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Unit 1: Globalization and identity

Expressions of identity in Canada

Three expressions before the lunch bell

- At an Edmonton ceremony, a student wears a Métis sash.
- At lunch the same student hears Somali at the table.
- On the bus home, that student watches a global soccer clip.

People show who they are in public

- People in Canada show who they are through traditions, language, religion, spirituality, the arts, clothing, a tie to the land, and people the community trusts.
- A collective identity belongs to a group. One person can belong to more than one group in the same week.
- Multiple perspectives means two people can describe the same sash, song, or homeland with different evidence. Both descriptions are about identity.

Key terms

identity

Identity is the mix of beliefs, practices, languages, and relationships a person or a group uses to say who they are.

multiple perspectives

Multiple perspectives are the different standpoints people bring when they describe the same event, place, or choice.

collective identity

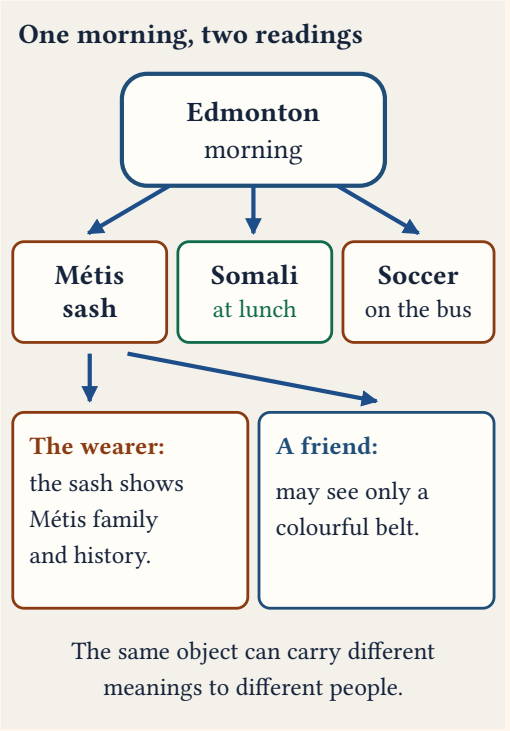
Collective identity is a community's shared answer to the question of who we are, carried in practices the group recognizes.

role modelling

Role modelling is a way of learning identity by paying attention to a person the community already trusts and respects.

Where identity shows up

- A round dance tells a First Nations community when to gather and how that gathering should go.
- A Francophone Albertan festival calendar shows that community's identity by naming the days for a French Mass, music, and a shared public gathering.
- Families use Michif, Cree, and Somali to tell their stories and to show who they belong with.
- Beadwork, throat singing, and fiddling carry a people's stories into public view.
- Sea ice, the plains, and an aunt who keeps the language alive show a group's tie to the land and to a trusted mentor.



Two readings of one Métis sash

- You can see a student wear a Métis sash at a school ceremony and later explain it to a friend.
- The wearer says the sash connects them to Métis kin, the fur trade, and a community event.
- The friend first sees a colourful belt, then changes that reading after the family story.



Festival poster

- A Francophone Albertan winter festival poster lists a French Mass, a fiddle workshop, and a land acknowledgement offered by a local First Nation.
- Your job is to sort three expressions and to name two stand-points a visitor might use.
- Keep the groups distinct: language, spirituality, the arts, and re-lationship to land can share one poster.

Review

- A youth in Rankin Inlet posts a throat singing clip recorded with a grandparent, captioned in Inuktut, filmed on the sea ice.
- From memory, name the expressions and one perspective the grandparent might hold that the online audience might miss at first glance.

Summary

- In this course you read identity from practices: traditions, language, religion, spirituality, the arts, clothing, land, and mentors.
- Keep two perspectives when two people use different evidence about the same practice.
- A media clip can be one expression. Language, land, and kinship can sit beside it.

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Unit 1: Globalization and identity

Dimensions of globalization

One phone, three kinds of connection

- A phone sold in Red Deer may use minerals mined on one continent, parts assembled on another, and an app made in Alberta.
- The price, the import rules, and the languages inside the app are different kinds of connection.
- Ask how those connections change daily life, and how a community can push a language or a rule back into the flow.

Globalization has more than one part

- Read globalization in three parts, political, economic, and social, and add a current example that fits each part.
- Interdependence means a store shelf, a paycheque, or a news feed can change because of a decision made far away.
- A community can push its language or a rule into a global flow.
- A new habit from that flow can also become part of the day.

Key terms

globalization

Globalization is the process by which the world becomes more connected and interdependent across borders.

interdependence

Interdependence means people and places rely on one another for goods, decisions, information, or care.

political globalization

Political globalization is the spread of rules, agreements, and government decisions across borders.

economic globalization

Economic globalization is the cross-border movement of goods, money, jobs, and companies.

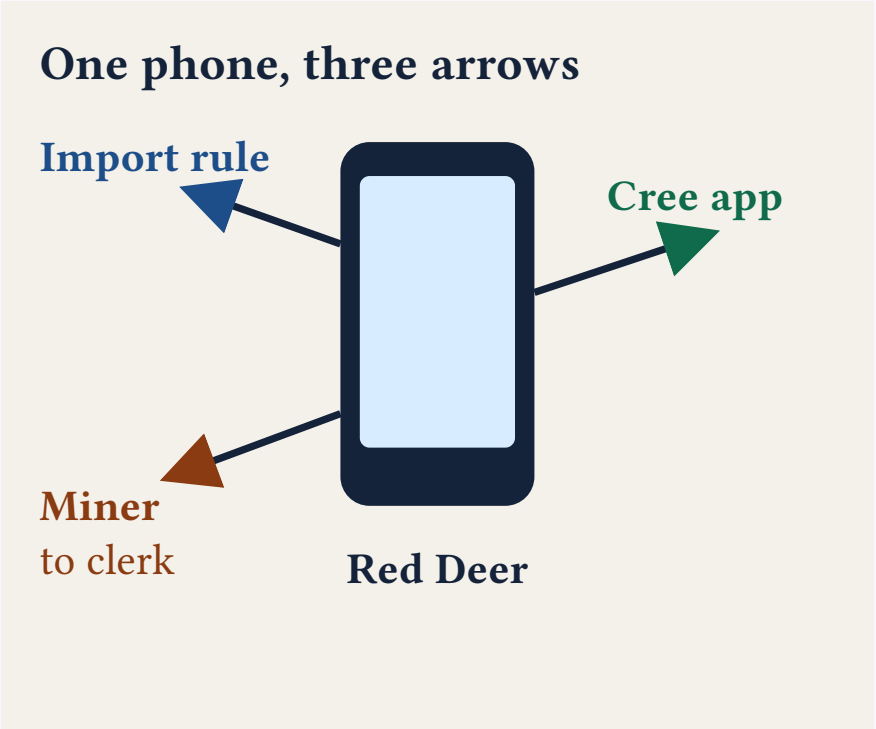
Key terms

social globalization

Social globalization is the cross-border movement of ideas, media, language, and daily habits.

One phone, three kinds of link

- Import rules and safety standards decide whether that Red Deer phone can be sold in Canada. That link is political.
- Miners, assembly workers, shippers, and the Red Deer clerk all depend on the sale. That link is economic.
- An app that teaches Cree vocabulary uses a global store to carry a local language into the day. That link is social.



A Cree language app

- A First Nation education office asks a global app store to feature a Cree language tool for students.
- The store reaches many countries, so the request uses a social link and an economic link. The request itself is a cultural decision.
- After the app spreads, some youth spend more of the day on Cree vocabulary and on the store’s design habits.

Dimensions in a bag of coffee

- A café in Edmonton sells coffee grown in Ethiopia, roasted under a fair trade label, and advertised in English and French.
- Sort one fact about rules or standards, one fact about money or work, and one fact about daily life or language.
- Add one sentence about whose identity shows up on the bag, in the language or the story the label tells.



Review

- A Manitoba Hutterite colony sells furniture online to customers in three provinces and posts the catalogue in English.
- From memory, name the economic and social dimensions, and say whether the colony’s identity is shaping the sale.

Summary

- Name the political link, the money and jobs link, and the daily life link before you call something globalization.
- Interdependence means what happens on your street depends on people far away and on choices made here.
- A culture can send a request into those links. People also live with the habits that come back.

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Unit 1: Globalization and identity

Media and diversity

Three clips, three effects

- The same dance challenge appears in Lagos, Edmonton, and Seoul in one week.
- A track built in Edmonton braids Punjabi bhangra rhythms with local hip hop.
- A streaming shelf offers Inuktut, French, Korean, and English playlists side by side.

Media effects on difference

- Universalization means one popular form, such as the same dance, shows up in many places.
- Hybridization is a mix where you can still hear or see more than one tradition.
- Diversification means people can find more languages and styles. That range can grow while a hit dance also spreads.

Key terms

universalization of pop culture

Universalization of pop culture is the spread of one popular style so that many places meet the same songs, dances, or images.

hybridization

Hybridization is the mixing of cultural forms so that a new expression carries recognizable pieces of more than one tradition.

diversification

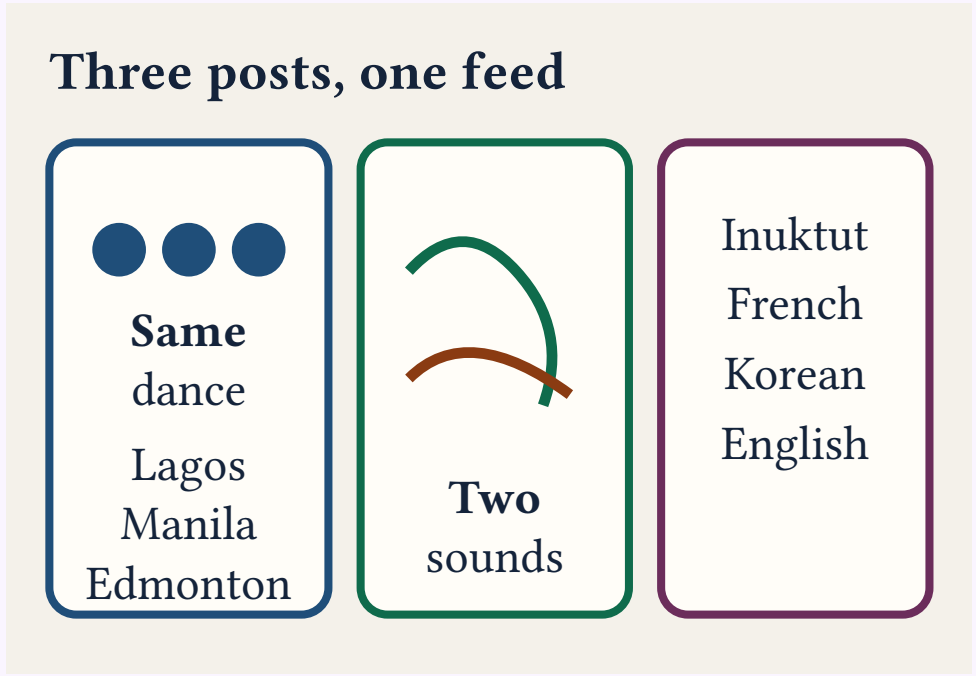
Diversification is a widening of the range of languages, styles, or stories available in a media space.

pop culture

Pop culture is the widely shared music, video, fashion, and talk that spreads quickly through media.

One feed, three effects

- A dance challenge uses one audio file and nearly the same moves in Lagos, Edmonton, and Seoul. That effect is universalization.
- Punjabi drum patterns and Edmonton hip hop verses share one track, and you can still hear both. That effect is hybridization.
- The playlist row lists Inuktut, French, and Korean beside English, so listeners can find more languages. That effect is diversification.



Three posts

- Post A uses the identical audio and choreography in three countries.
- Post B credits a bhangra drummer and an Edmonton rapper on one song.
- Post C is a new Inuktut playlist created after listeners asked for it.

School talent show

- The talent show opens with one dance that students in many countries already perform the same way.
- A Métis fiddle tune shares the stage with a pop chorus, and a listener can still hear both.
- Students add a French poem after they ask for a place on the program.
- Label the dance, the fiddle and chorus, and the poem as one shared form, a mix you can still tell apart, or a wider set of voices.
- Say which act widens diversity and which act repeats a widespread form.

Review

- A Korean company films a series in Calgary, so a story made in Alberta reaches viewers far from the set.
- Teens in three countries copy one costume from that series, so one look spreads.
- A Cree language version is added after viewers ask for the series in Cree.
- From memory, identify one example of universalization and one of diversification.

Summary

- Universalization spreads one popular form, such as one dance, so people in many places perform it the same way.
- Hybridization keeps more than one tradition easy to hear or see in the mix.
- Diversification widens the languages or styles people can find on the same shelf or stage.

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Unit 1: Globalization and identity

Opportunities for identity

A language nest and a policy

- At one school, elders and children spend the morning speaking Cree in a language nest.
- The same school's student handbook makes room for a Métis sash, a hijab, and a kirpan under a clear safety and dignity policy.
- Both scenes give a culture more room, and each one works by a different move.

Five ways a culture can gain room

- Acculturation means you learn tools of the wider society, such as shop English, and you keep home practices that still matter.
- Accommodation means a school or workplace changes a rule so a practice, such as a sash, a hijab, or a kirpan, can be present.
- Revitalization rebuilds a practice, such as a language. Affirmation celebrates that identity in public. Integration means you join civic life and keep the culture.

Key terms

acculturation

Acculturation is the learning of practices from a wider society while a person also keeps meaningful practices from home.

accommodation

Accommodation is an institutional change that makes room for a cultural or religious practice so a person can participate.

cultural revitalization

Cultural revitalization is a community effort to bring a language, ceremony, or art back into regular use.

affirmation of identity

Affirmation of identity is a public act that says a people's identity is real, valued, and welcome.

Key terms

integration

Integration is full participation in shared civic life alongside the keeping of one's culture.

Who moves in each opportunity

- A newcomer apprentice learns shop English for the job and still keeps a family feast at home.
- In this move the person learns the new tool, and the home practice stays with the family.
- The handbook changes to include the sash, the hijab, and the kirpan. The school moves. That is accommodation.
- The language nest rebuilds Cree use, and a public performance says the identity belongs here. The community rebuilds the practice and shows it in public.



A Cree language nest

- Elders and preschool children use Cree for snacks, stories, and cleanup three mornings a week.
- Parents post short clips so families can practise the same words at home.
- The school assembly invites the children to share one song, with the elders' permission.

Youth council

- A Francophone Albertan student joins the city youth council, speaks French at a cultural centre on Saturdays, and asks the council to publish agendas in French.
- Label joining the youth council, and label the request that agendas be published in French.
- Say which move is integration, joining civic life, and which move asks the council to change a rule.

Review

- Match shop English plus a home feast to acculturation: the person learns a new tool and keeps a home practice.
- Match a dress code change, a language nest, a public games demo, and a council seat to the other four labels.
- Use acculturation, accommodation, cultural revitalization, affirmation of identity, and integration once each.

Summary

- Name who makes the change: the person, the school or work-place, or the community.
- Revitalization rebuilds use. Affirmation welcomes an identity in public. Integration joins civic life while the culture stays.
- A phone clip can help these paths. The path is still the human move.

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Unit 1: Globalization and identity

Challenges for identity

A uniform main street

- A prairie downtown replaces a butcher, a Vietnamese bakery, and a Métis craft counter with five brands seen in hundreds of cities.
- At a new warehouse in the same town, supervisors coach seasonal workers to use only one language and to shorten names.
- The warehouse hires from outside the neighbourhood, and local youth watch the shifts fill.

Three pressures and an exception

- Homogenization means a street or a screen starts offering the same brands and the same look in many towns.
- Assimilation is pressure to drop home practices and take on the habits of the dominant culture.
- A one day festival can leave local youth outside the jobs all year.

Key terms

assimilation

Assimilation is a pattern in which a person or group takes on a dominant culture under pressure and home practices fall away.

marginalization

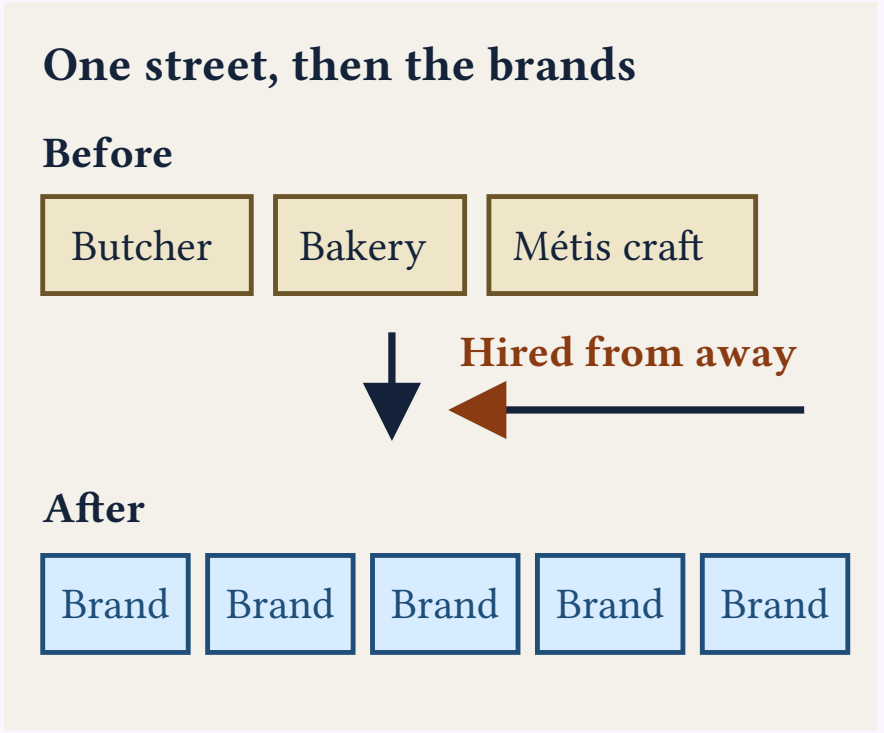
Marginalization is a pattern in which a group is pushed to the edge of economic, political, or social life.

homogenization

Homogenization is a pattern in which places, products, or media become more alike and local difference shrinks.

Three pressures on one main street

- Five identical brands replace the butcher, the bakery, and the Métis craft counter. Distant retail chains set those terms. That pressure is homogenization.
- Supervisors coach workers to drop a home language and to shorten a name. The supervisors set those terms. That pressure is assimilation.
- Local youth watch shifts fill with people hired from outside the neighbourhood. A recruiting plan aimed elsewhere sets those terms. That pressure is marginalization.



Three papers, three labels

- A public development notice, a staff coaching script, and a hiring poster aimed at out of town applicants sit side by side.
- The notice shows the same five brands. The script tells workers to leave home languages in the parking lot. The poster lists fly in shifts.
- Each paper supports a different label: homogenization, assimilation, or marginalization.

Thin exception

- A chain allows a cultural festival for one Saturday and keeps a year round rule that staff may speak only the head office language.
- Decide whether one Saturday festival is a full accommodation of the workers' home culture.
- Name the challenge that remains on the other 364 days, when staff may speak only the head office language.

Review

- A northern town's independent grocer, radio show, and craft store give way to one national chain and one playlist.
- From memory, say whether this is homogenization, assimilation, or marginalization, and name the evidence.

Summary

- Homogenization means the place or the screen starts to look and sound more alike from town to town.
- Assimilation is pressure that pushes people to drop home practices and take on the habits of the dominant culture.
- Marginalization: a group is pushed to the edge, and a one day exception can leave that edge in place.

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Unit 1: Globalization and identity

Languages and cultures in Canada

Three rooms where a language is public

- Toddlers at a Plains Cree language nest hear nêhiyawêwin from elders through the whole morning, kinship stories included.
- A Blackfoot mentor and apprentice name the coulees in Siksikáíʼpowahsin while they ride a fence line.
- A Francophone Albertan family spends Saturday afternoon at a French play in a cultural centre in Edmonton.

Why people promote a language

- Families promote a language so children can speak it with their grandparents.
- Place names, public decisions, and jobs can stay available in that language.
- Linguistic revitalization is community work, such as language nests and mentor apprentice learning in Michif, Cree, Blackfoot, and Inuktut.
- The Official Languages Act of 1969 sets English and French for federal offices.
- Quebec's 1977 Charter of the French Language sets French for public life there.

Key terms

linguistic revitalization

Linguistic revitalization is organized community work that returns a language to family life, childhood, land activities, and public use.

language legislation

Language legislation is a statute that assigns languages to government, schools, courts, or commerce.

language nest

A language nest is an early childhood program where young children spend the day with fluent speakers and hear the community language throughout care.

mentor-apprentice

Mentor-apprentice learning pairs a fluent speaker with an adult learner for long stretches of daily life conducted in the language.

Key terms

minority language

A minority language is a language spoken by a smaller population inside a country or a continent where another language holds most public life.

Why a community promotes a language

- Children speak with grandparents, and care, school, and media treat the language as worthy. Those reasons are family and dignity.
- Place names, public decisions, and jobs stay available in the language. Those reasons are land, voice, and work.
- Language nests and mentor apprentice pairs in Michif, Cree, Blackfoot, and Inuktut came from communities. The Indigenous Languages Act of 2019 is later federal support.

Language laws



Cree mornings and Michif tasks

- A weekday schedule for a Plains Cree language nest sits beside a short description of a Michif mentor apprentice pair.
- The schedule shows elders and toddlers in nêhiyawêwin all morning. That is evidence of family life and dignity.
- The Michif pair cooks, visits, and tells family stories in Michif. That shows kinship and daily tasks.

Two statutes and an Alberta room

- The Official Languages Act of 1969 makes English and French the official languages of Canada and requires federal institutions to serve the public in both.
- Quebec's 1977 Charter makes French the language of public life in Quebec.
- State a Francophone view of the Charter and an English speaking Quebec view of the same law.
- Francophone Albertan schools and cultural centres keep a French public day in Alberta.

Review

- Close the notes. Scene A: a resident receives French service at a federal tax counter in Ottawa.
- Scene B: Quebec rules set French as the language of public commerce, and the answer states a Francophone view and an English speaking Quebec view.
- Scene C: a Blackfoot mentor and apprentice spend the week naming coulees and moving cattle in Siksikáí’powahsin.

Summary

- Linguistic revitalization is repeated community hours that return a language to family, dignity, land, political voice, and work.
- The 1969 Act sets languages for the federal government, and Quebec's 1977 Charter sets French for public life in Quebec.
- Keep a Francophone view and an English speaking Quebec view in the answer.
- The Indigenous Languages Act of 2019 supports reclamation that communities began, and Francophone Albertan schools and cultural centres promote French inside Alberta.

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Unit 2: Legacies of historical globalization

Cultural contact and oral histories

Objects and oral stories

- At a fur trade post, a copper pot and a firearm sit beside a birch canoe and a bag of pemmican.
- In the Mexica capital, maize and cacao meet horses and steel after Spanish arrival in 1519, and Tenochtitlan falls in 1521.
- An elder teaches a place story that a trader’s journal tells from a European desk.



Effects of contact and respect for stories

- In Canada and in the Mexica world, name the exchange of goods and technologies, depopulation, and changes in who governs.
- First Nations, Métis, and Inuit oral histories are valid evidence. A written European account is one perspective.
- Name effects on First Nations, Métis, and Inuit societies in the past and today. The 2007 program uses the word Aboriginal for those societies.

Key terms

cultural contact

Cultural contact is a meeting of peoples that changes goods, technologies, population, and who holds political authority.

depopulation

Depopulation is a severe loss of population, which historians connect with disease, war, displacement, and hunger after contact.

oral history

Oral history is taught memory of events, law, kinship, and place, and it stands as valid evidence of the past.

Contact in Canada and Mexico

- Metal goods, cloth, and firearms moved inland through the fur trade and changed what people used.
- Canoes, snowshoes, and pemmican shaped how European traders travelled and what they ate on those routes.
- A First Nations oral history and a clerk's journal can each describe the same trade route.



The Mexica record, 1519 to 1521

- Spanish arrival reached the Mexica world in 1519 and opened a new contact between those societies.
- In that meeting, maize and cacao from the valley met horses and steel brought from Spain.
- Historians include the 1520 smallpox epidemic when they explain the loss of population.
- Tenochtitlan fell in 1521, and Spanish officials then governed the valley.

Filling in both columns

- A post inventory lists pots, cloth, and firearms that moved inland through the trade.
- A second note lists canoes, pemmican, and epidemics along the routes people travelled.
- The Mexica column uses Spanish arrival in 1519, the 1520 smallpox epidemic, the fall of Tenochtitlan in 1521, and colonial officials governing the valley.
- A First Nations oral account of the same route sits beside the factor’s journal.

Oral and written accounts

- A Métis oral history tells how pemmican and kinship made the plains trade move.
- A clerk’s letter from the same decade describes the post as a company achievement and says little about Métis skill.
- Decide what each source can show, and which effect of contact the pair helps you see.

Review

- From memory, name exchange, depopulation, and government for the fur trade and for the Mexica world after 1521.
- State depopulation as a historians' account that includes disease along with war, displacement, and hunger.
- Add one reason First Nations, Métis, and Inuit oral histories count as valid evidence.

Summary

- Cultural contact shows up as exchange, depopulation in historians' accounts, and a change in who governs.
- The fur trade and the Mexica world from 1519 to 1521 are the two places.
- Oral histories of First Nations, Métis, and Inuit are valid evidence, and contemporary consequences for Aboriginal societies remain live.

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Unit 2: Legacies of historical globalization

Foundations of historical globalization

Mills and charters

- A textbook contents page opens the story of Canada with a European ship and leaves ancient nations off the first chapter.
- A cotton mill in Britain in the early 1800s spins fibre for buyers an ocean away.
- A chartered company claims a trade region under a European crown and sells furs into distant markets.

Four foundations of the old story

- Eurocentrism treats European history and European standards as the centre of the story and as the measure of progress.
- Capitalism is private ownership and selling through markets, growing with trade. Industrialization is factory production in the 1700s and 1800s.
- Imperialism, which the next lesson takes apart, is empire building through markets, land, and political power.

Key terms

Eurocentrism

Eurocentrism is a worldview that places European history and standards at the centre of what counts as progress.

capitalism

Capitalism is an economic system of private ownership and production for markets, expanding as trade stretches over longer distances.

industrialization

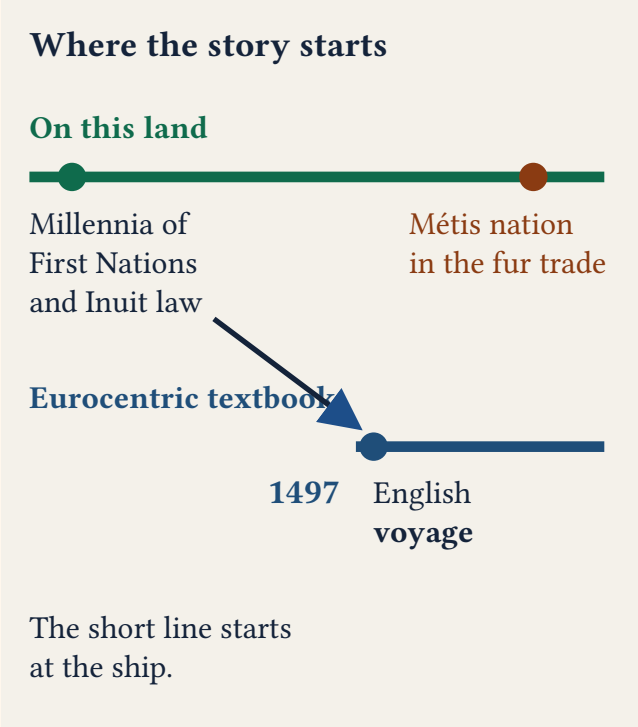
Industrialization is the shift to factory production, strong in Britain and spreading elsewhere during the 1700s and 1800s.

imperialism

Imperialism, previewed here as empire-building, is the extension of a state's markets, land control, and political power over other peoples.

Two ways to start the story

- A Eurocentric textbook starts Canadian history at European arrival and treats European institutions as the model of progress.
- First Nations and Inuit governed here long before a European ship arrived.
- Métis nationhood grew later, through kinship and work in the fur trade.
- Beside those timelines: capitalism is private market production, industrialization is factories, and imperialism is empire building.



Four scenes

- A textbook opens the story of Canada with an English voyage in 1497. The decisive feature is a start centred on Europe. That is Eurocentrism.
- Private merchants own a warehouse and sell manufactured cloth into the fur trade. The decisive feature is a private market sale. That is capitalism.
- A cotton mill in Lancashire in 1830 employs wage workers at powered machines. The decisive feature is the factory. That is industrialization.
- A crown grants a company the right to govern a trade region. The decisive feature is empire building. That is imperialism.

Mills and charters on a map

- A British mill sells cotton cloth to a chartered company that trades in North America.
- The company holds a monopoly on the trade and acts under a European crown.
- Separate the factory, which is industrialization, the private market sale, which is capitalism, and the crown's control, which is imperialism.



Review

- Say what Eurocentrism claims about whose history and whose standards count as progress.
- Give the Indigenous perspective that history on this land long predates European arrival.
- Add a one sentence definition of capitalism and a one sentence definition of industrialization.

The four foundations

- Eurocentrism centres European history and standards as the measure of progress.
- Capitalism is private market production, and industrialization is factory production in the 1700s and 1800s.
- Imperialism is previewed as empire building and defined through markets, land, and power next.

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Unit 2: Legacies of historical globalization

Imperialism and perspectives in Canada

Five cards on one map of power

- A British official praises imperial law and trade while a company flag flies over a post.
- A French civil law book remains in use after 1760, and a treaty medal is held as a promise.
- A Métis scrip coupon and a later Arctic trading post mark two further histories on the same imperial map.

Reach of empire and five views

- An empire widens its markets, takes up land, and extends political power over other peoples.
- A British imperial view praises imperial law and trade as benefits brought to the colony.
- Before 1760, French colonial rule in the St. Lawrence valley was itself an empire.
- The Quebec Act of 1774 kept French civil law in use under Britain.

Key terms

imperialism

Imperialism is empire-building in which a state expands markets, land control, and political power over other peoples and territories.

historical globalization

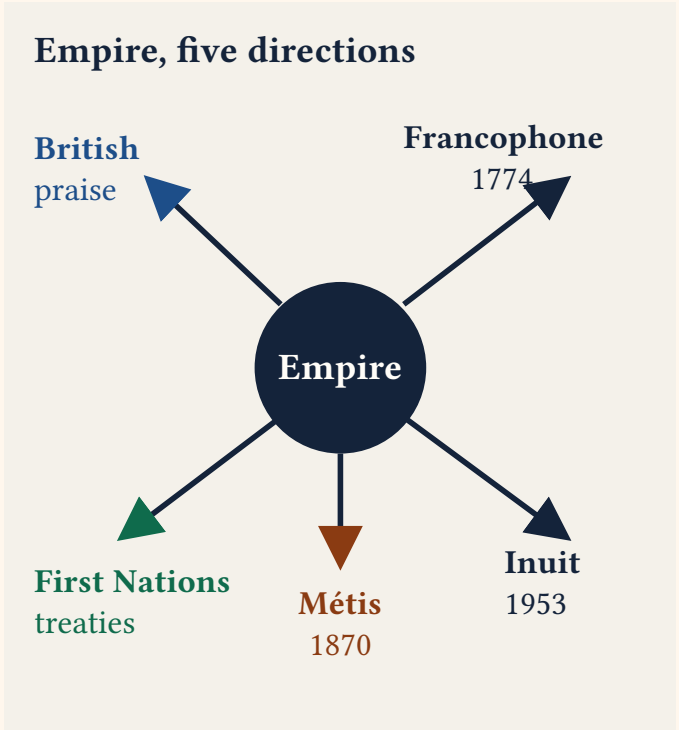
Historical globalization is the long expansion of links in trade, technology, ideas, and power across distant places.

scrip

Scrip is a certificate for land or money issued to many Métis, and historians describe how speculation and delay dispersed that land.

One empire, five perspectives

- Chartered companies linked distant markets to imperial rule by holding a trade monopoly under a crown.
- Those companies and later settler governments took up land that Indigenous nations already used.
- A British imperial view praises law, commerce, and the Crown as the benefits of empire.
- The Quebec Act of 1774 kept French civil law under Britain.



Stakes for Indigenous peoples

- First Nations treaty teachings describe duties that continue, including sharing the land.
- In 1869 and 1870, Métis leaders at Red River demanded land and a political place.
- The Manitoba Act of 1870 and later scrip are the Métis documents in this case.
- Later Inuit contact includes trading posts, schools, and the relocations of 1953.

A charter and a speech

- A crown charter lets a company monopolize trade and exercise authority in a watershed.
- A British speech in the same era calls the empire a gift of law and commerce to the colony.
- The charter is the mechanism. The speech is the British imperial perspective on that mechanism.

A Métis perspective

- In 1869 and 1870, Métis leaders at Red River insist on land, language, and a political place.
- The Manitoba Act of 1870 creates the province and promises land for Métis children.
- Scrip certificates later offer land or money to individuals, and historians describe the land base dispersing.

Review

- State how imperialism relates to historical globalization using markets, land, and political power.
- Give one specific fact for the British imperial view and one for the Francophone view after 1760.
- Give one specific fact for a First Nations treaty perspective, the Métis story, and later Inuit contact.

Summary

- Imperialism widens markets, land control, and political power inside historical globalization.
- British, Francophone, First Nations, Métis, and Inuit perspectives each have a document or a taught account.
- A fair answer names the stake and a specific fact for each group.

Social Studies 10-2

Unit 2: Legacies of historical globalization

The Indian Act and residential schools

Registers and reserves

- A federal register lists people with status under a law passed in 1876.
- A map shows reserve lands and a band council whose powers sit under federal authority.
- A timeline of a school system ends in 1996, with a 2015 commission report beside it.

The Indian Act and residential schools

- The Indian Act of 1876 registers status for people on its list.
- The Act also sets aside reserves and places band councils under federal authority.
- Métis land claims run through the Manitoba Act of 1870 and later scrip.
- A 1939 Supreme Court reference treats Inuit as a federal responsibility, separate from the Indian Act register.

Key terms

Indian Act

The Indian Act of 1876 is a federal law that defines status, organizes reserves, and sets band council structures under federal control for people registered under it.

reserve

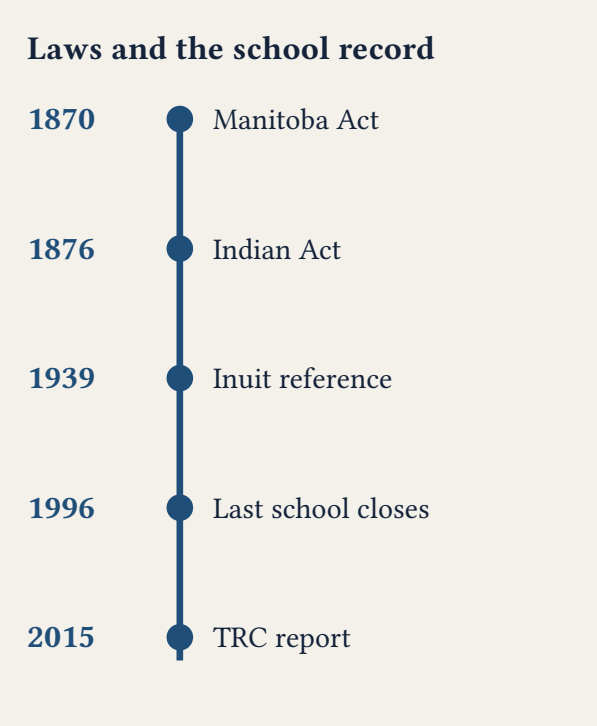
A reserve is land set apart under the Indian Act for the use of a band, with the federal government holding underlying title and wide control.

residential schools

Residential schools were a federally supported system that removed Indigenous children from their families and punished Indigenous languages, and the last such school closed in 1996.

The 1876 Act and the residential schools

- The Indian Act of 1876 registers which people have legal status under that law.
- The Act sets aside reserve land for the people on that register.
- The Act frames band councils so their powers sit under federal authority.
- The Act applies to the people whose names are on its register.



Métis land documents and the 1939 reference

- The Manitoba Act of 1870 promised land for Métis children.
- Scrip later offered land or money to individual Métis people.
- In 1939 the Supreme Court treated Inuit as a federal responsibility.

What the 2015 school report records

- The federal government supported residential schools with funds and rules.
- Children were taken from their families and housed at the schools.
- School rules punished students for speaking Indigenous languages.
- Some Métis children and many Inuit children were sent to those schools.
- The 2015 Truth and Reconciliation Commission report records student deaths and says that record is incomplete.
- The last residential school closed in 1996.

Who the Act registers

- One card holds an 1876 style status rule, a reserve schedule, and a band council clause.
- A Métis family file shows scrip and a Manitoba Act land path.
- A 1939 court reference places Inuit under federal responsibility on a separate card.

Public findings on the schools

- Federal funds and church staff operate residences, and children are removed from their families.
- School rules punish Indigenous languages, and some Métis children and many Inuit children are in the system.
- The Truth and Reconciliation Commission final report in 2015 records student deaths, says that record is incomplete, and the last school closes in 1996.



Review

- State three structures in the Indian Act of 1876 and who the Act applies to.
- State the distinct legal point for Métis history and for Inuit history in 1939.
- State family separation, language rules, the 2015 findings, and the closing year 1996.

Summary

- The Indian Act registers status, reserves, and federally framed band councils for people on its list.
- Métis and Inuit legal histories are distinct, including scrip and the 1939 reference.
- Residential schools removed children, punished Indigenous languages, and were examined by the 2015 commission, with the last school closing in 1996.

Image credits

Jon Kolbert, Mother Earth Circling - Healing from the residential school experience, CC BY-SA 3.0

Social Studies 10-2

Unit 2: Legacies of historical globalization

Responses to imperial legacies

Responses to legacies

- A five volume report from 1996 sits on the desk, written by the Royal Commission on Aboriginal Peoples.
- A card summarizes a Call to Action asking schools to teach treaties and residential school history.
- A map dated 1999 shows Nunavut as a territory in an Inuit homeland.

Attempts and living legacies

- The Royal Commission on Aboriginal Peoples in 1996, the Calls to Action, and Nunavut in 1999 are attempts to address consequences of imperialism.
- Legacies of land, resource decisions, identity, and movement for work still shape how globalization touches communities.
- Global citizenship here means you can name one living legacy and one responsibility you can finish.

Key terms

legacy

A legacy is a pattern of land, power, identity, or movement left by historical globalization and imperialism that still shapes decisions today.

global citizenship

Global citizenship is a stance that joins awareness of human conditions with a concrete social responsibility a person can carry out.

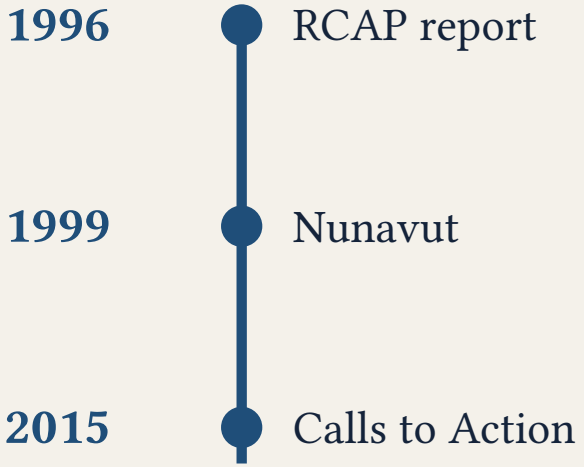
Royal Commission on Aboriginal Peoples

The Royal Commission on Aboriginal Peoples reported in 1996 and called for a renewed relationship between Canada and Aboriginal peoples on land, governance, and social conditions.

Three responses and four living legacies

- The Royal Commission on Aboriginal Peoples reported in 1996. It called for a renewed relationship, including recognition of Aboriginal nations, land, and better social conditions.
- The Calls to Action ask schools to teach treaties and the history of residential schools.
- Nunavut, created in 1999, is a public government in an Inuit homeland.
- Legacies still inside globalization include land jurisdiction, resource decisions, identity rules and languages, and movement of people and goods for work.

Responses with dates



Three attempts

- The 1996 report recommends a renewed relationship with Aboriginal peoples on nationhood, land, and social conditions.
- A Call to Action tells governments and schools to teach residential school and treaty history.
- Nunavut in 1999 creates a territory through an Inuit land claim and a public government.

A resource decision as legacy

- A mining company proposes a project on territory covered by a numbered treaty, and a First Nation government asks for a full say.
- Fly in crews and local members both appear in the hiring talk.
- Name the legacy this mine proposal carries, and name one citizenship act a class can finish in response.

Review

- Give the year and one aim of the Royal Commission on Aboriginal Peoples.
- Name the Calls to Action and Nunavut in 1999 as later responses.
- Name one legacy that still influences a global flow of resources, people, or identity.

Legacies and duties

- The 1996 commission, the Calls to Action, and Nunavut are attempts to address imperial consequences.
- Land, resources, identity, and movement for work still carry those consequences into globalization.
- Global citizenship here means a named condition, such as a land decision, and a social responsibility a class can finish.

Social Studies 10-2

Unit 3: Globalization and sustainable prosperity

Economic globalization after 1944

Trade flows and the 1944 meeting

- A pallet of Alberta canola leaves Vancouver for Osaka, and the buyer pays the exporter from a bank in Japan.
- In 1944, Allied delegations at Bretton Woods created the International Monetary Fund (IMF), which lends money to countries in trouble.
- They also created the World Bank, which lends money for projects such as roads, schools, and power.
- A container ship carries goods in same-size metal boxes from truck to ship to train, which made ocean freight cheaper and faster.



Flows and postwar expansion

- Economic globalization is goods, money, companies, and work crossing borders.
- It also includes the public rules around those flows. In 1944 the Bretton Woods Conference created the IMF, which lends to countries in trouble, and the World Bank, which funds roads, schools, and power.
- Since the Second World War, four things widened the pattern: trade agreements, international organizations, faster media and transport, and companies that run in several countries.

Key terms

economic globalization

Economic globalization is the cross-border flow of goods, money, companies, and work that links economies in different countries.

Bretton Woods Conference

The Bretton Woods Conference of 1944 is the meeting that wrote the agreements creating the International Monetary Fund (IMF) and the World Bank.

International Monetary Fund

The International Monetary Fund (IMF) lends money to countries in trouble.

World Bank

The World Bank lends money for development projects such as roads, schools, and power.

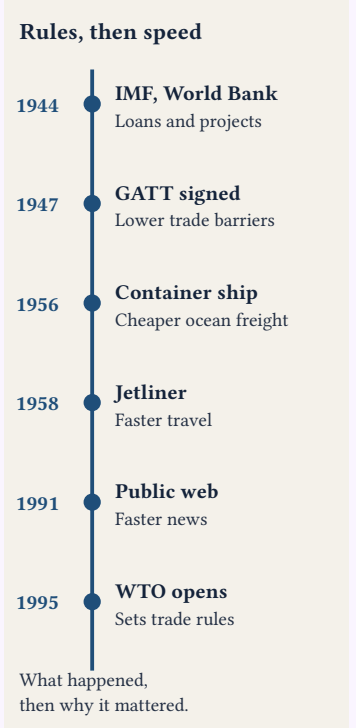
Key terms

transnational corporation

A transnational corporation is a company that organizes production, sales, or finance in more than one country.

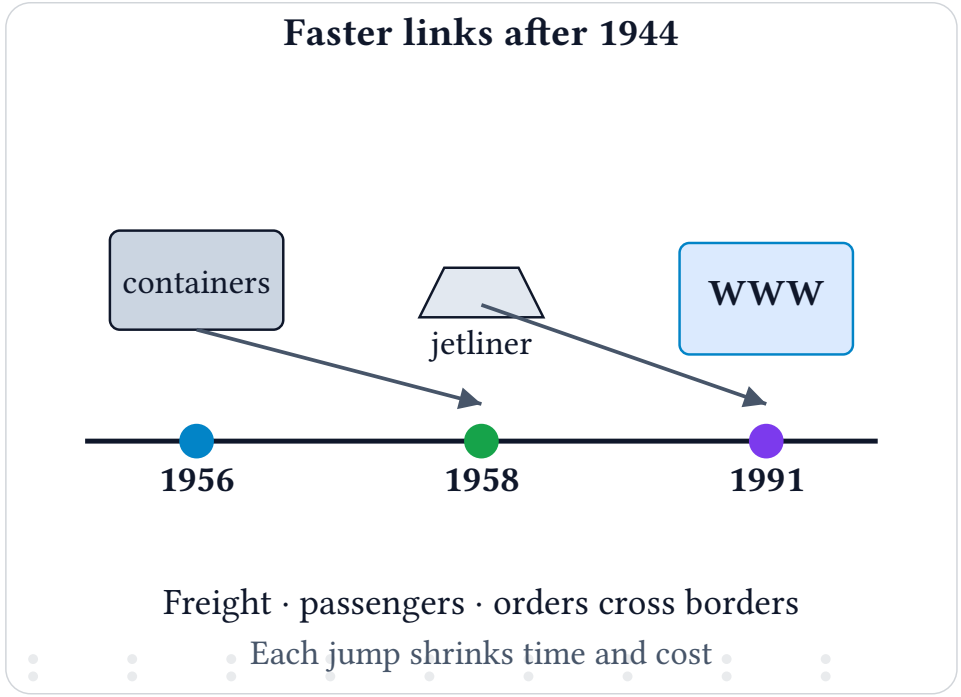
From Bretton Woods to containers

- In 1944 at Bretton Woods, delegates created the International Monetary Fund (IMF), which lends money to countries in trouble.
- They also created the World Bank, which lends money for projects such as roads, schools, and power.
- The General Agreement on Tariffs and Trade (GATT), signed in 1947, lowered barriers to trade.
- The World Trade Organization (WTO) opened in 1995 and sets trade rules for its member countries.



Transport and communication

- In 1956, container ships began moving goods in same-size metal boxes, which made ocean freight cheaper and faster.
- In 1958, jetliners began regular flights across the Atlantic, which made passenger travel much faster.
- In 1991, the public World Wide Web let orders and news cross borders quickly.
- A transnational corporation is a firm with plants or offices in more than one country.



Six dates on one timeline

- The class timeline marks 1944, 1947, 1956, 1958, 1991, and 1995.
- Name each mark as the 1944 foundation, an agreement, an organization, transportation, media, or a company that works in several countries.
- A firm with a design office in Seoul and an assembly line in Guadalajara belongs with the company mark.

A phone firm and a town market

- A phone firm designs in Seoul, assembles in Guadalajara, and sells the phone in Calgary.
- On the same day a baker in Red Deer sells bread to a neighbour on the same street.
- Decide which scene is economic globalization and which time-line factors the phone firm uses.

Review

- Canola leaves Vancouver for Osaka, and payment returns to the Canadian exporter.
- From memory, say what this scene is, and name the 1944 foundation that governs money in the wider system.
- A complete answer uses economic globalization and names the IMF or the World Bank.

Summary

- Economic globalization is goods, money, companies, and work crossing borders.
- Bretton Woods in 1944 is a foundation. Its institutions are the IMF, which lends to countries in trouble, and the World Bank, which funds roads, schools, and power.
- After the Second World War, agreements, organizations, media and transport, and transnational corporations widen the pattern.

Image credits

Caelie Frampton from Vancouver, BC, Canada, COSCO Vancouver (ship, 2004) 001, CC BY 2.0

Social Studies 10-2

Unit 3: Globalization and sustainable prosperity

Trade challenges and opportunities

Four people around one parts plant

- A worker in a Canadian parts plant learns that an assembly task is moving to a sister plant in Mexico.
- A consumer in Lethbridge sees a lower sticker price on boots after a tariff cut.
- A provincial government courts a battery investor from abroad, and a river town downstream asks about effluent.

Stakeholders in trade

- A tariff cut can open a wider market. That is trade liberalization.
- Money from outside the country that builds activity here is foreign investment.
- Rising output and rising incomes are economic growth.
- Outsourcing can lower a firm’s costs and can move a worker’s task to another workplace or country.
- The knowledge economy pays people for specialized skill, such as designing software or running a lab.
- A river town can carry the pollution that comes with the same wider trade.

Key terms

trade liberalization

Trade liberalization is a government choice to lower tariffs, quotas, or similar official barriers on cross-border goods and services.

foreign investment

Foreign investment is money from outside a country used to build, buy, or expand a productive activity inside that country.

outsourcing

Outsourcing is a firm's decision to move a task to a different supplier or a different country while the firm sells the result.

knowledge economy

The knowledge economy is economic life organized around specialized skill, research, and services.

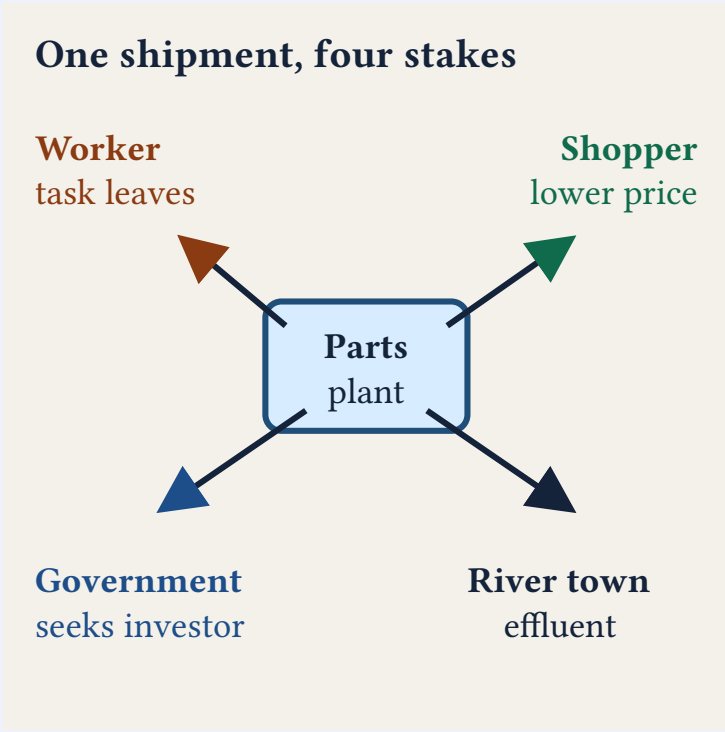
Key terms

CUSMA

CUSMA is the Canada-United States-Mexico Agreement, in force since 2020, which sets trade rules among those three countries and replaced NAFTA, in effect since 1994.

Four people, four stakes

- The worker whose task moves carries an outsourcing challenge. The shopper who pays a lower price meets an opportunity from trade liberalization.
- A government seeking a battery investor treats foreign investment as an opportunity. A river town living with effluent carries an environmental challenge.
- Economic growth can raise incomes and public revenue. The knowledge economy pays people for specialized skill, a different pattern from a routine task that moves.



Stakes in CUSMA

- A classroom case follows auto parts moving among Canada, the United States, and Mexico under CUSMA, the trade agreement among those three countries.
- NAFTA, the North American Free Trade Agreement, took effect in 1994. CUSMA came into force in 2020 as the agreement that replaced it.
- The worker, the shopper, the government, and the river town each keep a different course term.

Two trade cases

- A premier offers a site to a battery investor from another country, beside a town that drinks from the river downstream.
- A Lethbridge shopper finds a lower price on imported boots after a tariff cut.
- Write the opportunity and the challenge for each scene, with the program term named.

Review

- A tariff cut trims the sticker price of imported boots for a shopper in Lethbridge.
- From memory, name the program term and one person who meets an opportunity.
- Add one person who can meet a challenge from the same cut.

Stakes for each person

- Trade liberalization, foreign investment, and economic growth are opportunities when you name who gains a market, capital, or income.
- Outsourcing moves a task to another workplace or another country.
- That move challenges the worker who loses the task at the original plant.
- The firm or the place that receives the work can gain from it.
- The knowledge economy sells specialized skill. A community can carry environmental risk beside any of these patterns.

Social Studies 10-2

Unit 3: Globalization and sustainable prosperity

Land and stewardship

Income and the land

- A classroom case offers quarry wages that help a household buy groceries.
- The same quarry map covers a creek where a Cree family fishes and a hill the family treats as a ceremonial place.
- The quarry company describes permits, a wildlife plan, and reclamation as its care for that ground.

Household and environment

- The economy, people, and the environment depend on each other. A wage, a household, and a creek change together.
- Spirituality here means a sacred relationship with the land.
- Stewardship is the duty to care for that land so the community can keep using it.
- Sustainability asks whether the land and the community can keep going together.
- A quarry is resource development: people organize the taking of stone or gravel from the ground.
- The company pairs that digging with permits, a wildlife plan, and a promise to repair the ground.

Key terms

interdependence

Interdependence means the economy, people, and the environment rely on one another, so a change in land or in work shows up in the other parts.

stewardship

Stewardship is a duty to care for land, water, and living beings so they remain healthy for present people and for coming generations.

sustainability

Sustainability is a pattern of living and producing that keeps ecosystems and communities able to continue.

resource development

Resource development is the organized removal or harvesting of timber, minerals, energy, or water for human use.

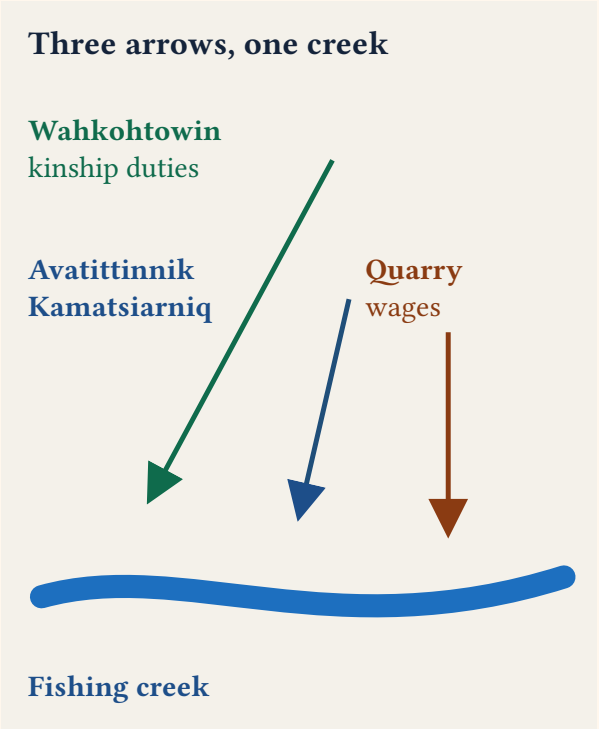
Key terms

spirituality

Spirituality, in this lesson, is a perspective that treats land, water, or living beings as part of a sacred relationship, a teaching, or a ceremony.

Three ways to read the same ground

- Wahkohtowin is a Cree teaching that people, land, and other beings owe each other duties.
- Avatittinnik Kamatsiarniq, an Inuit Qaujimajatuqangit principle, is respect and care for the land, animals, and the environment. That is an Inuit stewardship perspective.
- The company reads the same quarry as wages, contracts, and public revenue.
- Permits, a wildlife plan, and reclamation are the duties the company names as its care for the ground.



Three readings of one quarry map

- The classroom map shows a quarry proposal, a Cree family's fishing creek, a ceremonial hill, and a company brief about wages and reclamation.
- One reading uses wahkohtowin, a Cree teaching of mutual duties, and names spirituality and stewardship.
- Another reading uses the company brief as resource development. Both readings still have to answer the sustainability question.

Sea ice and employment

- An Inuit community weighs a longer shipping season on sea ice that hunters use.
- A job poster at the classroom quarry offers wages and names a reclamation plan.
- Label the Inuit case with the stewardship principle, and label the poster with resource development.

Review

- A Cree family describes kinship duties toward a fishing creek beside a proposed quarry.
- From memory, name the Cree teaching in the family's words and the perspective label that fits it.
- Add the interdependence link among the household, the wage, and the creek.

Stewardship and development

- Interdependence means the economy, people, and the environment rely on one another.
- Spirituality is sacred relation, stewardship is duty of care, and sustainability asks whether the pattern can continue.
- Resource development is organized taking, and a fair answer gives industry and Indigenous speakers their own evidence.

Social Studies 10-2

Unit 3: Globalization and sustainable prosperity

Environment and prosperity

Oil sands and livelihoods

- Northern Alberta's oil sands, in the Athabasca, Cold Lake, and Peace River deposits, are a major resource development region.
- Workers, contractors, and public royalties and taxes are the prosperity evidence people in the region and in the province can point to.
- Open pit mines, in situ wells, tailings, water use, and greenhouse gas emissions are the land, water, and climate evidence.



Three policy tools, two families of view

- Land and resource use is the physical choice to mine, drill, cut, flood, or otherwise work a place.
- A resource development agreement sets jobs, business, monitoring, or access among a company, a government, and sometimes an Indigenous government.
- Environmental legislation sets legal duties for air, land, water, and the species that live there.
- People then read the result as prosperity, as sustainability, or as both.

Key terms

environmental legislation

Environmental legislation is law that sets duties for how people and firms use land, water, air, and living beings.

resource development agreement

A resource development agreement is a formal deal among a company, a government, or an Indigenous government about jobs, business, monitoring, or access to a resource.

prosperity

Prosperity is a condition of secure livelihoods, useful infrastructure, and public revenue that communities can spend on services.

oil sands

Oil sands are deposits of bitumen mixed with sand and clay in northern Alberta, which industry separates to produce heavy oil.

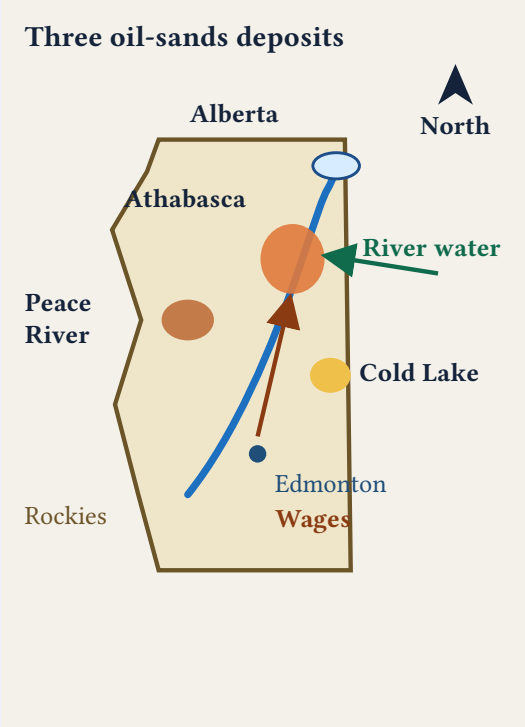
Key terms

sustainability

Sustainability is a pattern of living and producing that keeps ecosystems and communities able to continue.

Perspectives on the oil sands

- An oil sands worker in the Athabasca region points to wages as the benefit of the work.
- Royalties and taxes are the public money side of that work, the share governments collect.
- A First Nation guardian points to the Athabasca watershed and the wildlife that depend on it.



Three tools on the oil sands

- Open pit mines and in situ wells are land and resource use.
- Some First Nations and Métis communities sign agreements about jobs and about monitoring the land.
- Alberta's Environmental Protection and Enhancement Act sets legal duties for air, land, water, and wildlife.

Laws and perspectives

- The brief holds an oil sands mine, a royalty note, a watershed concern, and a community agreement about jobs and monitoring.
- The statute lines cover approvals and enforcement under Alberta's Environmental Protection and Enhancement Act.
- Five speakers stay on the page: worker, public revenue, reclamation lead, watershed guardian, and climate obligation.

A pipeline and a clinic

- A fisheries officer reviews a pipeline water crossing under environmental rules before construction.
- A qualitative note says oil sands royalties help fund a clinic wing in the provincial health system.
- Decide which scene is environmental legislation at work and which scene is a prosperity reading.

Review

- A bitumen mine needs approvals under Alberta’s Environmental Protection and Enhancement Act.
- From memory, say what kind of policy tool the Act is and what job it does.
- Name one person who would talk about this mine through wages or public money.

Prosperity and sustainability

- Land and resource use, resource development agreements, and environmental legislation are three different policy tools.
- Prosperity is secure work, local business, and public revenue for services.
- Sustainability is land, water, wildlife, reclamation, and climate obligations continuing together with communities.

Image credits

TastyCakes (colour adjusted by Jamitzky), Syncrude mildred lake plant, public domain

Social Studies 10-2

Unit 4: Citizenship in a globalizing world

Quality of life and human rights

The same wage, two different weeks

- Two households in one town take home the same wage after a new export factory opens.
- One household has a nearby clinic, a full school day, clean air on the walk, and a turn to speak before the council vote.
- The other household waits half a day at a crowded clinic, walks through smoky air, and hears about the factory contract after the signatures.

Income and quality of life

- One way to judge quality of life looks at income and treats the dollar figure as the whole story.
- A wider way keeps the dollars and adds health, school, safety, the environment, belonging, and a real chance to speak.
- Human rights belong in that judgment: dignity, food and shelter, and a share in public decisions.

Key terms

quality of life

Quality of life is a judgment about how people live, using income together with health, education, safety, environment, belonging, and political voice.

human rights

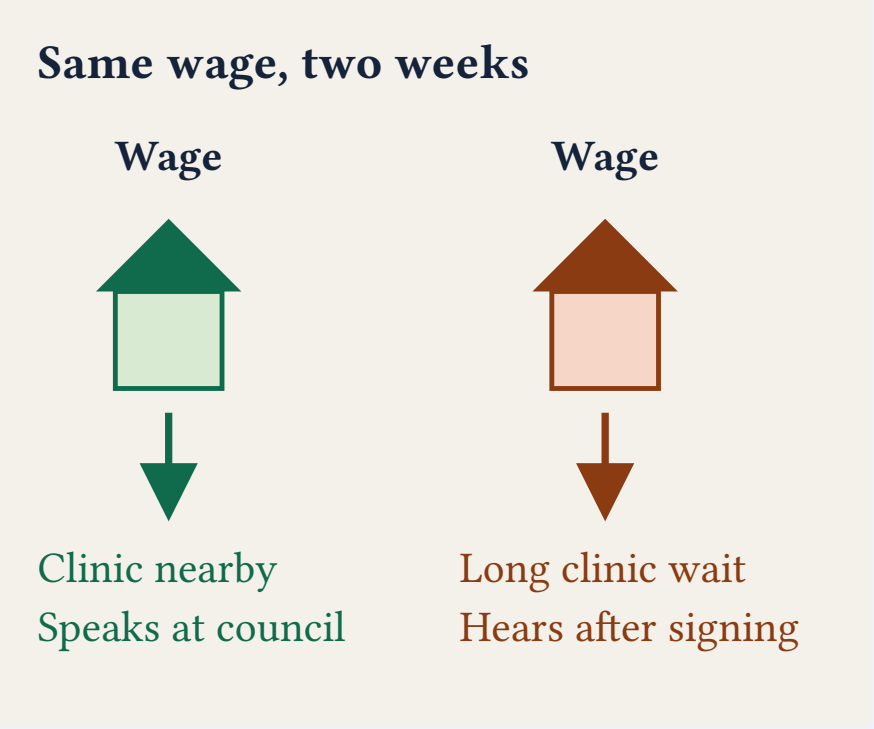
Human rights are public standards of dignity, basic living needs, and participation that apply to every person.

Universal Declaration of Human Rights

The Universal Declaration of Human Rights is a public United Nations document from 1948 that sets out shared standards for dignity, living conditions, and participation in government.

Two ways to judge a week

- An income reading uses a wage table or a national income rank. The evidence stops at dollars.
- A wider reading uses the clinic, finishing school, street safety, river and air quality, belonging, and a real turn to speak.
- A rights row asks about dignity, food and shelter, and a share in the decision. Each question matches a fact from the factory town.



The factory-town file

- A file on one factory town holds a payroll summary, a clinic wait list, an air quality note, and a council agenda.
- The payroll summary shows wages up for the households the factory hired.
- The agenda shows the contract already signed when residents arrive. The air note shows haze on the school walk.

A new pair of records

- Record A ranks countries by average income and stops at the dollar figure.
- Record B interviews neighbours about clinics, school, evening safety, the river, festivals, and council seats.
- Decide which record matches which understanding, then add one rights question.

Review

- A provincial release celebrates a region because average wages rose, and the release is silent on clinics, schools, air, and hearings.
- From memory, name the understanding that release uses when it celebrates wages and stays silent on clinics, schools, and hearings.
- Add the missing evidence a wider understanding would require, such as clinics, schools, air, and a chance to speak.

Summary

- The income reading judges quality of life by dollars and stops once the wage figure is known.
- The wider reading keeps dollars and adds health, education, safety, the environment, belonging, and political voice.
- The 1948 declaration, in classroom words, asks about dignity, food and shelter, and a share in public decisions.

Social Studies 10-2

Unit 4: Citizenship in a globalizing world

Youth and women in globalization

One jacket, two shifts

- A buyer message shortens a shipping date, and young sewers in a garment region extend the shift to finish the pieces.
- A seventeen year old in a Canadian mall folds jackets from that same kind of order on an evening retail shift.
- A classmate’s feed shows a campaign about the brand’s factory list, and the seventeen year old mall worker recognizes the brand’s logo from the jackets.



Youth and women

- Children and youth meet globalization when they learn about a global issue, when they work, and when a global style mixes with who they are.
- Women meet globalization in rules about gender, in pay and safety on the job, and in chances to own a business.
- School fees, a long walk, or hours of unpaid care can take hours away from a girl’s school day.

Key terms

youth employment

Youth employment is paid work by young people, including garment and retail jobs tied to global orders, with wages, hours, and school time all visible.

gender relations

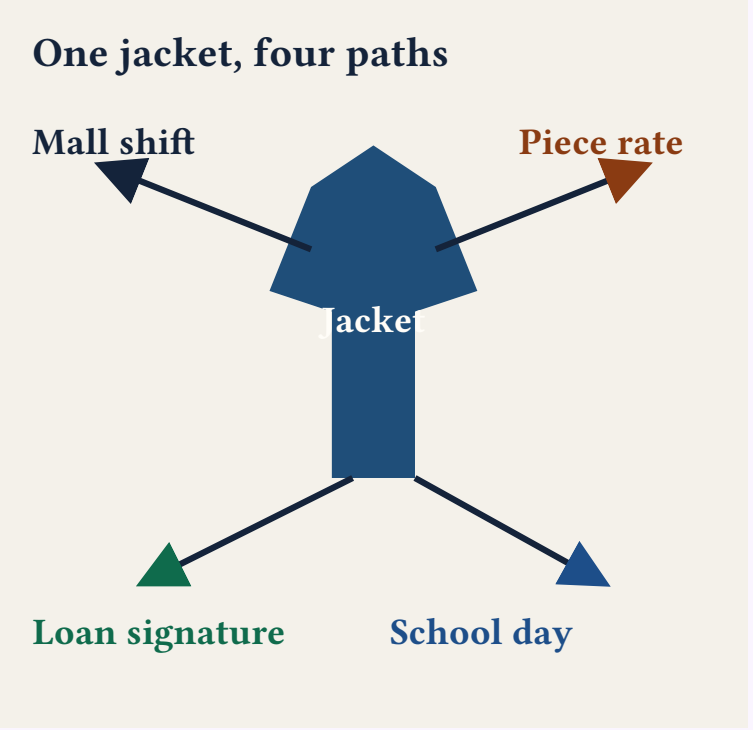
Gender relations are the expectations and rules about who does care work, who speaks, who travels, and who can sign for a loan or a business.

entrepreneurship

Entrepreneurship is the work of owning and running a business, including a small export firm that sets prices and hires neighbours.

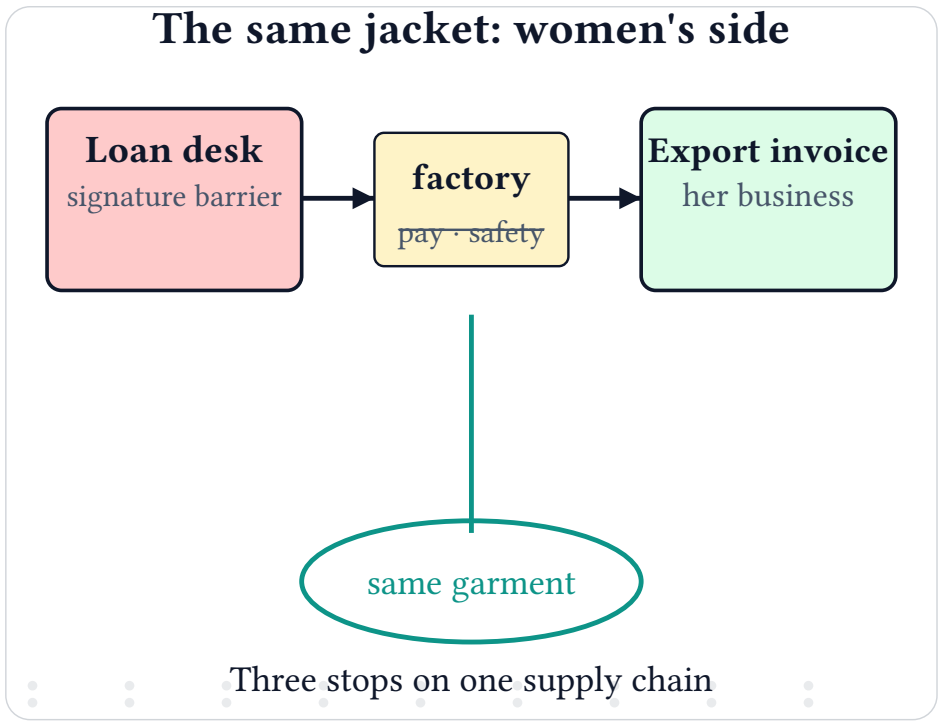
A youth column and a women’s column

- A class feed about a jacket brand builds awareness of the factories behind the logo.
- A piece rate in a garment shop and an evening mall shift both show youth doing paid work.
- Speaking a home language while wearing that global logo shows identity in two ways at once.



The same jacket, women’s side

- A loan desk asks a woman owner for a male relative’s signature.
- Garment pay and factory safety show the labour conditions women meet in that work.
- An export invoice in her name shows a business that she owns and runs.
- School fees, a long walk, or hours of unpaid care can take a girl’s class day.



One jacket, four papers

- The papers are a buyer deadline, a piece rate slip, a mall shift card, and a class campaign slide.
- The deadline and the slip show pressure to finish pieces, and a wage tied to those pieces.
- The campaign slide shows awareness. The shift card shows a Canadian youth inside the same chain.

Trade records and school days

- A cooperative owned by a woman exports roasted coffee and keeps a larger share than a single bulk buyer used to pass back.
- A lending desk asks her for a father or husband’s signature before the expansion loan.
- Her niece’s timetable shows a long walk and afternoon care hours that collide with secondary classes.

Review

- A grade 10 feed carries a garment label campaign, and a friend works the mall shift that sells the brand.
- From memory, separate learning about the issue from the paid shift that sells the brand.
- Add one identity detail that a logo on its own leaves out.

Summary

- Youth impacts to hold onto are learning about an issue, paid work, and identity.
- Impacts on women to hold onto are gender relations, labour conditions, and owning a business.
- Girls' school access belongs in quality of life. The local timetable is the evidence.

Image credits

Tareq Salahuddin from Dhaka, Bangladesh, Garment factory in Bangladesh Women working, CC BY 2.0

Social Studies 10-2

Unit 4: Citizenship in a globalizing world

Democratization and human rights

Media and contracts

- Cameras and boycott campaigns carry a demand for equal political rights across borders.
- In another decade and country, foreign investment and market reforms continue while competitive elections are suspended.
- Both scenes show globalization meeting government. In one, more people get a say. In the other, deals continue while that say stays small.

Free and unfree elections

- Democratization is a move toward a government people can hold to account, with more people taking part in public decisions.
- Global media and organizations can support human rights claims that local people are already making.
- Trade and investment can keep going in years when few people get a real say in government.

Key terms

democratization

Democratization is a movement toward accountable government and wider political participation, including real elections and public voice.

political voice

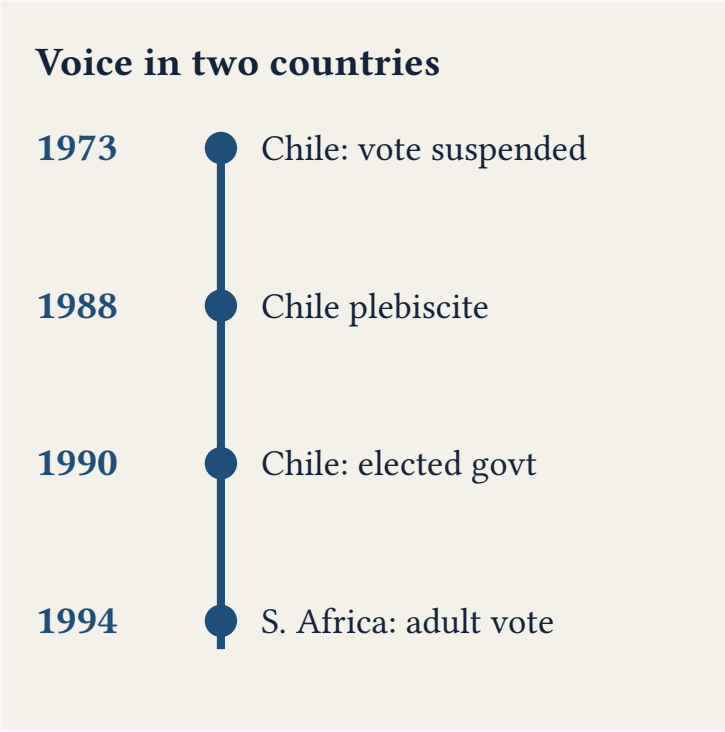
Political voice is a real chance to learn about a public decision, speak, organize, and have that speech count in the result.

human-rights claim

A human-rights claim is a public demand that dignity, equality, or participation be respected, often aimed at a government or a powerful organization.

South Africa’s louder claim, Chile’s suspended vote

- Democratization here means accountable government, public information, room to organize, and a vote that counts.
- In South Africa before 1994, local movements plus foreign news, boycotts, and United Nations attention carried a human rights claim farther.
- In Chile, investment and market reforms continued in years when competitive elections were suspended.



South Africa

- The record includes international news coverage, a consumer and cultural boycott, United Nations debate, and the 1994 election.
- South African unions, civic groups, and the African National Congress pressed the human rights claim.
- Foreign cameras and organizations carried that claim farther. The 1994 vote extended the suffrage to all adult citizens.

Chile

- From the mid 1970s into the 1980s, Chile's military government pursued market reforms and foreign investment.
- Competitive elections stayed suspended and public opposition was tightly restricted in those years.
- The 1988 plebiscite rejected an extension of military rule, and an elected civilian government took office in 1990.

Review

- A concession text is published, opponents speak in a hearing, and a legislature records a vote.
- From memory, say what this scene shows about a real chance to learn the deal, speak, and have the speech count.
- Contrast it with a concession signed by a small executive group while the hearing calendar stays empty.

Pair the deal with the voice

- Democratization is a move toward a government people can hold to account, with more people taking part.
- South Africa's path shows local human rights claims amplified by global media and organizations, then a 1994 vote.
- Chile's path in the 1970s and 1980s shows investment proceeding while competitive elections were suspended.

Social Studies 10-2

Unit 4: Citizenship in a globalizing world

Communities and migration

Three local effects

- A worker in Canada sends money that pays a sibling’s school fee and a roof repair abroad.
- In 2020, clinics in many countries sought the same masks and later the same vaccine supplies.
- A mine proposal on a class handout lists new wages and a plan to test the river.

Three effects with sources

- Migration includes movement for work or safety, new communities in Canada, and money sent home that supports people abroad.
- The COVID pandemic showed how a pandemic ties countries together: masks, staff shortages, and illness crossed borders.
- A resource project can offer wages and municipal income and also raise questions about water, land, and consent.

Key terms

remittance

A remittance is money a migrant sends to a household in another place, often used for school, food, or shelter.

interdependence

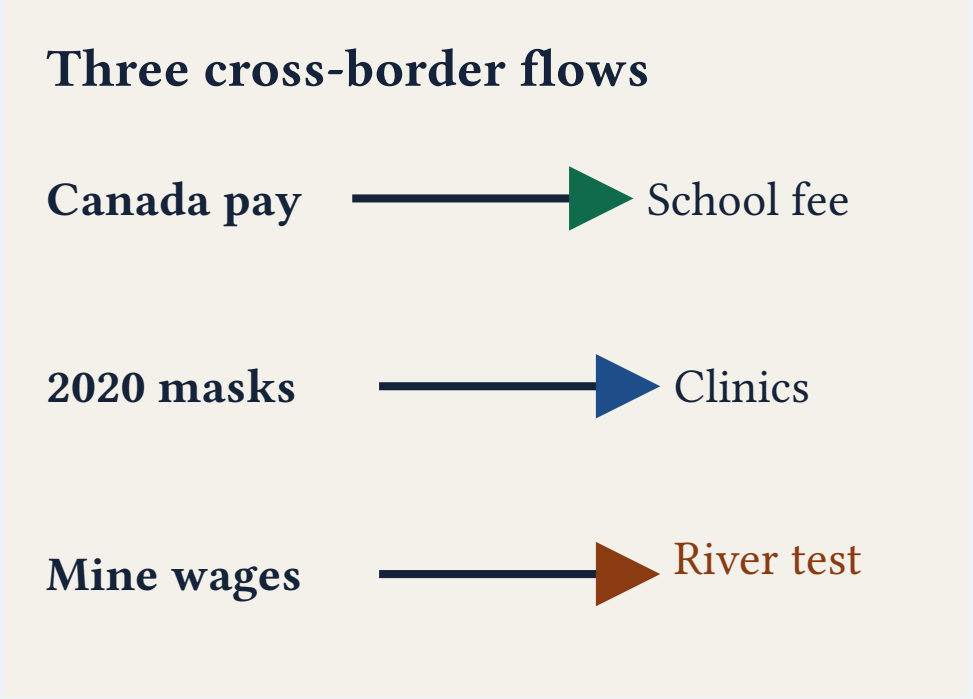
Interdependence is a link in which a clinic, a workplace, or a river in one place depends on decisions and production in another place.

resource issue

A resource issue is a dispute or a choice about land, water, minerals, or forests when a project brings wages and also affects the local environment.

Three local effects

- A family card shows work in Canada and a monthly transfer that pays for school and shelter abroad.
- From 2020 to 2021, masks, gloves, and vaccines crossed borders because clinics in many countries needed the same supplies.
- A mine proposal pairs a wage promise with river testing, and a First Nation reviews harvesting and consent.



Three papers on the desk

- The papers are a family transfer card, a supply timeline, and a two page mine summary.
- The card names a Canadian paycheque and a sibling’s school fee abroad.
- The timeline names shared medical goods. The mine summary names jobs beside a river test.

A new pair of links

- A prairie plant pauses, and a clinic overseas delays elective care because gloves run low.
- A forestry licence offers seasonal wages, and a Métis harvester asks for a say about a trapline.
- Decide which scene is pandemic interdependence and which is a resource issue.

Review

- A newcomer in Alberta sends money each month for a cousin's school fees and a roof abroad.
- From memory, name the effect of the money sent home, and name both the community in Alberta and the household abroad.
- Add one qualitative limit, such as the sender's own budget staying tight.

Both ends of a link

- Migration links a Canadian workplace and community with a household abroad through movement and remittances.
- The COVID pandemic showed health and supply interdependence, described with respect for ill people and health workers.
- Resource issues hold wages and environmental stakes, including Indigenous reviews of land and water, in one decision.

Social Studies 10-2

Unit 4: Citizenship in a globalizing world

Acting as a global citizen

Four people, one uniform contract

- A student asks the school board to publish the factory list for team uniforms.
- A trustee can put a labour clause on the board agenda, and a nonprofit can research the clause.
- A Canadian retailer that sells the uniforms can adopt a supplier code and pay for safety repairs.

Actors and tools

- Individuals, governments, organizations, and businesses in Canada each carry civic responsibilities, and the responsibilities differ.
- The tools include activism that supports globalization, activism that opposes globalization, legislation, agreements, consumer activism, and corporate responsibility.
- A responsible plan names who acts, which tool they use, and the first public step on a political, social, or environmental issue.

Key terms

civic responsibility

Civic responsibility is a duty held by a person, a government, an organization, or a business in Canada to address a globalization opportunity or challenge.

pro-globalization activism

Pro-globalization activism is public action that supports expanded trade, investment, or cooperation because the speakers expect gains for income, skills, or rights.

anti-globalization activism

Anti-globalization activism is public action that challenges trade deals, corporate reach, or global rules because the speakers expect harm to workers, communities, or the environment.

consumer activism

Consumer activism is shoppers and students using purchases, boycotts, letters, and labels to press a firm or a public buyer.

Key terms

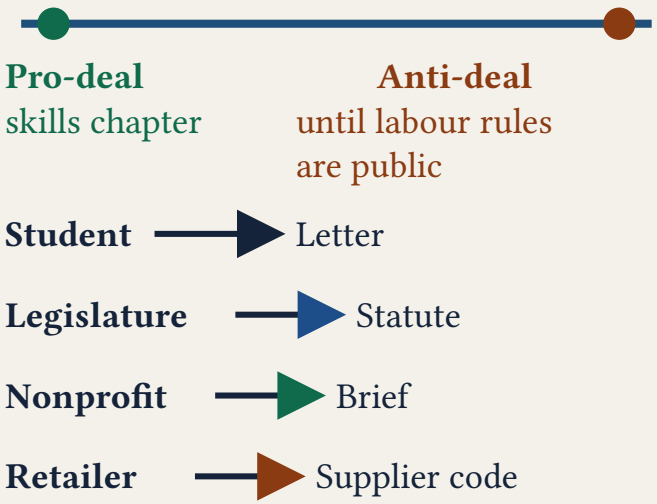
corporate responsibility

Corporate responsibility is a business practice of setting and funding rules for wages, safety, and environmental care in its sites and its suppliers.

Actors and tools

- A student can write the school board a letter asking where the team uniforms are made.
- A legislature can pass a statute that sets a public rule for those factories.
- A nonprofit can publish a research brief that the board and the public can read.
- A retailer can set a supplier code that tells factories which labour rules they must meet.
- Activism that supports globalization can back a skills chapter in a trade deal.
- Activism that opposes globalization can keep pressing until the labour rules are public.

Actors and a spectrum



Sorting six Canadian responses

- Six short actions from public life in Canada, or from a well known historical protest, sit in a row.
- Two actions are activism with opposite claims about trade. The other four are a law, a treaty text, shopping pressure, and a company code.
- Each action names the person or group who can carry it out.

Draft the uniform strategy

- The class asks the school board to require a public supplier list and a labour report for team uniforms.
- The first step is a five minute brief at a public board meeting, with a follow up date.
- The brief names the board, the retailer, and a nonprofit research partner as actors with different tools.

Review

- Parliament passes a statute that makes certain large firms report on forced labour and child labour in supply chains.
- From memory, name that means, and name one different means a student shopper can use the same week.
- State the means with the class labels: a statute, and the shopper’s own choice.

A personal action plan

- Four actors in Canada carry civic responsibilities: individuals, governments, organizations, and businesses.
- Six tools are activism that supports globalization, activism that opposes globalization, legislation, agreements, consumer activism, and corporate responsibility.
- Understand the issue, see who holds each tool, and answer with one public step that has a date.

Social Studies 10-2

Unit S: Social studies skills and processes

Critical and historical thinking

Two voices on one sash

- Museum label, 1970: “Métis sash. Voyageur costume from the fur trade.”
- Métis educator, 2024: “People wear this sash at gatherings. It is a living symbol of Métis peoplehood.”
- Each text has its own creator, year, audience, and purpose, so you read those before you decide what the sash means.



Source evaluation

- Critical thinking puts sources side by side. You name the main idea, the evidence, the bias, what the source does well, and where it stops.
- Before you trust a source, name who made it, when, who it was for, why, what evidence it uses, and whose view it shows.
- Historical thinking separates a checkable fact from a meaning someone gives it, compares two stories of the same event, and traces cause and effect.

Key terms

bias

Bias is a leaning in a source that appears in its purpose, its audience, and the evidence the creator chooses to include.

historical fact

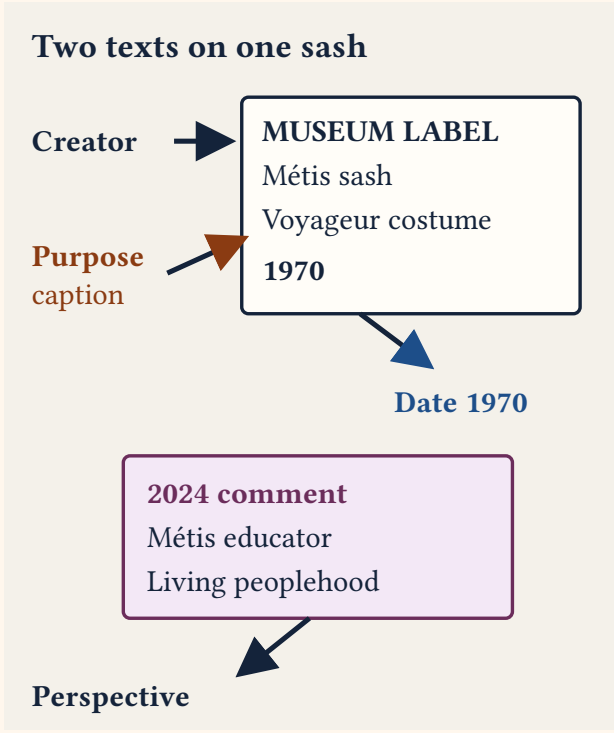
A historical fact is a claim a reader can check against a dated record, such as the passage of a statute in a named year.

interpretation

An interpretation is an account of what facts mean, including cause and effect, and it can differ across narratives.

Six questions for two texts

- Creator and date: museum staff wrote one text in 1970, and a Métis educator wrote the other in 2024.
- Audience and purpose: gallery visitors get a short object caption, and students get a lesson on living Métis identity.
- Evidence and perspective: voyageur use is real evidence. A caption that stops there shows that museum's standpoint.



Strengths and limits of two texts

- The main idea of the label: the sash belongs to the fur trade past as a voyageur costume.
- The main idea of the comment: the sash is a Métis symbol people wear at gatherings now.
- A strength is evidence that matches the main idea. A weakness is the place a source stops early.

Two narratives of one statute

- One checkable fact: the Parliament of Canada enacted the Indian Act in 1876.
- One narrative stresses administrative order after Confederation, and a First Nations narrative stresses imposed control over status and governance.
- The two narratives name different causes and effects, and both keep the same year, 1876.

Review

- From memory, list who made the source, when, who it was for, why, what evidence it uses, and whose view it shows.
- Give one strength of the 1970 sash label and one place where that label stops early.
- State the 1876 fact about the Indian Act and one interpretation that still needs a test.

Reuse the frame and the fact line

- Name who made a source, when, who it was for, why, what evidence it uses, and whose view it shows before you decide to trust it.
- Strength matches evidence to the main idea, and weakness is where the source stops.
- A fact is a checkable dated event, and an interpretation adds meaning, cause, and effect.

Image credits

Themightyquill, Ceinture-fléchée-ftl, CC BY 3.0

Social Studies 10-2

Unit S: Social studies skills and processes

Geographic thinking

A fort sitting on a river

- Fort Edmonton stood on the North Saskatchewan River during the fur trade.
- Brigades moved supplies and furs along that river, travelling between forts.
- Today's sketch shows that river, the fort on its bank, and a mark for furs travelling back upstream.



Reading the land

- A river, a fort, a road, or a pit can shape an event. A conclusion has to name the feature it uses.
- An old map and a current atlas of the same river answer different questions.
- Human impact shows up where people add a road, a pit, a rail line, or a fort to the land.

Key terms

map evidence

Map evidence is a feature a reader can point to on a map, such as direction, a river, a community, or a resource site.

geographic conclusion

A geographic conclusion is a statement about an event that is tied to physical features and human features on a map.

human impact

Human impact is a change people make to land or water through a fort, a trail, a road, a farm, or a resource site.

online atlas

An online atlas is a current digital map collection from a named publisher, with a legend and a visible date for the data.

A sketch map of the North Saskatchewan

- North sits at the top of the sketch, so you can tell which way the river runs.
- The North Saskatchewan River runs as a blue line from the southwest toward the northeast.
- Fort Edmonton is a dot on the river. A fur return mark sits up-stream, toward the southwest.



Worked conclusion from the river sketch

- Read the compass, the river, the community, and the fur return mark before you state a conclusion.
- Conclusion: the fort’s place on the river helps explain its role in the trade.
- An older post map and a current atlas show different human layers on that water.

A resource road on the terrace

- Compass north stays at the top, and the river community remains the dot.
- A resource road runs from the highway to a gravel site on the terrace.
- Draw a conclusion about human impact that names access and the changed ground.

Review

- Name the four legend items: compass, river, community, and resource site.
- State the fur trade conclusion in one sentence tied to the river.
- Name one land change a resource road creates, and name the atlas habit.

Reuse the map rule

- A geographic conclusion names the physical features and the human features it uses.
- Historical maps and current atlases show different layers of the same place.
- Human impact names both the access people gain and the ground that changes.

Image credits

Paul Kane, Kane Fort Edmonton, public domain

Social Studies 10-2

Unit S: Social studies skills and processes

Decisions and democratic practice

A festival on a cut bank

- A prairie town wants its fall festival on the riverbank after spring high water cut the bank.
- Local food vendors, a waste station, and a safer shore are all on the table.
- A student team will advise the recreation board with a plan people can live with.

Consensus and roles

- A decision starts with a question, then the evidence, then the options, then a position you can defend.
- Cooperation means you listen, you negotiate, and you choose a peaceful way through a disagreement.
- A community action should make daily life better and should give each teammate a real job.

Key terms

inquiry sequence

An inquiry sequence is a decision path that runs from a question to evidence, then to options, and then to a position.

consensus

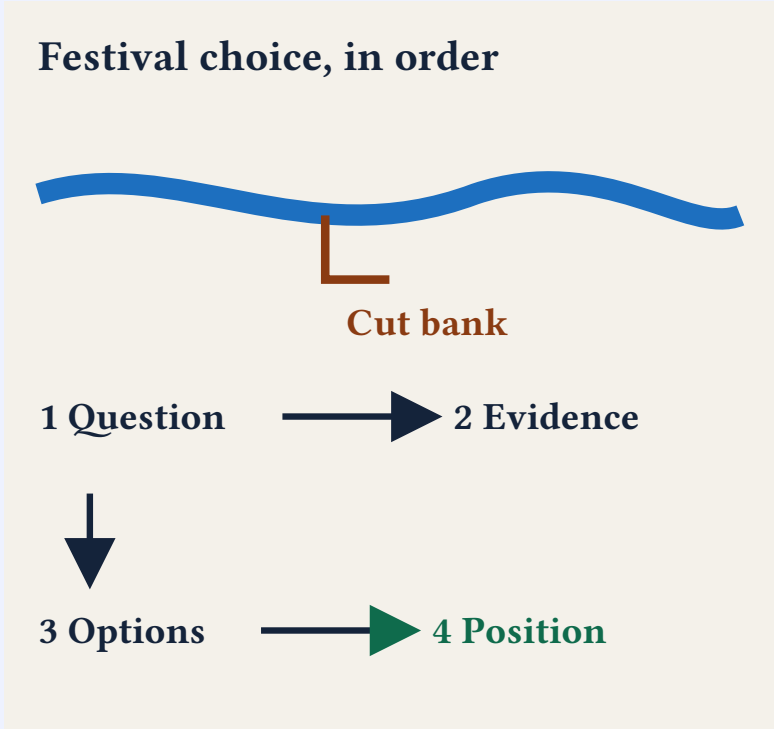
Consensus is a group choice members can support after they listen, negotiate, and keep the discussion peaceful.

community action

Community action is an age-appropriate step that improves well-being in a school or town and gives each teammate a respected role.

A festival choice, in order

- The question: how can the festival support local income and a safer riverbank?
- The evidence: the cut bank, last year's waste tally, and a list of local food vendors.
- Three options: cancel the festival, bring in a large imported show, or pair local vendors with a supervised morning to care for the bank.



Worked position on the festival

- The question, the evidence, and three options are on the table before anyone states a position.
- The middle option pairs local vendors with a glove and bucket morning on the bank.
- The position cites the cut bank and the waste tally as the carrying evidence.

Consensus and a shared calendar

- One teammate wants a long imported concert, and others want the care morning and local vendors.
- The team listens, negotiates a shorter concert, and keeps the disagreement peaceful.
- A shared digital calendar holds the date, the meeting tree, the roles, and a reminder.

Review

- List the inquiry sequence in order: the question, the evidence, the options, and the position.
- Say what consensus requires: listening, negotiation, and a peaceful way through the disagreement.
- Name four fields a shared digital calendar should hold for the action.

Reuse the decision path

- A question, the evidence, the options, and a position give you a choice you can defend.
- Consensus grows when people listen, negotiate, and choose a peaceful way through the disagreement.
- A shared digital calendar makes the team’s action visible, with a date, roles, and a reminder for each person.

Social Studies 10-2

Unit S: Social studies skills and processes

Research and communication

One click and a factory

- A feed says a signature on a global petition completes a citizen’s duty toward overseas factories.
- A local shop owner has visited a worker cooperative and will speak on record.
- Two web items repeat the duty claim and differ in who stands behind them.

Research and presentation

- Research starts with a question, gathers different sources including an oral history, revises the question, keeps the useful lines, and cites them.
- You can say the answer, write it, or show it. Ask questions that respect the person you are asking.
- On a screen, ask who stands behind a post, whether the claim fits the evidence, whose view it shows, and which posts you set aside.

Key terms

oral history

Oral history is a firsthand account a researcher records with permission and cites with the speaker’s name, the date, and the place.

citation

A citation is a public record of who created a source, when it appeared, and where a reader can find it, written to respect ownership.

authority

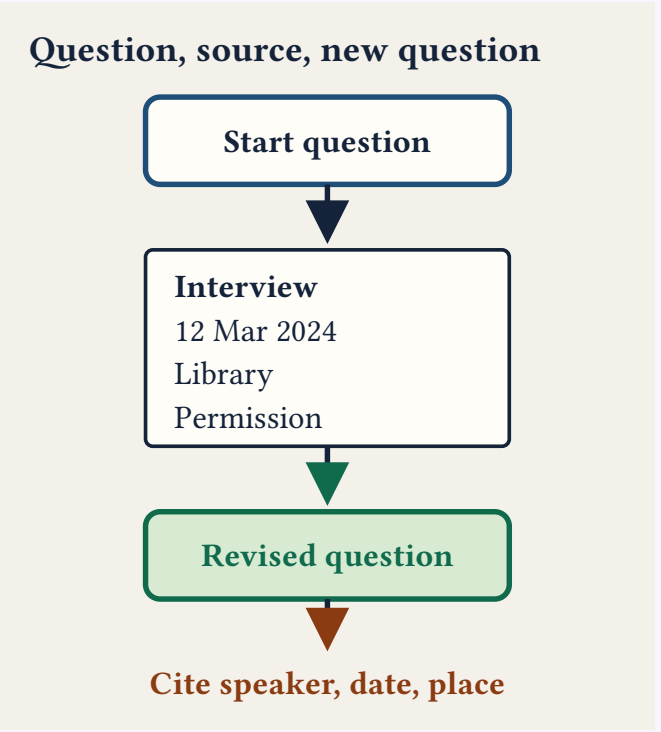
Authority is the public standing of a source, clearest when a named institution takes responsibility for the page, the date, and the evidence.

media form

Media form is the shape of a message, such as a long public page or a short repost, and that shape changes how much evidence can fit.

A research loop on factory conditions

- The start question: does a petition signature finish a citizen’s duty on factory conditions?
- Oral history: a shop owner, 12 March 2024, school library, permission recorded, speaking about wages, safety, and the limit of a petition as public attention.
- Then revise the question, keep the lines about conditions, set travel colour aside, and record the speaker, the date, and the place.



Worked citation and a revised question

- The citation names the shop owner, the interview, 12 March 2024, the school library, and that permission was recorded.
- Relevant lines: wages, safety, and the petition’s limit as public attention.
- The revised question asks which actions the evidence connects to changed conditions.

Two web sources, one duty claim

- Both web items claim that one signature finishes a citizen’s duty toward overseas factory conditions.
- Source A is a page from the Canadian Museum for Human Rights, so a named public institution stands behind it.
- The page names the museum, gives a date, and links to the 1948 declaration of human rights.
- Source B is an unnamed repost with a missing date and a slogan. Set it aside as a claim that still needs evidence.

Review

- Write the four citation parts for the shop owner interview: speaker, date, place, and permission.
- State the revised question: which actions does the evidence connect to changed factory conditions?
- Give one reason the museum page and the unnamed repost differ in authority.

Reuse the source tests

- Cite oral history with speaker, date, place, and permission, and keep relevant lines.
- Say, write, and show the position, and ask a respectful evidence question.
- Judge electronic information for authority, reliability, validity, perspective, evidence, and media form.