according to the amount of power they can wield within society.

Interest Group

Know that interest groups are groups of people who:

- share one or more concerns or wants and
- makes claims upon other groups or upon society in general
- in order to maintain or promote its position or objectives.

Know that special interest groups often believe that what is good for their members is good for the rest of society.

Pluralism

Know that in modern societies there is no broadly based consensus on many issues, but rather issues often divide people into groups with deeply held opinions based on principles and conflicting interests which are not easily reconciled.

Know that the selection of a government is important, controversial and difficult choice for the electorate.

Legitimacy

Know that the resolution of conflict which is acceptable to a broad range of people is more likely to occur when there:

- is a fundamental consensus on appropriate political behaviour;
- when there are well-established channels of political action; and,
- when there are settled procedures for settling grievances.

**Skills/Abilities
Objectives**

Values Objectives

**Suggested Teaching &
Evaluation Strategies**

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**

Concept Application Lesson
(Politics, Pluralism, Interest groups,
Legitimacy)

See the activity guide for more information.

This is a simulation exercise which will take the students through the different stages of political decision making:

- special interest groups
- political parties
- developing a party platform
- running an election
- forming a government
- debating & modifying legislation, and dealing with the Opposition, question period, votes of confidence, and the media and public opinion.

For this exercise, you will need two major groups of students:

- one group of students who would be interested in representing a special interest group; and
- another group of students who would be interested in representing a political party of their choice.

Depending on the size of the group interested in representing special interest groups, create a number of special interest groups centred on the students' interests. (Hopefully for some, this may be the beginning of some active public service.)

Divide the students interested in political parties into the three main political parties.

Practise the skill of
hypothesizing.

Practise analyzing and
evaluating hypotheses.

Content

Elections are an important part of the legitimization process:

- an election process in which people compete for power forces candidates or parties to expose their record of accomplishment and future intentions to popular scrutiny.
- elections serve as forums for the discussion of public issues, enable the expression of public opinion, and permit an exchange of influence between the governed and governors.
- elections by mobilizing masses of voters in a common act of governance, elections lend authority and legitimacy to the decisions of those who wield power in the name of the people.

The Role of Political Parties

A political party is a group organized to achieve and exercise power within a political system.

Often political parties begin as a pressure group which over time attracts more support and a wider appeal and then evolves into a political party.

Successful mass based parties unite thousands of people directly and indirectly by finding policies which appeal to the majority of the people.

Concepts (Knowledge Objectives)

Elections

Know that elections serve not only to select leaders acceptable to the voters but also to hold the leaders accountable for their performance in office.

Public Policy

Know that elections in constitutional democracies provide opportunities for mass participation in a process of open debate and public decision.

Know that elections give worth and dignity to the individual citizen as a human being because through being consulted individuals gain self-esteem and self-respect.

Know that elections as events break the monotony of daily living because they arouse and channel emotions and because they focus attention on the larger issues of facing society.

Political Parties

Know that political parties integrate a variety of interests and interest groups.

Know that political parties in order to gain a wide enough base of support to win an election must make compromises on policy issues so that their policies can be accepted by many different groups.

Know that people often judge the validity of an interest group's case on the way it handles itself in the political infighting with contrary expression of opinion.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise the skill of
hypothesizing.

Practise analyzing and
evaluating hypotheses.

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**

Concept Application Lesson

(Political parties, Public policy, Elections)

See the activity guide for more information.

Place the students in the political party group into their respective political parties. Their assignment should be to:

- decide from their ideology what would be the best kind of public policy to advocate in the areas of:
 - managing the economy,
 - maintaining law & order,
 - defending the country,
 - protecting the welfare of the people,
 - watching over human rights and watching out for injustice, and
 - the special cares and concerns that they as politicians or the people they represent may have.
- to prepare a list of areas that they believe need special attention of some kind and the solutions they would advocate for these areas;
- to look at the problem of winning an election by;
 - focusing on what issues they think the majority of the people would respond to,
 - how to put their message across to the people successfully, and
 - how to respond to demands of pressure groups that they fundamentally disagree with.

Out of this the students should assemble a party platform and a set of strategies they think will get them elected.

Content

The Behaviour of Political Parties

Political parties have as their central purpose gaining and maintaining power.

Political parties have three important functions to perform in the electoral process:

- the organization of propaganda;
- the selection of candidates; and,
- the financing of campaigns.

Influencing the Decision Making Process

There are many different groups within society who wish for one reason or another to have an influence on the kind and direction of decisions Parliament and the Legislatures make.

Each of these groups attempts to use their sources of power in ways which influence the decision making process.

Concepts (Knowledge Objectives)

Sources of Power

Know that political parties will carefully use the sources of power available to them in order to win an election.

Know that a candidate representing a political party also represents that party on a wide range of issues.

Know that because the party is usually better known than the candidate, party identification helps the voters to decide whom they want to have represent them.

Know that becoming a candidate for a major political party can mean some screening as to suitability and acceptability for the position.

Know that political parties spend a great deal of time and effort maintaining an active membership which is used as:

- as a source of income;
- as workers to raise money; and,
- to put up posters, distribute campaign literature, and to canvass from door to door.

Special Interest Groups

Know that special interest groups use pressure tactics to try to influence government decisions on issues of concern to them.

Know that governments are constantly being pressured by interest groups with opposing interests.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise the skill of
presenting and defending
hypotheses.

Practise analyzing and
evaluating hypotheses.

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communication

Concept Development Lesson

(Political parties, Interest groups, Power,
Elections)

See the activity guide for more information.

At this point, set up a situation where the
special interest groups have an opportunity
to present their positions to the political
parties in an effort (pressure) to get the
parties to change their party platforms.

This might be done a couple of ways:

- the interest groups and political parties
could meet individually in turn to discuss
and negotiate any issue(s) they feel are
necessary; and/or
- the political parties could sit as a board
and the interest groups could each
present their positions with the political
parties asking questions and making
comments.

Then the political parties should be given
some time to decide whether and how they
were going to modify their party platforms.

Once this is done, an election should be held:

- this could be done at the class level with
each party giving speeches defending
their positions and using whatever
political leverage they think might be
influential.
 - it could also be done at the school level
with the students fighting a political
campaign within the school using the
various political tools available to them;
After the campaign hold a vote. and a declare
a winner.
-

Content

There are many different ways in which special interests groups can go about influencing decision making.

To some extent pressure groups may be limited only by their creativity in finding sources of power:

- gaining the support of large numbers of people;
- organizing groups of people into movements
- raising money to support their movement.
- finding sources of wealth who are prepared to support the cause;
- finding & disseminating information which either supports the cause or denigrates the contrary view;

When pressure groups assemble an array of power sources, they then have to decide how they are going to use this power effectively on the decision makers of society:

- influence or charisma;
- authority or legitimacy; and/or
- force.

Special Interest Groups

Individuals or groups often try to gain or maintain control over the sources of power so that they will have the ability to use their power to further:

- self interests;
- organizational interests;
- interests of the general public.

An important organization that has been developed to give individuals and interest groups a way of expressing their demands is the political party.

Concepts (Knowledge Objectives)

Sources of Power

Know that for interest groups to successfully influence government they must have the various sources of power at their disposal:

- they must have significant numbers of people supporting them;
- they must have an effective organization;
- they must be able to control the flow of information; and,
- they must have resources (wealth) to carry out their plan.

Know that all of the sources of power are necessary, but that depending on the circumstances some may prove to be more important than others.

Manifestations of Power

Know that pressure groups use their power in the following ways:

- through influence or charisma
- through authority or legitimacy; and/or,
- through force.

Know that interest groups attempt to use the sources of power available to them as effectively as possible.

Know that the tactics of special interest groups range from the constitutional to the unconstitutional.

Know that generally speaking expressing power through authority and influence is constitutional, while the use of force is seen as unconstitutional.

Know that an interest group that sees its interest consistently frustrated is tempted to use force.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies****Incorporating the C.E.L.s:**

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**

Concept Application Lesson

(Decision making, Political parties, Pressure groups, Ideology, Legitimacy)

Now students will be ready to move into the parliamentary arena and actually attempt to make law and public policy

The winning party leader can now become the Prime Minister and appoint a cabinet. The minority parties will become the opposition with the runner up party leader becoming the Leader of the Opposition. Make up a number of seat distribution scenarios for the House of Commons that might result from an election:

| Distribution | A | B | C |
|--------------------|-----|-----|-----|
| Party 1 seats held | 114 | 94 | 98 |
| Party 2 seats held | 104 | 154 | 92 |
| Party 3 seats held | 77 | 47 | 105 |
| Total seats | 295 | 295 | 295 |

The students who are members of various pressure groups can become Members of Parliament (allow them some latitude in choosing which party they want to join)

Then have the students simulate the House of Commons:

- presentation of a throne speech;
- motions of nonconfidence;
- presentation of legislation;
- debate and motions of amendment;
- final and possible defeat of the government;

If the government is defeated another election could be held and a new party with a different seat distribution could try to govern.

- etc.

Practise the skill of presenting and defending hypotheses.

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships; and
- describing how the parts are related to the whole.

Practise analyzing and evaluating hypotheses.

Content

Issues of Sovereignty in Canada

The Treaty Rights of Indian People

The term, Treaty Rights, refers to the rights and benefits granted to Indian Peoples.

Between 1870 and 1906, six treaties were signed between the Indian Bands on the prairies and the British Crown through the agency of the Canadian government.

Treaty rights and benefits include the rights to:

- payments in the form of annuities and gratuities.
- designated land areas reserved by the Crown for the exclusive use of each Indian band.
- schools on reserves and to the provision of teachers by the Crown.
- protected hunting and fishing within reserve lands.
- receive agricultural assistance from the Crown (implements, cattle).

Indian People believe that both the spirit and the letter of these contracts have not been honoured.

Mohawk Claims to Sovereignty

The first Europeans in Canada signed peace and friendship treaties with the Six Nations Confederacy of which the Mohawks were part.

According to these treaties, the Europeans and the members of the Six Nations Confederacy would continue to live according to their own laws and cultures.

Concepts (Knowledge Objectives)

Power & Sovereignty

Know that members of a society accept, either consciously or unconsciously, some claims to sovereignty as legitimate while rejecting others as illegitimate.

Legal Contracts

Know that British common law and traditional perceptions of order would demand that these rights and benefits be guaranteed by the British Crown through the Canadian government.

Know that a source of tension between the Indian Bands and the Federal government stems from conflicting beliefs about the legal/moral obligations of these treaties.

Know that most Indian bands and organizations believe that both the spirit/intent and the literal interpretation of treaties are binding on the Bands and the Crown.

Sovereignty

Know that sovereignty is the power to make and enforce laws within the constitutional framework of the nation.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skill of presenting and defending hypotheses.

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships; and
- describing how the parts are related to the whole.

Practise analyzing and evaluating hypotheses.

Does long periods of time make a contract invalid?

Should a contract be binding according to the letter or the spirit of the contract?

If a minority feels that it is being oppressed by the majority, what can it justifiably do to protect itself?

If the stubbornness of the majority creates a situation in which a minority uses violence, who is responsible?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Application Lesson
(Sovereignty, Legal Contracts, Interest groups Decision making)

If you have the students simulating Parliament, you could have a crisis such as Oka occur.

Give the government some briefing notes on the history and background of the situation. The P.M. could hold a cabinet meeting and then a caucus meeting to decide what the governments approach is going to be.

Give the other political parties the briefing material so they can also hold caucus meetings to discuss their approach to the situation.

Some of the students who have been in special interest groups could represent the perspective of the Indian people on this issue and be prepared to argue the case in the House.

Have the House of Commons sit and hold a question period where the Opposition can have an opportunity to question the Government on what it proposes to do.

As the teacher you can issue press releases about the "crisis" as it develops. Try to keep up the pressure so that the students can understand the difficulty involved in finding a solution in a crisis situation.

Content

In 1876, the federal government passed the **Indian Act** in which Band Councils were recognized by the Government of Canada as the only legitimate representatives of Aboriginal communities.

As a result, the members of the Six Nations Confederacy were:

- pressured to abandon the Long House system in which power over political decisions was held by the Clan Mothers on behalf of the community; and,
- adopt a European political system in the form of Band Councils.

Mohawk Claims to Sovereignty Conflict With Canadian Claims

In the spring of 1990, the Mohawks of Kanasetake blocked the road leading to a disputed area of land. The Mohawks believed the land belonged to them. The nearby town of Oka claimed it owned the land, and planned to extend its golf course onto the land.

On July 11, 1990, the Quebec Provincial Police stormed the blockade so that work on the golf course could begin. However, the police failed in their bid and one officer was killed.

They have found that the only way they can get a hearing from Canadian society has been to organize themselves as interests groups and systematically become involved in politics.

In 1846, Saskatchewan Indian bands formed a governing body called the Union of Saskatchewan Indians. In 1959, this body was reorganized and called the Federation of Saskatchewan Indians. In 1986, it became the FSIN.

Concepts (Knowledge Objectives)

Know that for the Mohawk sovereignty:

- is something granted to the Mohawk people by the Creator; and,
- is not something that can be granted or taken away by any government.

Know that Mohawk demands for recognition of their sovereignty involve their desire to live:

- according to their traditional beliefs and values;
- according to their own laws and customs established by their traditional political processes; and,
- undisturbed on the land that they claim as theirs.

Understand that Canada's federal governments have historically believed that its legal obligations under treaty stem only from the written, literal stipulations within treaties.

Know that the FSIN is an attempt to incorporate traditional values and paradigms within a non-traditional model of government.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skill of presenting and defending hypotheses.

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships; and
- describing how the parts are related to the whole.

Practise analyzing and evaluating hypotheses.

What rights and claims can the Aboriginal peoples legitimately make?

In a pluralistic, democratic society, what right should different cultures have to be different?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Application Lesson

Once the crisis is "over" suggest to the students that they should carefully consider what the long term solutions should be to the question of what role the Aboriginal Peoples should play in Canadian society.

Again the students should meet as cabinets and caucuses to discuss what they think from their perspectives would be the best solutions for this situation.

The Government could hold Parliamentary hearings (with all parties being represented) with the students representing the Aboriginal viewpoint making presentations and recommendation.

(If it is possible ask representatives of Aboriginal groups to come to the class and make a presentation.)

Each caucus could then meet to discuss what course of action they should advocate when debate resumes in the House of Commons.

The Government (P.M. & Cabinet) have to decide what legislation (if any) and policies they are going to bring to the House.

Content

The Human Rights of Women

In Canada, from the 19th century to the present, many women have organized to end what they interpret as social inequality.

While not all women agree on all issues and have sharp divisions over tactics, there are some assumptions that are common to most feminist perspectives. These include the belief that:

- social inequality results from social conditions that could and should be changed;
- legal, political, educational and economic reforms are essential to allow women the freedom to choose lives that are compatible with their interests and talents;
- interests and talents, rather than traditional expectations superimposed by family, religion and/or societal stereotypes should determine women's lives;
- traditional institutions and practices must be changed to eliminate both gender inequality and societal discrimination.

Throughout Canadian history, a goal of many women's movements has been to challenge the traditional assumptions about how freedom and equality should be interpreted and valued.

These challenges have significantly contributed to many policies such as those that provide for:

- universal medical care;
- women's access to secondary and post secondary education;
- the right to equal pay for equal work;
- career opportunities based on ability rather than on gender and/or marital status;
- crisis and counselling centres for victims of violence and abuse.

Concepts (Knowledge Objectives)

Feminism

Know that some of the earliest European feminist philosophers predate the Renaissance and that many of the ideas expressed by these people influenced feminism in Canada.

Know that most schools of feminist thought presuppose that the characteristics of a society have been created by people and can be changed or modified according to group and/societal interests.

Understand that many feminists interpret the hierarchical nature of patriarchal societies as one source of social inequality.

Understand that the traditions of dominant/subordinate gender relations:

- have evolved over more than four thousand years of human history.
- are attributed to many beliefs associated with the Judaeo-Christian tradition.

Understand that, over time, many women's movements have lobbied for political change that has given women and other minority groups greater access to the sources of power.

Know that feminist movements in countries like Canada have fostered and encouraged many women's movements in underdeveloped countries.

Understand that in developing countries, many women have related feminism to their struggles for subsistence and modernization.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skill of presenting and defending hypotheses.

Practise using the following analytical skills:

- defining the main parts;
- describing cause-effect relationships; and
- describing how the parts are related to the whole.

Practise analyzing and evaluating hypotheses.

Does tradition in the sense of we've always done things this way justify injustice?

In gender a legitimate reason for treating people in different ways?

What rights and claims can the women legitimately make?

Incorporating the C.E.L.s;

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communication

Concept Application Lesson

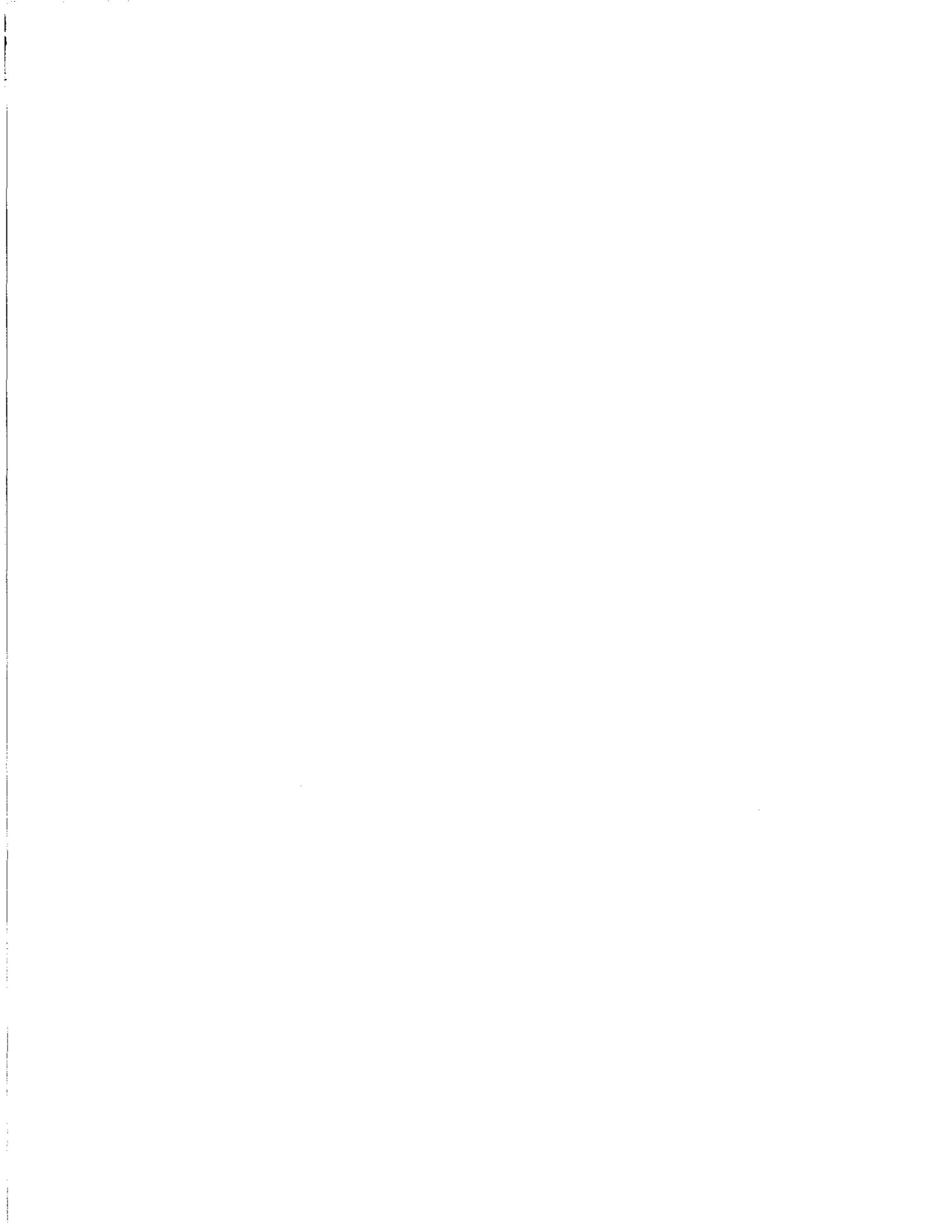
The issue of women's rights is another issue that could be brought to the attention of the Government in the House through such channels as Question Period, press releases showing the statistics on wife battering, single mothers, lack of pensions for elderly women, inequities in pay between men & women, etc.

Again the caucuses could discuss the issue with the government having to decide how it is going to deal with the issue:

- hold Parliamentary hearings;
- appoint a Royal Commission;
- introduce legislation of some kind; or
- just totally ignore the issue because they think they will lose more votes than they can gain on the issue.

If the Government decides to take no action, then the Opposition and the pressure groups who disagree will have to attempt to pressure the Government to change its position on the issue.

Unit 4
International Economic
Organizations



Unit Overview.

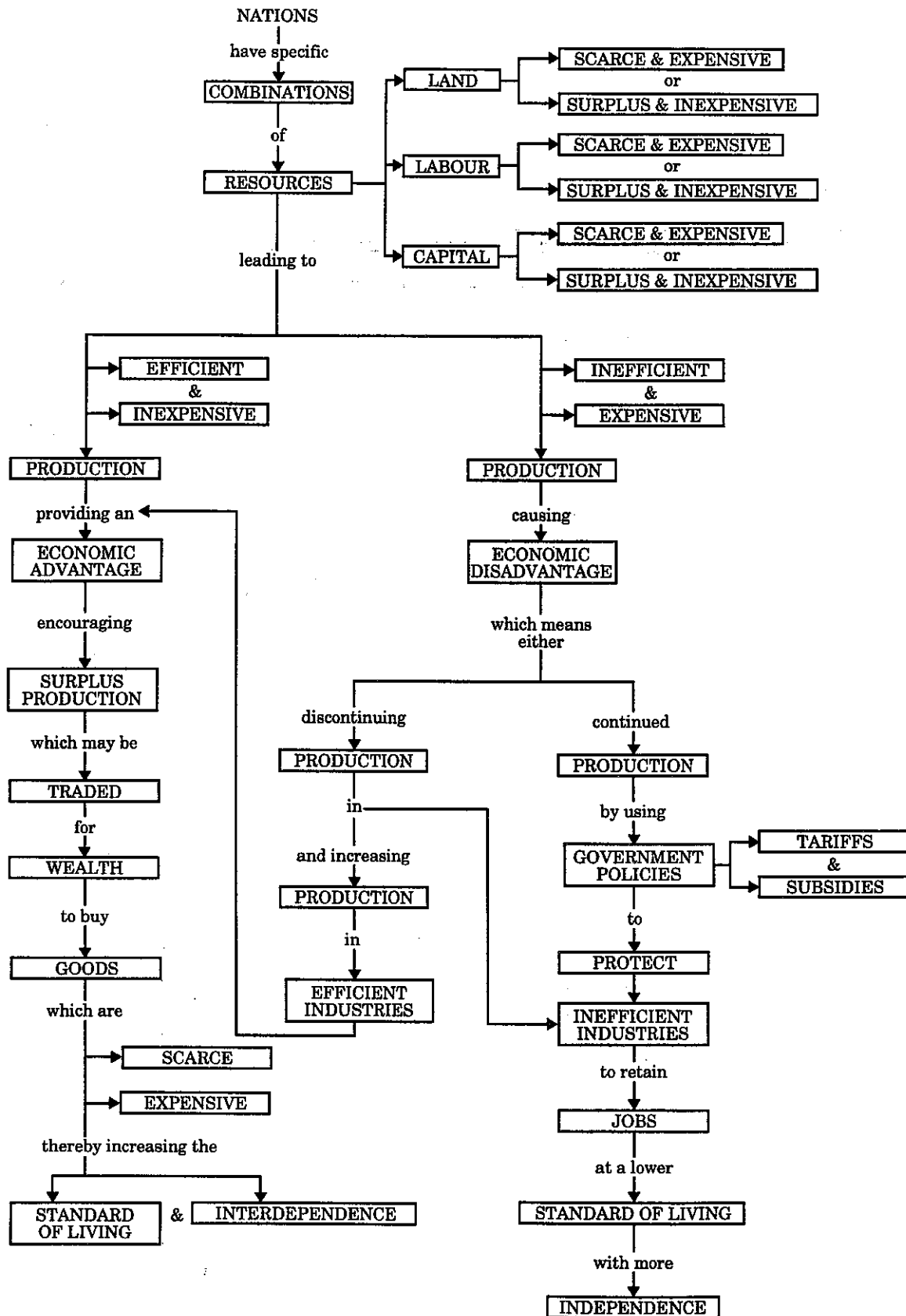
Nations attempt to protect their economic security and at the same time provide an acceptable standard of living for its people. A nation, large or small, rich or poor, can be self-sufficient only by accepting the cost of a lower standard of living defined in terms of cost, quality, and availability of consumer goods. The fundamental reason nations trade with one another is to keep their standard of living as high as possible.

However, nations must also carefully balance the costs of protecting the interests of local businesses and workers against the advantages of importing foreign products. It is probable that the level of interdependence among nations will continue to increase in the years ahead as they find it more and more advantageous to specialize and trade. Governments will also find that deciding between the benefits of protecting local industries and workers and the benefits of protecting the consumer by importing foreign goods will become increasingly difficult.

In this unit, students will examine the concept of international trade and will study how international trade affects the economic well-being of Canadians. Students will explore why nations are specializing and trading with each other, and they will look at the various international economic organizations which make trade possible.

Unit 4 Concept Map

INTERNATIONAL ECONOMIC ORGANIZATIONS



Unit 4

Foundational Objectives

Concept: International Trade

Knowledge:

- Know that every nation has a specific set of resources arranged in certain patterns which can be used to produce certain commodities more efficiently.
- Know that specialization is a process in which individuals or regions are allowed to concentrate on doing what they do best.
- Know that international trade allows nations to export their surpluses and to import goods which are scarce.
- Know that while governments want to raise the standard of living in their society through international trade, they also want to protect the interests of their citizens and the security of the state from the competition of international trade.

Skills and Abilities:

- Practice collecting and using data in a systematic way.
- Practice describing and defining the main parts of a situation.
- Practice stating a proposition that is testable and that guides the search for data.
- Practice stating how the parts are related to each other and to the whole.
- Practice describing cause-effect relationships.

Values:

- How should governments balance off claims on the economy by special interest groups with the general well being of the majority?
- Is national security or a high standard of living the greatest good for society?
- In a democracy what responsibility do citizens have to analyze the arguments supporting public policy?

Core Material for Unit 4

Note:

- each unit represents 20 % of the available class time for the course; and
- the material which appears in highlighted print should be considered core.

| Core Content | Core Concepts | Suggested Time Allotment |
|--|--|--------------------------|
| Why Do Nations Trade (p. 408) | Specialization International Trade | 2 hours |
| The Gains from Specialization (p. 410) | Economic Advantage | 2 hours |
| The Gains from Large- Scale Operation (p. 412) | Economies of Scale International Trade | 4 - 6 hours |
| The Case for Free Trade (p. 414) | Gains from Trade | 1 - 2 hours |
| National Concerns about Free Trade (p. 416). | Social Policy National Security | 2 - 3 hours |
| International Trade and Protectionism (p. 418) | Protectionism | 1 - 2 hours |
| Maintaining Free Trade among Nations (p. 422) | Free Trade | 1 - 2 hours |
| | Time to cover the core material: | 13 hours |
| | Time available to modify the pacing and timing factors in the Adaptive Dimension: | 6 hours |
| | Total Class Time: | 19 hours |

With the remainder of the material not marked core, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some student require less time to assimilate curricular concepts while other students could benefit from a slower pace. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the foundational objectives of the course.

Instruction Plan

| Objectives | Instructional Strategies & Methods | | | | | Suggested Assessment Techniques | | | | | | | | | | | | Timelines | | | | | | | | | |
|--------------------------------------|------------------------------------|----------|--------------------------------|--------------|-------------|---------------------------------|------------------------|-------------------|-----------|---------------------------|------------|-------------------|----------------------------|---------------|----------------------------|---------------------------------|--|------------|-----------------------|---|--|----------------------------------|--------------------|----------------|-----------------------|------------------|--------------------|
| Foundational and Learning Objectives | Strategies | | | | | Methods of Organization | | | | Methods of Data Recording | | | Ongoing Student Activities | | | Quizzes and Tests | | | | | | | | | | | |
| | Direct | Indirect | Interactive | Experiential | Independent | Assessment Stations | Individual Assessments | Group Assessments | Contracts | Self and Peer-Assessments | Portfolios | Anecdotal Records | Observation Checklists | Rating Scales | Written Assignments/Essays | Presentations/Debate/Simulation | Performance Assessments - concept mapping - using analytical grids | Portfolios | Oral Assessment Items | Performance Test Items - concept mapping - using analytical grids | | Concept Mapping/Analytical Grids | Short-Answer Items | Matching Items | Multiple-Choice Items | True/False Items | Concept Maps/Grids |
| | Methods | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Social Organizations | Lecture | | Group Work | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Social Contract | | | Class Discussion Group Work | | | | | | | | | | | | | | | | | | | | | | | | |
| Decision Making | | | Class Discussion | | Research | | | | | | | | | | | | | | | | | | | | | | |
| Role of Government | Lecture | | | | Research | | | | | | | | | | | | | | | | | | | | | | |
| Making Decisions in a Democracy | Lecture | Research | Group Work | | | | | | | | | | | | | | | | | | | | | | | | summative test |

Content

Creating and Maintaining an Acceptable Standard of Living

Nations constantly face the problem of generating enough wealth to meet the needs & wants of its people.

The amount of resources available in any nation is always limited (finite) and with very few exceptions is always less than the demand for those resources.

In some cases the resources necessary to produce an important product may be missing altogether.

Why Do Nations Trade?

No nation is the same as another nation. Every nation has its own combination of resources (land, labour, & capital) which can be arranged in different combinations (entrepreneurship) to produce a unique product or service.

It follows then that some products can be more efficiently produced in certain nations than in other nations.

If regions are allowed to specialize in producing a surplus of those things they do well, they can then trade for those things they either cannot produce or produce much less efficiently.

Concepts (Knowledge Objectives)

Standard of Living

Know that standard of living is a measure of the quantity and quality of goods and services available to people.

Wealth

Know that goods and services which constitute the wealth of a society can only be generated by combining scarce resources in various ways.

Resources

Know that resources (also known as the factors of production) include:

- land (natural resources);
- capital (money, tools, equipment);
- labour (& education of labour);
- entrepreneurship (organization and/or management);

Geography

Know that every nation has a specific set of resources arranged in certain relationships which can be used to produce certain commodities more efficiently.

Specialization

Know that specialization is a process in which individuals or regions are allowed to concentrate on doing what they do best.

International Trade

Know that international trade allows one nation to export its surplus of goods and to import those goods which it is not able to produce.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching & Evaluation Strategies

Practise using their own background knowledge to help them understand new concepts.

Practise developing and applying criteria as a basis for making evaluations.

Practise collecting and organizing familiar data in a systematic way.

Practise analyzing by:

- stating how the parts are related to each other, and
- by describing cause-effect relationships.

Should consumers choose products on the basis of patriotism (protecting Canadian jobs and industries) or should they use criteria such as cost, quality, and protecting jobs in their own country?

Incorporating the CELs:

- Independent Learning
- Critical & Creative Thinking
- Communications

Concept Development Lesson (Standard of living, Wealth, Geography, Gains from trade) See the Activity Guide for more information.

Place the students in groups of 3 or 4 and ask them:

- to make a list of the various goods they use which, they believe, are significant in some way to their standard of living; and
- to rank their choices from most important to least important based on what they believe to be the set of criteria that define a good standard of living. (see Unit II)

Then have the students do some basic research on these products using various consumer report magazines and annual editions to:

- locate the origin of the product,
- the price of the product,
- the quality of the product, and
- then have the students decide whether an all-Canadian substitute is available and its price and quality.

| Commodity | Ranking | Origin & Cost of Product | Cost of Cdn. sub. |
|-----------|---------|--------------------------|-------------------|
| #1 | | | |
| #2 | | | |
| Etc. | | | |

Have each group present their analyses to the class.

In a class discussion examine the following issues:

- if your income is \$X, what would happen to your standard of living if we could not import foreign goods?
- why are some imported goods better quality and less costly than Canadian made goods?

Content

The Gains from Specialization

Countries vary in the amount and variety of the factors of production they are able to use in producing goods and services.

There are a variety of ways to produce a given product depending on the situation.

For instance, an agricultural product may be efficiently produced either by using small amounts of land and capital and large amounts of labour (labour intensive), or by using large amounts of land and capital and small amounts of labour (capital intensive).

Some combinations of the factors of production are more efficient for a given situation either because they produce a quality product, or greater quantities while using fewer resources at competitive costs.

A nation (or region) which can find a combination of resources that is more efficient in producing a product than other regions has an advantage over other regions.

The region with the advantage will likely find that its product is in greater demand and will be able to sell its surplus product and use that money to buy other products which it cannot produce as well.

By engaging in this kind of specialization and trade, nations find that their standard of living is increased even though they are not doing any more work.

Concepts (Knowledge Objectives)

Factors of Production

Know that the factors of production (land, labour, capital, & entrepreneurship) are used in various combinations to produce goods and services.

Allocation

Know that because resources are scarce, every economy has to make decisions about how to allocate resources most efficiently

Efficiency

Know that efficiency can be determined according to the amount of resources used to produce a product or according to the costs in producing a product.

Technological Efficiency

Know that the technological criteria for the efficient use of resources is to use the fewest inputs of resources possible in producing a given output.

Economic Efficiency

Know that the economic criteria for efficiency is to use the process that has the least cost and the most profit.

Economic Advantage

Know that economic advantage means that a region which can get more output in producing one kind of commodity than it can in another is better off to concentrate on what it is more efficient at and trade for the goods it is less efficient at producing.

Standard of Living

Know that if two countries make a trade arrangement based on their economic advantage, both countries will find their standard of living rises.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using information they already know to help them understand concepts.

Practise developing and applying criteria as a basis for making evaluations.

Learn to state a proposition that is testable and guides the search for data.

Practise collecting and using data in a systematic way.

Practise stating how the parts of the whole are related to each other and to the whole.

Practise describing cause-effect relationships.

Incorporating the CELs:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**

Concept Development Lesson (Allocation, Efficiency, Economic advantage)
See in the Activity Guide for more information.

Place the names of Saskatchewan, Ontario, Japan, Costa Rica, U.S.A., and Saudi Arabia on the board.

Using Saskatchewan as an example in a class discussion:

- ask the students to suggest the products Saskatchewan is "well known for" and briefly discuss why people see some products as being more successful than others.
- Discuss and apply the possible criteria that might be used and ask the students which criterion plays the largest role in their day to day economic decision making.

Divide your class into groups representing the countries above and ask them to do an analysis of the economic advantage of the above regions

Discuss with your students how this problem could be set up in order to make the analysis clear and straight forward:

- suggest that the concepts of factors of production, geography, and change could be used to analyze this question?
- ask the students to consider how these concepts might be arranged on a grid.

Discuss what would happen to the standard of living of these nations/regions if for some reason they could not trade and had to become self-sufficient?

Content

The Gains from Large Scale Operation

In the production of goods it is cheaper to produce a large quantity of a given good than it is to produce small quantities.

In large scale operations, cost savings occur because:

- it is often not much more expensive to set up and operate larger and more productive machines than smaller machines.
- it is often worth hiring and using specialized labour and capital equipment which are more productive.
- it is worth organizing production for continuous mass production in order to use automated machinery or to get more productivity from the labour being used.
- it is worth purchasing and transporting raw materials in bulk to gain cheaper costs.
- it is worth investing in the necessary research to improve all the processes involved in the production of the commodity.

Economies of scale cannot be achieved unless the market available for the product is large enough so that all the product can be sold.

Large countries such as the United States may have large enough markets to support economies of scale, but smaller countries such as Canada cannot develop a large enough market unless they are able to export the surplus production to other countries.

Small countries, if they attempt to be self-sufficient in everything they produce would find that their runs would be very small with the result that most products they wanted to produce would have very high average (or unit) costs.

Concepts (Knowledge Objectives)

Economies of Scale

Know that as the size of a firm's output is increased, it is usual to see a reduction in the average (or unit) costs of the product.

Cost

Know that one way of calculating the cost of a product is to divide the costs of an operation by the number of units being produced within some stated time period.

Demand

Know that demand is defined as being the desire for a product backed by the ability to pay for it.

Know that the demand for a product increases as the price falls and decreases as the price rises.

Supply

Know that supply is the amount of a product that is made available by the producers of a product.

Know that as prices rise more of a product is supplied and as prices decline less of a product is supplied.

Market

Know that the market is an exchange mechanism that brings together sellers and buyers of a product.

International Trade

Know that firms in an attempt to achieve economies of scale look for ways of expanding the number of buyers in their markets.

Know that a way of expanding a market is by exporting to other countries.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise collecting and using data in a systematic way.

Practise stating how the parts are related to each other and the whole.

Practise describing cause-effect relationships.

On what basis should decisions such as these be evaluated:

- profit?
- efficiency?
- tradition?
- humanity?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Numeracy
- Communications

Concept Development Lesson (Economies of scale, Demand, Supply, Market, International trade)

See the Activity Guide for more information.

Divide your students into an even number of groups. Tell half of the groups that they are the boards of directors and the majority shareholders of two automobile manufacturing companies.

Tell the other half that each group works for one of the automobile companies assembling cars. Both groups are members of the same union but one group earns a dollar an hour more than the other.

Give the students statistics about the performance of their company and have them analyze why the companies are not making money.

Then give them decision making sheets and have them decide what the best course of action would be from their point of view.

Then have the union and management of each company meet together to see if they can agree on a common policy to save their company.

Then the teacher can role play the government. Announce that you are holding a parliamentary hearing and want to hear presentations from labour and management of both companies before deciding what action the government should take to help the auto industry.

Content

The Case for Free Trade

By trading, nations (or regions) are able to have more goods than they would if each tried to be self-sufficient.

Free trade allows world production to be maximized because of the effects of specialization and economies of scale. This makes it possible for every household to consume more goods than it could without free trade.

Agriculture is an example of the effects of economies of scale.

Agriculture in Canada and particularly in Saskatchewan was able to increase its productivity significantly by varying all factors of production.

In recent years this phenomenon has occurred in other parts of the world with the result that the production of food has outstripped the demand for food.

There have been three consequences of this success story:

- many countries are producing surpluses of agricultural products which they would like to sell somewhere;
- with the result that the price of food has been driven down;
- resulting in strong competition between nations for a share of the available market for agricultural products.

Concepts (Knowledge Objectives)

Gains From Trade

Know that those who trade will have a higher standard of living because they will have more and better products to choose from.

Economic Advantage

Know that the living standards of people in all regions will be higher when each region specializes in producing goods in which it has some natural or acquired advantage and obtains other products by trade.

Economies of Scale

Know that economies of scale is the reduction which occurs in the costs of producing a unit of a commodity when the scale of output increases. With increased production, large scale machinery and the labour of workers can be used more efficiently.

Know that in agriculture the processes leading to economies of scale have been duplicated in many parts of the world.

Supply & Demand

Know that if the supply of a commodity increases faster than the demand for that commodity, then, all things being equal, the price for that commodity will drop.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching & Evaluation Strategies

Practise stating how the parts are related to each other and to the whole.

What is the most legitimate view of efficiency:

- technological,
- economic, or
- environmental.

Practise describing cause-effect relationships.

Practise describing and defining the main parts of a situation.

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Numeracy
- Personal & Social Values & Skills

Concept Development Lesson (Economic advantage, Efficiency Opportunity cost)
See the Activity Guide for more information.

Imagine that there are only 4 methods of producing an object such as a mouse trap. Have the students decide what the most efficient way of producing this commodity.

| | The number of inputs used: | | Total Inputs | Total Costs |
|----------|----------------------------|--------|--------------|-------------|
| | capital | labour | | |
| Method A | 6 | 200 | | |
| Method B | 10 | 250 | | |
| Method C | 10 | 150 | | |
| Method D | 40 | 50 | | |

| | Input costs for: | |
|--------|------------------|--------|
| | capital | labour |
| Case 1 | \$50 | \$3 |
| Case 2 | \$20 | \$5 |
| Case 3 | \$15 | \$5 |

Now have the students do an input-output analysis example using agriculture again deciding what the most efficient approach is. (Note: if you wish you can also add environmental efficiency to this analysis. One view of environmental efficiency would be to say production should always be concerned with having the least impact on the environment.)

Once the students have completed this concept development aspect of the lesson, have them research the international situation in agriculture to discover how different parts of the world go about being "efficient" in agriculture.

Content

National Concerns About Free Trade

A nation which uses economic advantage as the criterion to determine what kinds of economic production to engage in finds that it may have to limit itself to the production of a small number of commodities.

Most nations have not been prepared to allow the free market to be the only determinant of what types of economic activity their society can engage in.

Governments are often reluctant to accept this because:

- there are risks in depending on only a few sources of income particularly if some kind of change might affect their economic advantage;
 - the incomes derived from the production of a few commodities may fluctuate a great deal as the international market price of these commodities rise and fall; and
 - citizens often want a wider range of occupations and opportunities;
-
- there are some commodities which are so basic to the well being of a society, that governments are reluctant to depend only on outside sources for their supply.

Often these considerations are seen to be worth a reduction in living standards in the short run in order to achieve a better economic position in the long run.

Concepts (Knowledge Objectives)

Standard of Living

Know that free trade results in a larger world output overall, however, for specific groups who do not have an economic advantage which makes them competitive, free trade means they have to accept a smaller share of the world's output of goods and services.

Social Policy

Know that while all governments want to maximise output in their society, they also have other objectives which in the short run may seem more important than the maximization of output.

Long/Short Run

Know that in making judgments about social policy, it is often necessary to be clear about whether the decision is taken for the short run or the long run.

Know that in democratic societies, governments are often under a great deal of pressure to respond to the concerns of special interest groups within the society.

National Security

Know that certain commodities such as food, energy, and information are seen as being so basic to a nation's security that governments are prepared to pay very high costs in order to assure a secure supply of these commodities.

Change

Know that nations or regions which do not have an economic advantage to make them competitive can and will make those changes which will enable them to compete effectively in the world markets.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise collecting and using data in a systematic way.

Practise describing and defining the main parts of a situation.

Practise stating how the parts are related to each other and to the whole.

Practise describing cause-effect relationships.

Should one think about economic decisions in the short run or the long run.

A famous economist (Keynes) commented "in the long run we'll all be dead".

- Should an individual think in the long run or the short run?
- Given this reality, should governments consider short term benefits as being more or less important than long term benefits?

Is it ethical to lower the standard of living of people in the short run in order to improve their condition in the long run?

Is it ethical to create a marginalized labour force which has to work for very low rates of pay.

How should governments balance off the claims of special interest groups on the economy with the general well being of the majority?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson (Standard of living, Social policy, National security, Change)

See the Activity Guide for more information.

Have the students examine agricultural policies in Europe, the United States, and Canada.

Discuss with the students the criteria (concepts) they should use in order to analyze the current situation. Some of the concepts they should be able to use are (The following are examples only):

- | | |
|------------------------|--------------------------|
| •Standard of Living | •International Trade |
| •Geography | •Specialization |
| •Gains from Trade | •National Security |
| •Factors of Production | •Economies of Scale |
| •Cost | •Allocation |
| •Market | •Efficiency |
| •Economic Advantage | •Special Interest Groups |

Discuss with the students how they might lay out a grid which they could use to classify the data they are going to collect. (See the activity guide.)

Once students have completed classifying their data, discuss with them how the grid will allow them to find relationships from which they can draw inferences. (See activity guide for more information.)

Content

International Trade & Protectionism

The conflict between maximization of output and protection of local industries and traditional lifestyles can be clearly seen in the reluctance of many governments to allow the international market place to determine who should be the food producers for the world and who should specialize in some other economic activity.

Nations will resort to various forms of protection such as tariffs and import quotas to reduce the demand for imported goods and services.

Governments argue that their policies should look after economic development from the perspective of the long run rather than accept the short run judgments of the market place.

Nations are reluctant to allow their agricultural sectors to disappear for a number of reasons:

- **agriculture is a way of life that has many traditional values and beliefs associated with it that many people do not wish to see lost from their society.**
- **the rural farm pressure groups in many nations are powerful because they can often hold the political balance of power within society;**
- **many nations do not want to lose their agricultural industry because they have learned through bitter experience that they should not depend on some other country for their food supply; and**

Concepts (Knowledge Objectives)

Opportunity Cost

Know that the cost of a social policy aimed at protecting local industry is forgoing the higher standard of living that might be gained from international trade.

Know that in determining standard of living, a number of criteria may be used such as material well being, social benefits, and the quality of social life within a society.

Know that any social policy such as protectionism has to be constantly monitored to see if it is actually providing enough benefits to outweigh the costs of those things that are being given up.

Know that while material well being is important other criteria such as providing employment and giving people a sense of making a contribution to society may be of equal importance.

Protectionism:

Know that most nations employ some means of protecting their economies against competition from foreign commodities.

Know that there are three ways in which countries can reduce its imports:

- **they can place a tax known as a "tariff" on imported commodities in order to raise their price to the consumer.**
- **they can impose an "import quota" which places limits on the amount of a particular commodity that can be imported into the country.**
- **they can impose domestic policies that reduce the demand for an imported commodity.**

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise collecting and using data in a systematic way.

Practise stating a proposition that is testable and guides the search for data.

Practise describing and defining the main parts of a situation.

Practise describing cause-effect relationships.

Practise stating how the parts are related to each other and to the whole.

Is a society better off by ignoring world competition or by facing and dealing with it?

Who should benefit from a protectionist economic policy: the special interest group (usually the producers) or the consumer?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Development Lesson (Opportunity cost, Protectionism, Run)

Once the students have come up with a list of concepts, discuss how they might organize the concepts to help them classify the data they will collect and to analyze the relationships between the data.

One way of doing this would be for the students to make a concept map which lays out the concepts in what seems to them a logical pattern and from the concept map come up with a point of view about protectionism and free trade.

Have the students write a paper in which they examine the benefits and costs of the world's agricultural policies and take a position on the issue and defend it using the data they have classified and analyzed.

Content

For all of these reasons, many nations are prepared to subsidize the production of food within their nation even if it does represent a burden on the taxpayer and increases the price of food for the consumer.

The Record of Protectionism as an Effective Social Policy

Protectionism has had a mixed record of successes and failures.

Canada and Japan have maintained tariffs as a means of stimulating the development of national industries that can compete in world markets.

- Canada's record has seen the development of many "branch plant" industries while continuing to rely on exporting raw materials as a source of income.
- Japan's record has been to develop large industries in steel production, ship building, electronics, etc. which have been able take markets away from established firms in other countries.

Protectionism has also led to serious trade wars which have poisoned relations between nations and have contributed to social catastrophes such as the Great depression of the 1930's and at least indirectly to World War II.

Nationalistic economic policies which advocated higher and higher tariffs in response to foreign tariffs seriously limited the amount of international trade. This in turn cut economic activity (standard of living) causing heavy unemployment and a world wide depression.

Concepts (Knowledge Objectives)

Opportunity Cost

Know that the cost of protectionism in terms of the loss of world living standards may be balanced off by creating higher national living standards.

Know that protectionist policies may initially have sound economic reasons for their adoption, but as circumstances change the benefits of protectionism may also disappear.

Protectionism:

- Know that it is possible, if a new industry is given time to develop, to be able to achieve economies of scale and compete successfully in world markets.
- Know that because an economic advantage is something that develops and changes as knowledge and technology changes, it is possible to change a country's advantage by developing new skills and technology.
- Know that through "learning by doing" a country can learn through practise to produce something competitively provided it is given enough time to do the necessary learning.
- Know that predatory actions by foreign producers occurs when they find it to their advantage to sell goods in foreign markets at very low prices in order to undercut their competitors. Governments feel compelled to protect their businesses from this kind of "unfair competition".

**Skills Abilities
Objectives****Values****Suggested Teaching &
Evaluation Strategies**

Practise using concepts to describe and define the main parts of a situation.

Practise the skill of comparing and contrasting using concepts as organizers.

Practise stating how the parts are related to each other and the whole.

Practise describing cause-effect relationships.

Practise stating a proposition that is testable and guides the search for data.

Will the criteria on which the comparison is to be based allow fair comparisons to be made?

On what basis should the protectionist policies of Canada and Japan be evaluated:

- equity (the greatest good for the greatest number)?
- efficiency (producing the most goods with the fewest resources)?
- productivity (producing the most goods possible at the lowest price)?

Should economic policies be evaluated in the short run or the long run?

Is national security or a high standard of living the greatest good for society?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Application Lesson (Opportunity cost, Protectionism, Infant industries, Changing economic advantage, Learning by doing)

See the Activity Guide for more information.

Give the students an outline of the economic history of Japan and Canada for the past century.

Ask the students to compare and contrast the geography, cultures, the economic policies.

Discuss with the students how they could create an approach which would allow them to go about this comparison in a systematic manner.

Now ask the students to do an analysis of the Canadian and Japanese economies. Suggest to them that one way of coming up with hypotheses is to ask questions of the data they have accumulated:

- what are the patterns of trade which have developed in Canada and Japan?
- does Canada's best economic advantage lie in selling raw material such as coal and lumber to Japan?
- have protectionist policies been good for Canada and Japan?
- if you were an adviser to the policy makers for the economies of Japan and Canada, what social goals would you suggest they follow in the future?

Content

Maintaining Free Trade among Nations

After World War II, there was a wide spread agreement that international trade had to be freed from the trade barriers which had caused so many problems prior to the war.

The General Agreement on Tariffs and Trade (GATT) is a multinational organization established in 1947 to promote the expansion of international trade by accepting three principles:

- equal non-discriminatory treatment for all member nations;
- general reduction of tariffs; and
- the elimination of non-tariff barriers (eg. subsidies) to trade.

There have been ten conferences on tariff reductions since 1947. Two of the notable ones were:

- the "Kennedy Round" reached in 1967 an agreement to cut existing tariffs by an average of 35%;
- the "Tokyo Round" of 1973-74 which committed the major industrial nations to cut tariff rates by a further one-third over eight years beginning in 1980.

These agreements contributed to a record expansion of world trade down to the end of the 1960's.

A number of regional free trade areas or common markets have been created.

One of the important examples is the European Common Market. In 1957 the Treaty of Rome joined France, West Germany, Italy, Netherlands, Belgium, and Luxembourg in the European Economic Community (EEC) now known as the European Community (EC). In 1973 Great Britain, the Republic of Ireland, and Denmark joined the EC, Greece joined in 1983, and Spain and Portugal have since joined.

Concepts (Knowledge Objectives)

Free Trade

Know that free trade is the international trade that takes place when all barriers to trade such as tariffs, quotas, and exchange controls have been removed so that goods and services can move between countries without restrictions.

Fallacies

Know that a fallacy is a mistaken belief or assumption that leads to an illogical or unsound argument about something.

Know that there are a number of fallacious protectionist arguments used to justify high levels of protection:

- one trading partner always gains at the expense of the other partner. Actually specialization and trade make it possible for both partners to gain and be better off.
- protectionism creates jobs at home and thereby reduces unemployment. Canada makes much of its living by exporting goods to foreign nations. If those nations cannot sell something to Canada in order to earn dollars, they will soon run out of dollars and have to stop buying our products which will cause unemployment in Canada.

Free Trade Area

Know that nations may negotiate trade agreements between a number of countries which eliminate all trade barriers among themselves on goods and services in order to gain the benefits of specialization.

Trade Blocs

Know that nations have increasingly organized themselves into trading blocs in order to gain from specialization and to protect themselves from competition from other blocs.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating an argument and testing it by:

- describing and defining the main parts of the argument;
- examining whether the parts of the argument are related to each other and to the whole in a logical and true manner;

In a democracy what responsibility do citizens have to analyze the arguments supporting public policy?

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**

Concept Development Lesson (Fallacies, Free trade, Protectionism)

See the Activity Guide for more information.

Give your students a number of arguments which can be considered fallacious and ask them to construct the argument supporting the fallacy and then analyze where and why the argument is wrong and therefore fallacious. (Note the fallacies (F) are marked.

- There is a shortage of parking spaces at work. You discover that if you get to work an hour early there are plenty of spaces available. So you tell everyone to get to work an hour early if they want to park.(F)

Discuss with the class why people want to believe fallacies and resist hearing logical counter arguments.

Discuss with the students some arguments that affect the way we perceive economic reality:

- raising tariffs will force other countries to trade with you?(F)
- trading means there must be a winner and a loser?(F)

Ask the students to consider the logic of each of the arguments above

- construct an a logical argument that supports the perspective; and
- construct a logical argument that shows the perspective is wrong.

Then ask the students to decide, in their opinion, which of the arguments above are fallacious.

Content

The objectives of the EC were to:

- eliminate barriers of trade among the member nations; and
- bring about complete mobility of all the factors of production among the member nations;
- to provide a common trading policy toward the rest of the world.

Free Trade vs. Protectionism in Agriculture

In the early 1980's the EC entered a state of crisis because of the agricultural policies it had been following. (These were adopted from France's agricultural policies.)

The EC had been stabilizing the incomes of their farmers by paying them more than the free market prices would have paid.

- Farmers' production increased faster than the demand for their produce with the result that the EC began to accumulate large surpluses of subsidized agricultural products.
- The EC needed to dispose of this large surplus in some way.

After World War II the EC was determined that they would never be dependent on the rest of the world for their food supply.

- So the Europeans were determined to protect their farmer industry against any foreign competition which could produce food more cheaply than European farmers.
- To do this Europeans have had to accept high taxes to pay the farm subsidies and high food prices to cover the extra expense of producing food in Europe.

Concepts (Knowledge Objectives)

Trade War

Know that a trade war is a situation in which countries engaged in international trade attempt to reduce competing imports by the use of tariffs, quotas, subsidies, or other import restrictions.

Subsidy

Know that a subsidy is a payment made by the government:

- either to a business which will allow it to maintain or reduce the price for its product to the consumer; or
- to uncompetitive businesses to help them cover their costs so that they can remain in business.

Allocation

Know that subsidies can distort the allocation of scarce resources by:

- keeping a commodity at an artificially low price so that the consumer does not look for substitutes;
- giving producers a higher price than the market would give so they are encouraged to produce more than the market needs; or
- by allowing uncompetitive firms to continue production in place of firms elsewhere who could produce the same commodity at less cost.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition and testing it by:

- collecting and examining data in a systematic way;
- describing and defining the main parts of a situation; and
- by describing cause-effect relationships.

Incorporating the C.E.L.s:

- **Independent Learning**
- **Critical & Creative Thinking**
- **Personal & Social Values & Skills**
- **Communications**

Concept Application Lesson (Free trade, Subsidy, Allocation)

See the Activity Guide for more information.

Divide your class into three groups: European farmers, American farmers, and Canadian Farmers. Give each group some background information and ask them to prepare a proposal on how their government should handle the next round of trade talks at the GATT.

Once the students are prepared, simulate a GATT Conference in which the proposal being debated is that trade in agricultural products should be liberalized by reducing to zero the agricultural subsidies within five years by all signatories to the GATT agreement.

Allow the students some latitude to try and work out a compromise that all sides could accept.

Alert the students to be on the watch for fallacious reasoning and attack it as strongly as they can.

Impress upon the students that these issues may mean the difference between prosperity and bankruptcy for many farm people.

Content

Resurgence in Protectionism

The slowing down of economies in the 1980's has led to a resurgence of protectionism. This 'new protectionism' involved devices other than tariffs such as:

- import licensing procedures;
- local content requirements; and
- subsidization of domestic industries.

The EC has been selling its accumulated surpluses of agricultural commodities on world markets at extremely low prices.

The United States has countered this move by the EC with its own large subsidies to the agricultural sector and is selling its agricultural commodities at extremely low prices on world markets also in order to protect its market share.

The result has been to drive world agricultural prices to an extremely low levels making it difficult for non-subsidized farm economies to survive.

The current round (Uruguay Round) of the GATT negotiations have not been successful in reducing trade barriers.

It has been particularly difficult to reach agreement on how to reduce subsidies to agriculture.

A number of proposals have been suggested to find a compromise that is acceptable to all side to the dispute. Because the current conception of agricultural trade sees the gain of trade to one region as the loss of trade to another region, no government has been able to accept a compromise that would mean hardship for some of its citizens.

Concepts (Knowledge Objectives)

Protectionism

Know that calls for protection against foreign competition tends to grow during times of recession.

Surpluses

Know that subsidy programs often encourage excess production of commodities which have to be disposed of in some way.

Dumping

Know that commodities which have been produced with the support of various kinds of subsidies can be sold at prices which are lower than the costs of production.

Know that dumping occurs when subsidized goods are sold on the open market at prices lower than the costs of production.

Trade War

Know that a trade war is a situation where competing groups of producers are prepared to match any drop in price in an effort to maintain their market share.

Know that a nation which dumps subsidized commodities on the open market is likely to trigger a trade war.

Opportunity Cost

Know that trade wars almost invariably bring about an escalation of protectionism so any benefits that might be gained by starting a trade war are lost by the fall in the total volume of trade and in world income levels.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition and testing it by:

- collecting and examining data in a systematic way;
- describing and defining the main parts of a situation; and
- by describing cause-effect relationships.

Should the government respond to the international situation by becoming involved in an international trade war?

How should the government balance off:

- its responsibilities to the Canadian economy with its responsibilities to maintain effective economic relations with the rest of the world?
- the rights of the producer and the rights of the consumer and taxpayer?
- well being of the Canadian economy against the well being of the farmer?

Incorporating the C.E.L.s:

- Independent Learning
- Critical & Creative Thinking
- Personal & Social Values & Skills
- Communications

Concept Application Lesson (Trade war, Opportunity cost)

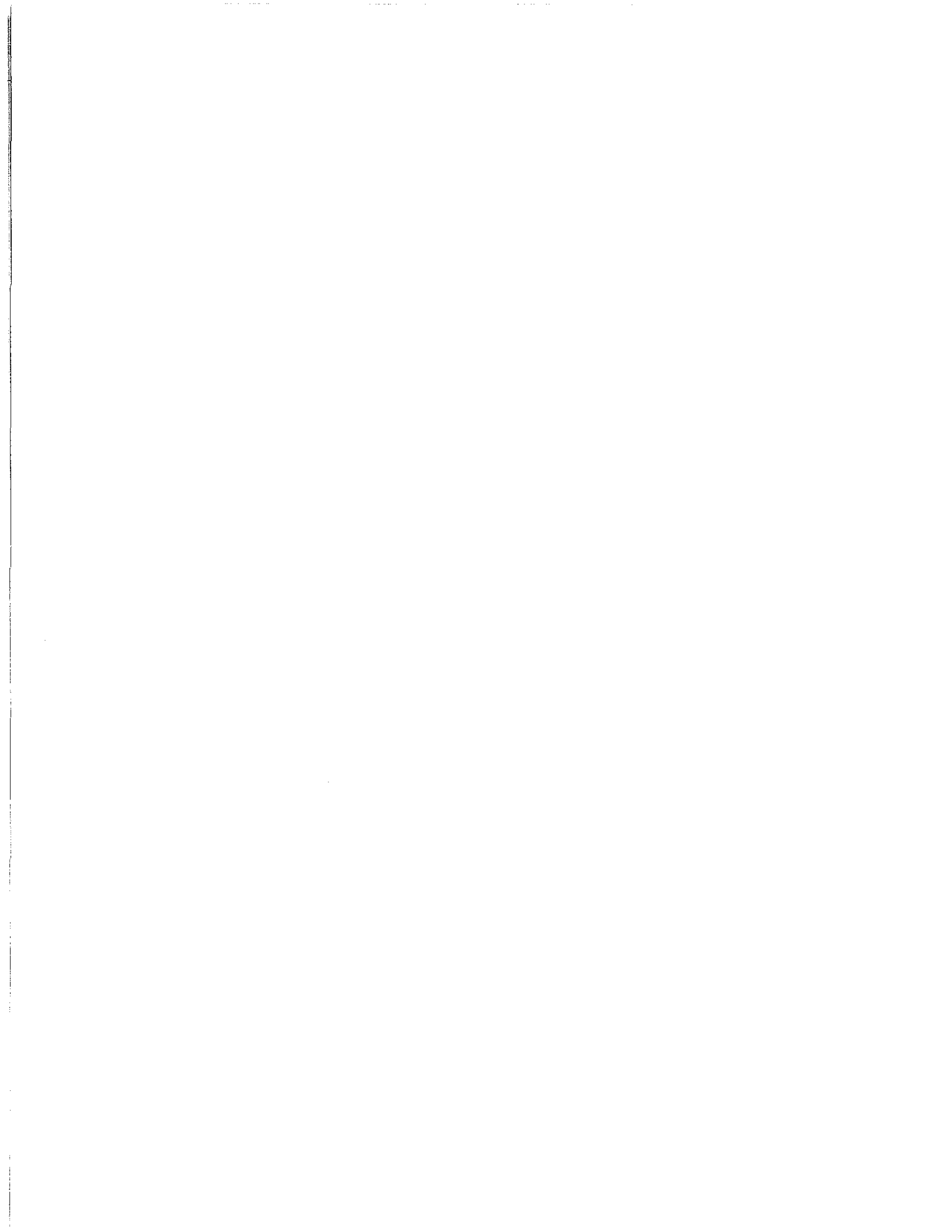
Discuss with the students how each group (the Canadians, Americans, & Europeans) are going to respond to the conclusions of the conference they just held.

Have each group caucus and announce what action they are going to take.

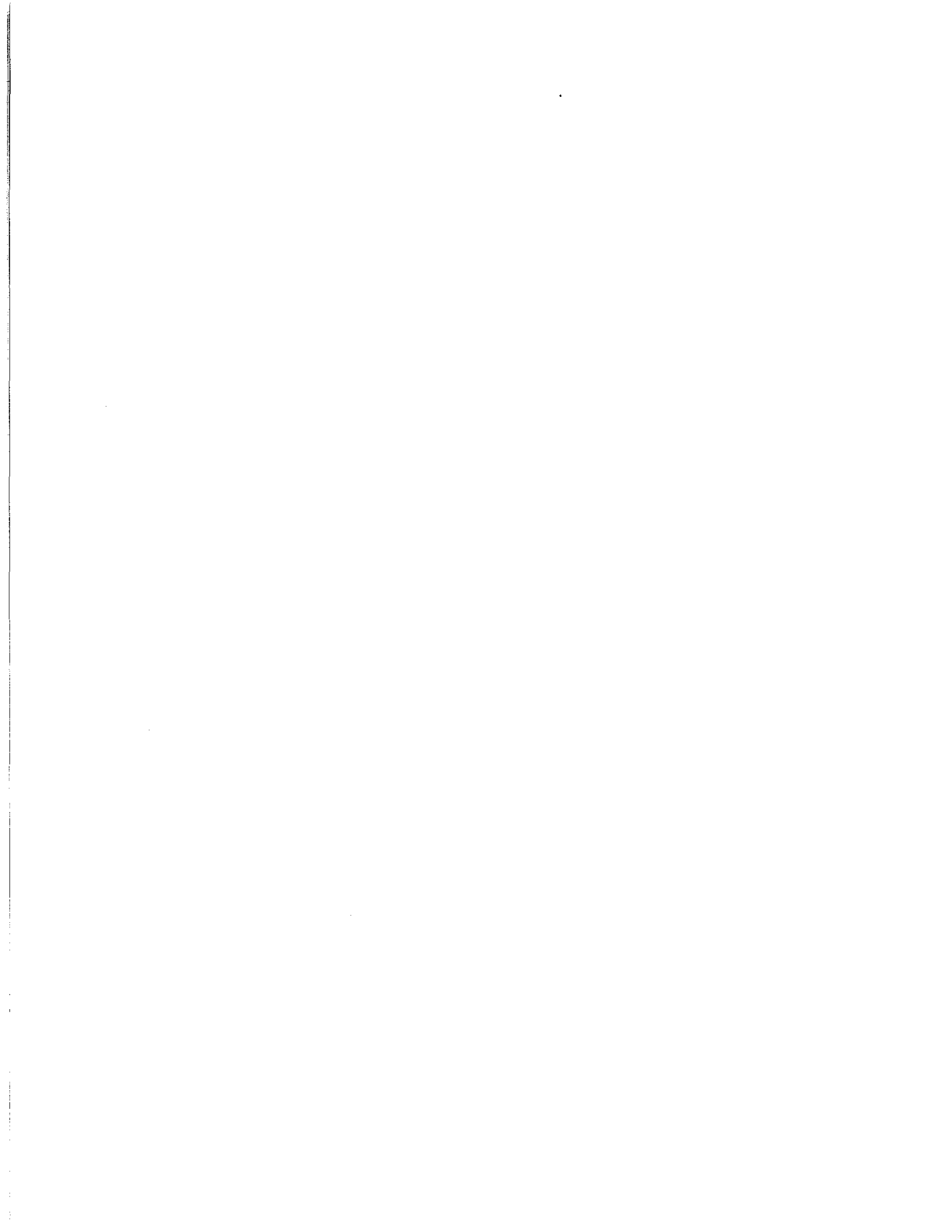
Discuss with the students the consequences of those actions both pro and con.

Give the students a handout which outlines the last round of negotiations on the issue of free trade in agriculture and subsidies.

Ask them to evaluate the situation and come up with a hypothesis about the best way for the Canadian government to respond to the situation.



Unit 5
International Political
Organizations



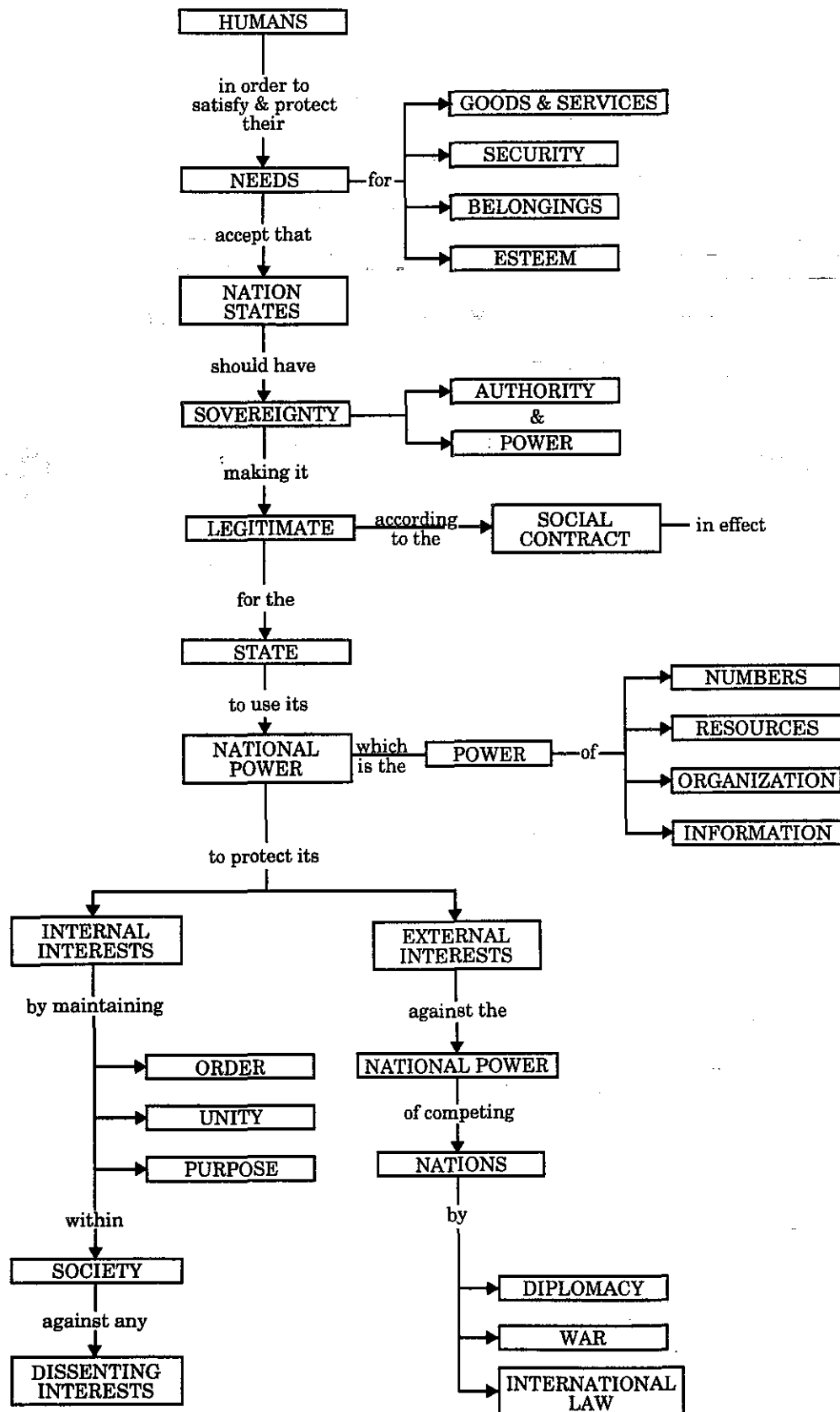
Unit Overview.

The nation state has an overriding goal of protecting its security both from threats within and outside of the state. Nation states are determined to protect their sovereignty by maintaining and extending their power wherever it can. This may cause problems between groups within the state and it certainly causes problems in relations between states.

Students will study the concepts of balance of power and collective security in order to appreciate the problems involved in reconciling the need to protect national sovereignty and the need to live in an increasingly interdependent world. These issues and concepts will be examined in the context of the Middle East from the perspective of the nations involved as well as from the perspective of the United Nations.

Unit 5 Concept Map

INTERNATIONAL POLITICAL ORGANIZATIONS



Unit 5

Foundational Objectives

Concept: International Relations

Knowledge:

- Know that the traditional function of a state is to organize and arm society with the necessary power to protect the social order from internal disruption and external attack.
- Know that the ability of a state to maintain its autonomy depends upon the national power it can use to protect itself.
- Know that the goal of national sovereignty is in a constant state of tension with the goal of global interdependence.
- Know that certain areas of the world because of their resources and location are seen as contributors to the national power of any nation controlling the area.
- Know that nations which lack the national power of a rival will often ally with other nations in order to balance the power of the more powerful nation.
- Know that there is an ongoing search for moral alternatives to war as a mechanism for resolving disputes between nations.

Skills and Abilities:

- Practise using their own background knowledge to help them understand new concepts.
- Practise developing and applying criteria as a basis for making evaluations.
- Practise stating a hypothesis that is testable and guides the search for data.
- Practise collecting data in a systematic manner.
- Practise analyzing the data to confirm (or not confirm) the hypothesis by:
 - describing and defining the main parts;
 - describing cause-effect relationships; and
 - stating how the parts are related to each other and the whole.

Values:

- Should a state be bound by laws in the same way that citizens are bound by law?
- Is peace or security the higher moral priority for a state?
- What should be the balance between the power of a world order and the individual sovereignty of the state?
- Should the right of self-defence extend to ethnic groups who are faced with serious threats to their existence?
- Should one group be awarded the right of state sovereignty and another not be given that right?
- How should the risks of international warfare be balanced against the protection of individual national sovereignty?

Core Material for Unit 5

Note:

- each unit represents 20 % of the available class time for the course; and
- the material which appears in highlighted print should be considered core.

| Core Content | Core Concepts | Suggested Time Allotment | |
|--|---|--------------------------|-------------------|
| The Control and use of Power by the State to Maintain Security and Order (p. 508). | Sovereignty | 3 - 5 hours | |
| | Foreign Policy | | |
| Problems in Maintaining and Extending National Power | National Power and Strategic Interests: | 6 - 9 hours | |
| | • The Issue of National Unity (p. 512) | | • Unity |
| | • The Issue of Resources (p. 514) | | • Strategic Areas |
| | • The Issue of Organization (p. 516) | | • Power Blocs |
| | • The Issue of Information (p. 518) | | |
| | • The Issue of Numbers (p.520) | | • Arms Race; and |
| | • Balance of Power | | |
| Finding a Mechanism to Resolve Conflict among Nations (p. 524) | Conflict Resolution Collective Security | 3 - 5 hours | |
| | Time to cover the core material: | 12 hours | |
| | Time available to modify the pacing and timing factors in the Adaptive Dimension: | 7 hours | |
| <hr/> | | | |
| | Total Class Time: | 19 hours | |

With the remainder of the material not marked core, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Often an adjustment to the pacing of instruction is all that is required to allow the learner to obtain maximum benefit from instruction. Some students require less time to assimilate curricular concepts while other students could benefit from a slower pace. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the conceptual, skills, and values objectives of the course.

Instruction Plan

| Objectives | Instructional Strategies & Methods | | | | | Suggested Assessment Techniques | | | | | | | | | | | | | | | Timelines | | | | | | |
|--------------------------------------|------------------------------------|----------|--------------------------------|--------------|-------------|---------------------------------|------------------------|-------------------|-----------|----------------------------|---------------------------|-------------------|------------------------|----------------------------|----------------------------|---------------------------------|--|------------|-----------------------|---|-----------|----------------------------------|--------------------|----------------|-----------------------|------------------|--------------------|
| Foundational and Learning Objectives | Strategies | | | | | Methods of Organization | | | | | Methods of Data Recording | | | Ongoing Student Activities | | | Quizzes and Tests | | | | | | | | | | |
| | Direct | Indirect | Interactive | Experiential | Independent | Assessment Stations | Individual Assessments | Group Assessments | Contracts | Self- and Peer-Assessments | Portfolios | Anecdotal Records | Observation Checklists | Rating Scales | Written Assignments/Essays | Presentations/Debate/Simulation | Performance Assessments · concept mapping · using analytical grids | Portfolios | Oral Assessment Items | Performance Test Items · concept mapping · using analytical grids | | Concept Mapping/Analytical Grids | Short-Answer Items | Matching Items | Multiple-Choice Items | True/False Items | Concept Maps/Grids |
| | Methods | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Social Organizations | Lecture | | Group Work | | | | | | | | | | | | | | | | | | | | | | | | |
| Role of Social Contract | | | Class Discussion Group Work | | | | | | | | | | | | | | | | | | | | | | | | |
| Decision Making | | | Class Discussion | | Research | | | | | | | | | | | | | | | | | | | | | | |
| Role of Government | Lecture | | | | Research | | | | | | | | | | | | | | | | | | | | | | |
| Making Decisions in a Democracy | Lecture | Research | Group Work | | | | | | | | | | | | | | | | | | | | | | | summative test | |

Content

The Control and Use of Power by the State to Maintain Security and Order

The use of power can be abused if it is left unchecked. In modern democratic states, it is believed that political power should be checked and balanced so that its use is always accountable.

Yet, the state as a social organization is still regarded by many as the ultimate source of security and order. For those, the state has a duty to its citizens to protect its continued existence by maintaining the right to use force against those that would threaten it.

Internal Policies: Freedom versus Security

The government representing the state has to be the final arbiter of conflict within a nation. It has the power of the state to force agreement on certain fundamentals of the social contract when there appears to be no other way of settling conflict.

At the same time the use of force is denied to any other group because granting the use of force to groups within the community could result in a civil war which constitutes a threat to the state's existence.

In modern democratic societies there is an ongoing tension between those who view the state as a bulwark against a threatening world and those who see the state as a cooperative process in which individuals are free to develop and express themselves as they see fit. This tension often involves the issue of whether the individual's primary duty is loyalty to the state or whether it is to question the state.

Concepts (Knowledge Objectives)

Society

Know that society is a voluntary and spontaneous set of relationships in which people coexist with other people and serve one another's needs.

State

Know that the state is a society organized into a community occupying a specific territory.

Know that the traditional function of a state was to organize and arm society with the necessary power to protect the social order from internal disruption and external attack with force if necessary.

Sovereignty

Know that the traditional view of sovereignty is that it gives the authority to the state to override the authority of all other social organizations within the community.

Know that this view of sovereignty is evolving into the view that sovereignty is not something that is held by an entity within society, but rather, rests with the citizens of a country who have banded together to achieve common goals.

Government

Know that government is the decision-making structure(s) and processes of the state. These can change over time in response to the varying needs and wants of groups within society.

Know that the state is a much more abstract entity that remains intact for long periods of time unless it is destroyed through civil war or conquest.

Skills/Abilities Objectives

Practise using their own background knowledge to help them understand new concepts.

Practise developing and applying criteria as a basis for making evaluations.

Practise collecting and organizing familiar data in a systematic way.

Practise analyzing by:

- stating how the parts are related to each other, and
- by describing cause-effect relationships.

Values Objectives

Is unity or freedom the higher value for society?

Does the government of a state have the moral right to risk the security of its citizens in the name of freedom?

Can a democratic government risk preserving a democratic society by eliminating freedoms in order to preserve the state?

Does a government have the moral right to require people to risk their lives in war?

Should a government be bound by the same rules as those that bind its citizens?

Suggested Teaching & Evaluation Strategies

Incorporating the C.E.L.s:

- **Communication**
- **Critical & Creative Thinking**
- **Independent Learning**
- **Personal & Social Values & Skills**

Concept Development Lesson (Society, State, Sovereignty, Government)

What services do you believe the state has a moral duty to provide?

What power do you believe the state absolutely must have?

Does the situation make a difference in what you believe?

| Services: (in order of priority 1= most) | Situations societies have to face: | | |
|--|------------------------------------|-----|----------|
| | Peace & Prosperity | War | Disaster |
| Security of people | | | |
| Security of state | | | |
| etc. | | | |
| Powers Gov'ts should have | | | |
| espionage | | | |
| conducting wars | | | |
| etc. | | | |

Suggest to the students that they most likely made their choices above on the basis of life in Canada. Give them a brief description of life in Beirut, Lebanon during the 1980's and ask them whether they would change their attitudes about some of the choices they made.

Content

Foreign Policies: Power versus Interdependence

Governments, internationally, behave as though they are able to control a certain population on a given territory without any interference by other governments.

Sovereignty in this sense is claimed by all governments and is supported by international law.

However, the truth is that this view of sovereignty is as much myth as it is reality except possibly for the most powerful and ruthless of nations.

In spite of this, nations still conduct relations between each other based on the concept of sovereignty.

Maintenance of Adequate Levels of National Power

Power in the modern nation state comes through controlling:

- numbers of people;
 - Nations are concerned about maintaining a large enough population to support large work forces and military forces.
- the many different kinds of resources;
 - Nations were constantly searching for ways to accumulate and protect the supply of resources needed for their growing industries.
- developing a highly organized & disciplined society; and
 - Careful attention was paid to maintaining political unity by:
 - fostering nationalism and a widely supported social contract;
 - creating a prosperous and optimistic society because of its sense of progress and success; and through
 - the careful use of propaganda and patriotism.

Concepts (Knowledge Objectives)

Foreign Policy

Know that the foreign policy of a nation is the set of assumptions and beliefs which in turn establish the priorities and goals a nation will work to achieve.

Sovereignty

Know that sovereignty is the ability to exert authority over a certain population within a defined territory free from interference by other governments.

National Power

Know that the ability of a state to maintain its autonomy from outside control depends upon the national power it can use to protect itself against outside interference.

Know that national power is the numbers of people, resources, the organization, and the information that a nation can use to achieve the goals it has set for itself.

Expression of National Power

Know that national power can be expressed through:

- **authority;**
Authority may be based on international law, precedent, and long standing agreements between nations.
- **influence; and**
Nations use diplomacy, persuasion, pressure, and propaganda in an attempt to influence each other.
- **force.**
When all else fails nations are prepared to use their military forces, sanctions, secret services, etc. in an attempt to force others to do as they want.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise analyzing a situation by:

- using concepts to describe and define the main parts;
- describing structure or organization; and
- stating how parts are related to each other and the whole.

Is peace or security the higher moral priority for a government?

Does a government have the moral right to use propaganda to create unity for its foreign policy?

Incorporating the C.E.L.s:

- **Communication**
- **Critical & Creative Thinking**
- **Independent Learning**
- **Personal & Social Values & Skills**

Concept Development Lesson
(Sovereignty, National Power Expression of National Power)
(See the activity guide for more information.)

Ask the students to make a list of nations and classify them according to their levels of national power. One typology is great powers, middle powers, and small powers.

Suggest to the students that they begin with the concept of power and apply it to this situation.

Put them in groups and ask them to come up with an analytical grid using the concept of power which could classify the various powers.

Now ask the students to take one or two of what they would consider to be the best examples of each category of country and analyze what it is about the nation's national power that makes them a great, middle, or small power.

Again the students should be encouraged to work out an analytical grid in groups with as little teacher support as possible.

Ask the students to write a short paper (or the groups to make a short presentation) in which they define the concept of national power and show how this concept can be used to define the roles of nations in international relations.

Content

- by gaining as much scientific & technical information as possible.
 - It was seen as critical to develop a scientific and technological infrastructure which could support a powerful military/industrial complex.

Problems in Maintaining and Extending National Power:

- **the Issue of National Unity;**

Most nations are heterogeneous because they are made up of different classes, different cultures, different religious and ideological beliefs and of different geographical regions.

The larger and the more democratic the nation, the more likely it will have to deal with this kind of pluralism within its society.

There are many examples of this kind of problem to draw on. Three that might be considered are Canada, the USSR, and Israel.

States such as these are divided into geographic rivalries, cultural (religious) antagonism, and language barriers.

States range in their response to these divisions:

- developing a pluralistic multicultural society;
- denying the rights of citizenship to groups which do not conform to the interests of the ruling group; and
- imposing a totalitarian police state to eliminate divisions which seem a threat to the security of the state.

Concepts (Knowledge Objectives)

Strategic Interests

Know that a strategic interest involves either protecting or extending a source of national power.

Know that nations who wish to be considered great powers are very concerned with protecting what they see as their strategic interests.

Sovereignty

Know that those in charge of nation states were concerned with maintaining enough power to control events both inside and outside of the nation.

Dissent

Know that ethnic groups often find that their best interests are not served by the state they find themselves in.

Know that these groups will justify their dissent with concepts such as human rights, tradition, freedom, justice, constitutionality, etc.

Unity

Know that unity within the population and the geography of a state is key to maintaining the necessary sources of power such as numbers and organization.

Authoritarianism

Know that governments see national unity as a strategic interest and often feel justified in using power quite ruthlessly to maintain national unity.

Know that governments will justify their authoritarian behaviour with concepts such as racism, nationalism, patriotism, security, order, tradition, rule of law etc.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Is maintaining law and order by protecting state sovereignty more important than protecting rights and freedoms?

What should be the balance between the power of a world order and the individual sovereignty of the state?

Should the right of self-defence extend to ethnic groups who are faced with serious threats to their existence?

On what basis should one group be awarded the right of state sovereignty and another not be given that right?

Is there a moral justification for breaking the social contract of a nation that has existed for some period of time?

Are the risks of breaking an existing national social contract worth the benefits.

During the American Civil War Lincoln said the state must prevail. Was he justified in his course of action?

Incorporating the C.E.L.s:

- **Communication**
- **Critical & Creative Thinking**
- **Independent Learning**
- **Personal & Social Values & Skills**

Concept Development Lesson

(Strategic interests, Sovereignty, Dissent, Unity Authoritarianism)

(See the activity guide for more information.)

Appoint a group of students to represent the United Nations. Explain to this group that they can expect to hear pleas from various groups around the world for support against unjust treatment by various national governments.

Depending on the size of your class, divide the remainder into six groups representing:

- the Mohawk Nation and the Canadian State;
- the Ukrainian Nation and the Soviet state (USSR); and
- the Palestinian Liberation Organization (PLO) and the Israeli State.

Some other examples which could be used are the Kurds and Syria, Iraq, Iran & Turkey or the Croats and Yugoslavia.

Have the dissenting groups prepare a submission to be presented before the representatives of the United Nations which outlines the history of their situation.

Have the students representing the states also prepare a presentation in which they defend the right of sovereign states to manage their own internal affairs without interference.

Have the UN make a decision about whether they should act in some way in the cases they heard.

Practise stating a proposition that is testable and guides the search for data.

Practise collecting data in a systematic manner.

Practise presenting analyses of the data to confirm (or not confirm) the proposition.

Content

Problems in Maintaining and Extending National Power continued:

- the Issue of Resources (natural & information);

There is no nation in the world that is economically self-sufficient. All nations depend on other nations for an array of resources.

In a modern industrial world there are some key needs which nations have to fill if they want to maintain their national power:

- energy resources particularly petroleum;
- mineral resources particularly iron and coal in close proximity to each other. (Highly technological nations are dependent on certain scarce minerals for very specialized alloys for example.)
- trading routes (usually water routes) which allow nations to move commodities cheaply and efficiently

Certain parts of the world have become strategic areas because of their resources and their location. Many nations covet these areas because they would augment a nation's national power.

The Middle East is a good example of such an area.

The Middle East is the world's largest supplier of oil and is very convenient to the world's largest users of petroleum products.

Concepts (Knowledge Objectives)

Sovereignty & Interdependence

Know that the goal of national sovereignty is in a constant state of tension with the reality that nations are interdependent.

Self-Sufficiency

Know that all nations must face the reality that they cannot be self-sufficient because of one deficiency or another.

Interdependence

Know that a nation must provide for itself a secure and inexpensive supply of:

- energy;
- food;
- resources;
- etc.

Strategic Areas

Know that certain areas of the world because of the geography of their resources and location have the capacity to increase the national power of a nation which could control the area.

Strategic Interests

Know that those deficiencies which affect a state's national power will become strategic interests.

Know that nations, assuming a competitive and threatening world, will take whatever steps are necessary to protect their strategic interests.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise collecting data in a systematic manner.

Practise stating a hypothesis that is testable and guides the search for data.

Practise analyzing a situation by:

- describing and defining the main parts;
- describing cause-effect relationships; and
- stating how the parts are related to each other and the whole.

Practise presenting analyses of the data to confirm (or not confirm) the hypothesis.

Incorporating the C.E.L.s:

- **Communication**
- **Critical & Creative Thinking**
- **Independent Learning**
- **Personal & Social Values & Skills**
- **Numeracy**

Concept Development Lesson
(Self-sufficiency, Interdependence, Strategic areas, Strategic interests)
(See the activity guide for more information.)

Give the students some background information on:

- the USA;
- the C.I.S.;
- Europe; and
- Japan.

Have the students analyze the data and predict which resources these nations will find they are short of.

Have the students then go to an atlas to find out where these resources are located and who controls them.

The students could now decide whether there will be conflicts between nations and where they might be:

- have the students look at the different nations and compare and contrast their needs/shortages in resources;
- have the students rank the importance of these needs for industrial nations;
- have them list the possible areas that could reasonably supply these shortages;

Now have the students decide where the critical strategic areas are in the world.

Have a general class discussion using current events as data to decide whether the predictions are correct.

Content

Problems in Maintaining and Extending National Power continued:

- the Issue of Organization (Ideology: communism vs. capitalism);

In the twentieth century, ideology has served as both a focus for many nations and a point of division between nations.

Since World War II there has been a deep antagonism between capitalistic and communistic nations with both sides attempting to become more successful and powerful than the other.

The USA and the USSR who were the two major powers within each bloc were determined to expand their national power at the expense of the other.

Both nations surrounded themselves with a number of allies (NATO & the Warsaw Treaty Organization).

Then they began to recruit other nations into their blocs in an attempt to control as many strategic areas as possible and to show that more people in the world saw their system as being superior.

Each side used a number of techniques as a way of persuading uncommitted nations to join one side or another:

- propaganda was used as a way of persuading the uncommitted that one system is better than another;
- foreign aid was used to lure an uncommitted country into some kind of economic relationship;
- military aid was the other important means of binding a nation to a larger power; and
- fomenting revolutions and then supporting the friendly regime with money, often in the form of economic and military aid in order to keep it in power.

Concepts (Knowledge Objectives)

Ideology

Know that nations as part of their way of life use an ideology as a means to:

- give meaning and purpose to their citizens;
- provide principles which can be used to organize society; and
- to give people a common cause with which they can identify.

Power Blocs

Know that nations group themselves into blocs partly because they feel more comfortable with a particular ideology and partly because they gain a measure of security by being part of a larger group.

Alliances

Know that the informal grouping into a bloc can be formalized by creating an alliance system which defines the rights and responsibilities of each member.

Imperialism

Know that some nations come into a power bloc or an alliance reluctantly. These nations are often coerced or bribed to remain members of a system they do not necessarily agree with.

Influence

Know that the great powers used a number of methods to persuade uncommitted nations to join their bloc:

- **Influence;** Know that states will use their wealth & trade, the threat of military action, and propaganda in a systematic effort to pressure others to accept what the state desires.
- **Force;** Know that force in terms of militarism, secret services, etc were regularly used to change points of view.
- **Authority.** Know that both blocs attempted to use agencies such as the UN for their own purposes.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is testable and guides the search for data.

Practise collecting data in a systematic manner.

Practise presenting analyses of the data to confirm (or not confirm) the proposition by:

- describing and defining the main parts; and
- describing cause-effect or other relationships.

Who has the right to a territory like Suez: those whose land it's on or those who developed it?

Is it moral to use a preemptive war to protect one's security?

Is it possible to right an injustice by creating an injustice?

Should a great power arm a small power when they know what the consequences are likely to be?

Incorporating the C.E.L.s:

- Communication
- Critical & Creative Thinking
- Independent Learning
- Personal & Social Values & Skills

Concept Application Lesson

(Ideology, Power blocs, Alliances, Imperialism, Influence)

(See the activity guide for more information.)

Divide your class into 8 groups representing:

- the USA,
- the USSR,
- Israel,
- the Palestinians
- Egypt
- Saudi Arabia
- Iran
- Iraq/Syria

Explain to your students it is around 1956 and Israel has invaded Egypt and the war has extended to include Britain and France. The Security Council of the United Nations has become involved in an attempt to restore peace.

Give the students some briefing sheets on the general situation and then some specific information on their nation and have them draw some inferences about their concerns about their survival and future:

Some issues the groups could discuss and find solutions for.

- Israel's demand for recognition by the Arab nations and secure borders.
- Egypt's demand for sovereignty over the Suez Canal and help in developing its economy
- Saudi Arabia's concern that it gain control over its oil industry and control the price of oil.
- etc.

A number of nations involved have been invited to a conference in an attempt to settle some of the issues dividing the area.

Content

Problems in Maintaining and Extending National Power continued:

- **the Issue of Information (scientific and technological);**

With the coming of the industrial and scientific revolutions, nations found that the preservation of a superior national power depended more and more on technological superiority.

Nations who wished to be considered great powers found that they had to invest a great deal of time and money developing science and technology for military purposes.

These powers found that they had to develop a military-industrial complex to turn their scientific/technological discoveries into military realities.

These nations also found themselves in an increasingly contradictory position as the armaments they produced became increasingly destructive.

The nuclear age which began in 1945 made war so destructive that the foreign policies of the great powers went through several modifications in dealing with this reality:

- **an arms race policy attempting to achieve permanent technological superiority through some kind of breakthrough which could be denied to the other side;**
- **the Mutually Assured Destruction (MAD) policy where no side dared start a nuclear war because there could be no winners;**
- **the mutual & balanced force reductions policy which attempted to find a way of halting and reversing the arms race; and**
- **the policy of creating an impregnable defence (Star Wars) system that would render nuclear missiles obsolete.**

Concepts (Knowledge Objectives)

Research & Development

Know that a major component of a nation's national power is its ability to research (the scientific and technological knowledge) and develop (with an industrial infrastructure) the military hardware necessary to make their soldiers competitive.

Arms Race

Know that the possibility of a scientific/technological innovation makes nations uncertain about their security and thereby contributing to increased investment in developing weapons which are more destructive and effective.

Know that the great powers found that the military-industrial complex they had created began to demand more and more resources be diverted to the arms race.

Know that this investment was justified by economic (jobs & profits), political (security, votes, nationalism) considerations as well as national security considerations.

Peace Movement

Know that modern warfare has moved the battlefield to the home front and has raised the level of destructiveness of weapons to extremely high levels.

Know that nations have been searching for a way to respond to this destructiveness while protecting the traditional concept of sovereignty.

Proliferation of Arms

Know that the great powers have on the one hand created a large industry based on selling armaments and on the other hand have been very concerned about limiting the distribution of nuclear weapons.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is testable and guides the search for data.

Practise collecting data in a systematic manner.

Practise presenting analyses of the data to confirm (or not confirm) the proposition by:

- describing and defining the main parts; and
- describing cause-effect or other relationships.

What is a just price for a commodity such as oil?

Is it ethical for a great power to sell sophisticated arms to nations which lack the ability to produce them?

How should a great power balance its security against supporting regimes that do not have the support of the people?

Should a nation with a highly developed science and technology sell this technology to less developed nations?

How should the risks of international warfare be balanced against the protection of individual national sovereignty?

Does a small underprivileged minority who feels it is being abused and ignored have the right to resort to terrorism in order to gain justice?

Incorporating the C.E.L.s:

- **Communication**
- **Critical & Creative Thinking**
- **Independent Learning**
- **Personal & Social Values & Skills**

Concept Application Lesson
(National power, Arms race, Peace movement, Proliferation of arms)

This exercise is a continuation of the one started in the last exercise. This time the era is the mid 1970's just after the 1973 Arab-Israeli war.

Give your students the briefing sheets outlining the general situation for the world and the Middle East. Once students are familiar with that have them look at specific briefing sheets for the group they represent.

Some issues the groups could discuss and find solutions for:

- During the '73 war both the Soviet Union and the USA found they had to raise significantly the level of their armed forces' alert status.
- The oil producing nations under the leadership of Saudi Arabia have organized a cartel which will limit the production of oil and raise its price.
- The USA is providing billions of dollars of high tech weaponry to the Shah of Iran.
- The Soviet Union has forged an agreement of some kind with Iraq and Iran and is exporting armaments to both countries.
- Lebanon is showing signs of instability.
- Egypt is saying informally that:
 - it cannot afford to continue to lose the people and the wealth it has lost in the last 3 Arab-Israeli wars.
 - it intends to begin negotiating a peace treaty with Israel.

Content

Problems in Maintaining and Extending National Power continued:

- the Issue of Numbers (balancing the power of nations);

Nations are not equal in the amount of national power they are able to develop. Some nations are much more successful than others and are seen as a threat by the nations which are less powerful.

Nations faced with this reality tend to look to other nations for support in an attempt to balance off the power of the more powerful nation.

Nations which have a lot of national power often try to build up their power by creating empires (political or economic) which can supply them with resources and human power.

Smaller nations build up national power by joining alliances where they make agreements to pool resources and support each other when attacked by another nation.

This process often results in the formation of two or more competing alliance systems.

Nations which are not part of either alliance and have some national power or control a strategic area are said to hold the balance of power.

After World War II much of the world came under two large alliance systems, NATO and the Warsaw Pact, who were competing with each other for power. Many smaller nations in terms of national power found that because they controlled strategic areas which both NATO and the Warsaw Pact needed, they were able to bargain from a strong position for things like foreign aid.

Concepts (Knowledge Objectives)

National Power

Know that nations vary in the numbers of people, amount of resources, the sophistication of their organization, and the amount of scientific and technological information they can assemble within their nation.

Imperialism

Know that many nations believe that the best way to protect their strategic interest is by incorporating the area under their sovereignty either formally by bringing the area under their sovereignty or informally often under a trade arrangement.

Know that nations attempt to protect their strategic interests by denying a strategic area to a rival.

Balance of Power

Know that nations which lack the national power of a rival will often ally in order to balance the power of the more powerful nation.

Know that if two blocs of nations have approximately equal powers, a nation which is a member of neither bloc and has significant national power has the capacity to swing the balance of power in favour of the bloc it decides to join.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is testable and guides the search for data.

Practise collecting data in a systematic manner.

Practise presenting analyses of the data to confirm (or not confirm) the proposition by:

- describing and defining the main parts; and
- describing cause-effect or other relationships.

Is hostage taking and terrorism less moral than the use of traditional great power diplomacy?

Should the world collectively be able to police the behaviour of sovereign nations?

Should nations who already have nuclear weapons have the right to deny nuclear technology and weapons to nations who do not have it?

Should a great power take on the responsibility of being the world's policeman?

Incorporating the C.E.L.s:

- **Communication**
- **Critical & Creative Thinking**
- **Independent Learning**
- **Personal & Social Values & Skills**

Concept Application Lesson
(National power, Imperialism, Balance of power)

This exercise is a continuation of the one started in the last exercise. This time the era is around the early 1980's after the fall of the Shah of Iran.

Give your students the briefing sheets outlining the general situation for the world and the Middle East. Once students are familiar with that have them look at specific briefing sheets for the group they represent.

Some issues the groups could discuss and find solutions for:

- The Shah of Iran has fled Iran and many of his officials have been tried and executed.
 - Iranian radicals have seized the American embassy and are holding hostage 440 Americans.
 - The Americans have declared an arms embargo on any weapons shipped to Iran. (This includes spare parts and technical services.)
 - Iraq has claimed the Shat al Shut waterway and invaded what the Iranians consider their territory. Iran has declared a holy war on Iraq.
 - Israel announces that it is invading Lebanon to silence the PLO.
 - Israel bombed a nuclear reactor facility in Iraq.
 - The United States announces that it will now sell armaments to Iraq.
-

Content

Problems with Balance of Power as a Mechanism to Maintain Peace and Order.

The basic assumption of balance of power politics is the maintenance and protection of sovereignty rather than the maintenance of peace and order.

Like many other organizations nations assume that if they are not growing they will be declining, therefore they must always be looking for ways in which to expand their national power.

Many nations who either feel insecure about their national power or dream ambitious dreams of becoming great powers will seize on what they perceive to be opportunities to gather to themselves more national power.

In areas where there are extreme rivalries between nations who are bent on expanding their national power, international balance of power politics simply balances the power of one nation or bloc against the power of another nation or bloc.

Great powers in this situation also find themselves having to juggle their strategic interests against the well being of the people in the region.

It is often in the interest of great powers to restrain the ambitions of smaller powers and thereby maintain peace and stability.

Balance of power politics maintains peace for a time, but when changes such as the decline of a great power occur then there will be a period of unrest until a new balance of power is restored.

Concepts (Knowledge Objectives)

Sovereignty

Know that sovereignty is the ability to control a certain population within a defined territory free from interference by other governments.

Progress

Know that for many the concept of progress means that the organization of which they are a part must grow in status and power.

National Power

Know that those in charge of nation states were concerned with maintaining enough power to control events both inside and outside of the nation.

Know that the ability of a state to maintain its autonomy from outside control depends upon the national power it can use to protect itself against outside interference.

Hegemony

Know that hegemony is the control or domination of one state over a group of states.

Know that great powers will use whatever manifestations of power available to them (influence, authority, force) to maintain their control of an area.

Power Vacuum

Know that from time to time the power controlling a strategic area declines, then the area will undergo a period of instability until another power balance is established.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is testable and guides the search for data.

Practise collecting data in a systematic manner.

Practise presenting analyses of the data to confirm (or not confirm) the proposition by:

- describing and defining the main parts; and
- describing cause-effect or other relationships.

Should a people who are very wealthy be able to exploit their poor neighbours and not be held accountable?

Does one powerful nation have the right to become the policeman of the world?

Does the rest of the world have a responsibility to act when one nation invades another?

Is a trade embargo a more moral way of coercing another nation than war?

If one nation is censured for an invasion and forced to give up the territory it seized, should other nations in that position be required to do that as well?

Is it right for great powers to deny technological innovations to smaller powers because they might be misused?

Incorporating the C.E.L.s:

- **Communication**
- **Critical & Creative Thinking**
- **Independent Learning**
- **Personal & Social Values & Skills**

Concept Development Lesson
(Sovereignty, Progress, National power, Hegemony, Power vacuum)

This exercise is a continuation of the one started in the last exercise. This time the era is around the early 1990's at the time of the invasion of Kuwait by Iraq.

Explain to your students it is in the mid 1989. The Soviet Empire is crumbling with the Soviets in retreat world wide. Iraq has invaded Kuwait claiming that Kuwait is historically Iraqi territory. How to handle the situation.

Give your students the briefing sheets outlining the general situation and then have them look at specific briefing sheets for the group they represent.

Some issues the groups could discuss and find solutions for:

- the United States announces there can be no negotiations with Iraq until it withdraws from Kuwait.
- the United States, the EC, Japan, NATO announce that a complete embargo on all trade with Iraq will be enforced.
- Iraq announces that it will withdraw from Kuwait when Israel gives up the territories it has seized from the Arab peoples.
- the PLO and Jordan announces they are supporting Iraq.
- the UN passes a resolution condemning the Iraqi invasion and gives authority for military action against Iraq.

Content

Finding a Mechanism to Resolve Conflict among Nations

At the international level, war, traditionally, has been the ultimate arbiter of differences among nations.

At the national level individual force has been replaced by the sovereignty of the state which uses law and impartial arbiters (courts) that distribute justice which must be accepted by all parties to a dispute.

The growth and development of nuclear weapons have created a situation in which the consequences of traditional great power maneuvering and brinkmanship could be catastrophic.

The issue of the proliferation of nuclear weapons to more and more nations increases the probability that at some point in the future they could be used in a conflict.

So the question arises: what is a possible mechanism to replace the traditional mechanism of warfare as an arbiter to disputes?

There, are of course, no clear answers to this problem. Some might be:

- the development for a time of one large super power which has the power and the will to act as the world's arbiter.
- existing great powers and trading blocs could lead to the development of a few super-states which are able to police large areas of the earth and maintain an uneasy co-existence because anything else is to horrible to do.
- the development of a world government centring on an existing organization like the UN with the power to make and enforce international law.

Concepts (Knowledge Objectives)

Conflict Resolution

Know that conflict within any human relationships are inevitable, therefore all social organizations must have some means of resolving conflict that all must accept.

Know that at the international level of human relationships there has been no effective mechanism (beyond war) which can impose a resolution to a dispute between nations.

Nuclear Holocaust

Know that most people who have studied nuclear warfare agree that life as it presently exists would not survive a full scale nuclear war.

Nuclear Proliferation

Know that many nations are developing the capability of manufacturing nuclear weapons.

Predicting

Know that in predicting the best that can be done is to look at existing organizations and tendencies and speculate on how they might be used to replace warfare.

Pax Romana

Know that one way of maintaining peace and stability is to have one nation with enough power to be able to police the behaviour of other nations.

Power Blocs

Know that large power blocs would be able to maintain order and stability within each bloc and would reach some kind of stable relationship between the blocs.

Collective Security

Know that the United Nations might become a world government with the sovereignty (power and authority) to impose justice on nations in conflict as national governments do on individuals who are in conflict.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching & Evaluation Strategies

Practise stating a hypothesis that is testable and guides the search for data.

Practise collecting data in a systematic manner.

Practise presenting analyses of the data to confirm (or not confirm) the hypothesis by:

- describing and defining the main parts;
- grouping data under each part, relationship, or structural component; and
- describing cause-effect or other relationships.

Should people be protected from knowing about the horrors of war or should they be clearly told about what is involved in modern warfare?

Is it realistic to assume that conflict is a given in human affairs?

Incorporating the C.E.L.s:

- **Communication**
- **Critical & Creative Thinking**
- **Independent Learning**
- **Personal & Social Values & Skills**

Concept Development Lesson
(Conflict resolution, Nuclear holocaust, Nuclear proliferation, Predicting, World government)

Suggest to the students that a perennial problem the world has faced especially this century is the horror and devastation of war. People dream of some kind of conflict resolution method for nations that does not involve war.

Explain to students that there are a number of possibilities each with a certain probability of occurring and a set of consequences if they do occur:

| Analytical Concepts: | Arbitration & Policing by a: | | |
|-----------------------|------------------------------|------------------|---------------------|
| | Single Power | Few Large States | Single World Gov't. |
| Nuclear Warfare | | | |
| Nuclear Proliferation | | | |
| Security | | | |

Another way for students to analyze this set of choices is for them to concept map the possible relations that might occur.

Have the students brainstorm a list of concepts which they think are relevant to the issues. Ask the students to make a concept map on international conflict resolution based on the current state of affairs.



