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## The Course Reference Guide

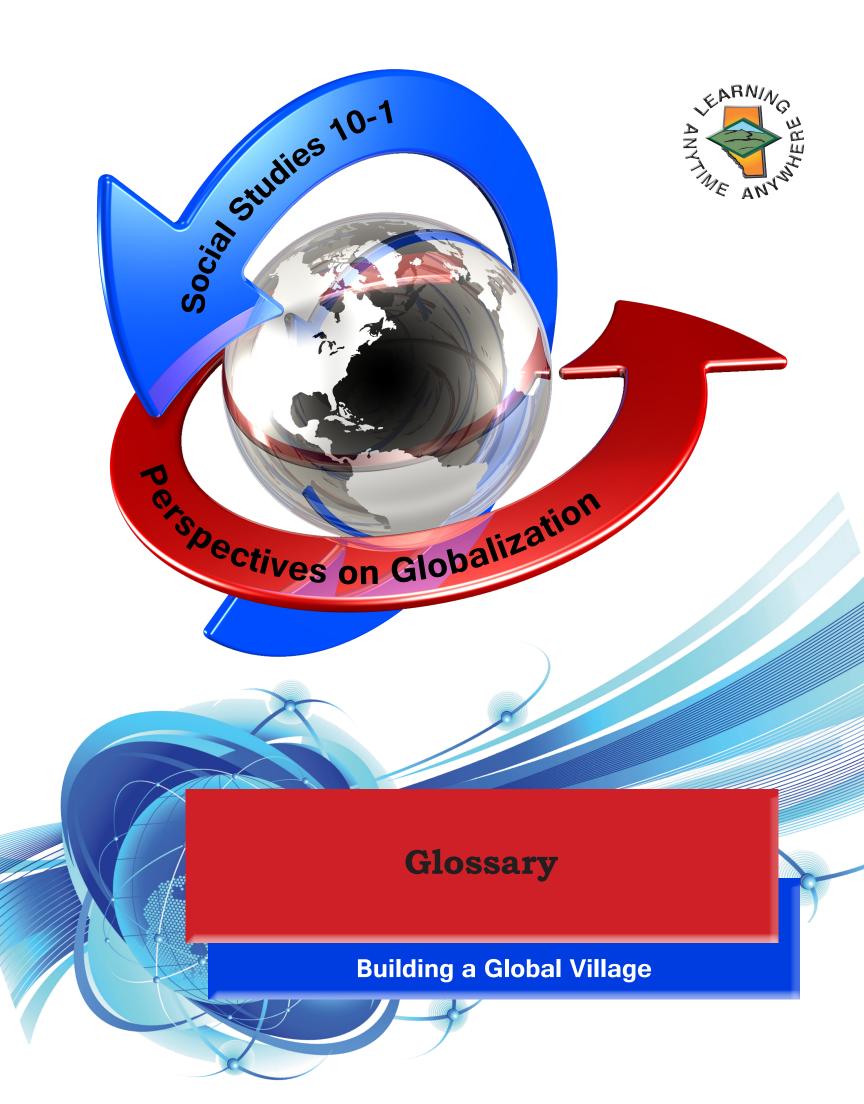
The Course Reference Guide for Social 10-1 is designed as a supplement to the course content. It contains a glossary, a tutorial section, and some tips on how to write the provincial diploma exam.

The glossary section provides definitions for many of the Social Studies terms you should know. These terms are also defined in your module book and in the online version of the course. A review of the terms in the glossary will help you deepen your understanding of the concepts presented in your exploration of globalization. The glossary will also provide a study guide for your exams.

**The tutorial section** is provided to supplement your course materials with explanations, instructions, skill-building activities, and student exemplars. It provides detailed instructions to help you review and build the skills necessary to achieve the learning outcomes for this course.

**The Exam section** explains the format of the course exam, provides tips on writing multiple-choice questions, and provides detailed instruction on how to write both the written-response questions found on the course exam. Your school-based supervised exams follow the same format as the provincial diploma exam. The Diploma Exam section will help you do well on all your supervised exams for Social 10-1 as well as some of the written assignments in the course.





Aboriginal Healing Foundation

a government-funded foundation dedicated to providing resources, funding, and services to survivors of Canada's residential schools

Aboriginal people(s)

the original inhabitants of a country or territory

In the Americas, the Aboriginal people are descended from the first inhabitants of the continents, before European contact, and include the peoples broadly classified as Indian and Inuit. The term *native peoples* is also widely used. Section 35(2) of the Constitution Act, 1982 declares that *Aboriginal peoples* includes *Indian, Inuit, and Métis peoples of Canada*.

accommodation

one culture modifying itself to fit in with the dominant culture

acculturation

change in cultures resulting from exposure to each other

The general trend is for cultures to become less distinct and more like one another. Individuals experience acculturation when their social roles are shaped by norms and values that are largely foreign to their native culture.

acid rain

rain with high level of acid content caused mainly by the pollution of the atmosphere especially from the burning of coal

acquisition

the act of obtaining something, especially when one business or corporation buys or obtains another

activism

using intentional action to bring about social or political change

Activism is usually centred on a controversial issue and can include political demonstrations and rallies, letter-writing campaigns, strikes, consumer boycotts, and (less frequently) more violent action including vandalism and sabotage

**Adam Smith** 

a Scottish professor who in 1776 wrote a book titled *The Wealth of Nations* 

He believed free competition between producers and sellers would result in better products and services, increased investment, and higher wages for all. Individuals working in self-interest would also work to improve the common good.

C

adultism

the practice of forming usually negative beliefs about young people and practicing certain behaviors toward them because of societal views based on their age

affirmation

a personal declaration that one's own culture or identity has value and validity

affirmative action

a government-sponsored policy or program that tries to improve conditions by increasing educational and employment opportunities for groups of people who have been discriminated against in the past

It usually applies to women and certain racial groups. The aim is to create a more egalitarian society.

businesses involved in agricultural production, including farming, seed supply, farm machinery, farm chemicals, wholesale and retail food distribution, and retail sales of food

The term also refers to large-scale transnational corporate farming operations as opposed to *the family farm*.

allied powers

agribusiness



Allied Powers before Pearl Harbor — dark green Allied Powers joining after Pearl Harbor — light green Axis Powers — orange Neutral Powers — gray

alter-globalization

an anti-capitalist social movement that supports the interconnectedness of people through globalization but puts the values of democracy, justice, human rights, and the environment ahead of economic concerns

anti-globalization

a social, political, environmental, and economic movement by those who object to certain aspects of globalization

Although participants in this movement have various perspectives, they are united in opposition to large corporations and nations that they believe use economic and political power to exploit the poor at home and in the developing world, damage the environment, and/or threaten individual and collective culture and national sovereignty.

alternative or renewable energy

power captured from existing flows of energy, including on-going natural processes such as sunshine (solar power), wind, flowing water (hydropower), biological power, and geothermal heat

apartheid

a policy of racial segregation maintained in South Africa from 1948 to 1991

The policy established the doctrine of *separate development* whereby South African blacks were segregated into reserves known as *homelands* and subjected to residential and occupational restrictions.

the arts (also fine arts)

the conscious use of skill and creative imagination especially in the production of aesthetic objects

assimilation

the process by which an ethnic group loses its distinct language and culture and becomes absorbed into the dominant group

balance of payments

the total of all money coming into a country from other countries minus all money going out of the country during the same period

banana republic

a derogatory term to describe a small, often Latin American or Caribbean country that is politically unstable, dependent on limited agriculture, and ruled by a small, wealthy, and corrupt group

It was first used to describe Honduras, a country so financially dependent on foreign-owned banana plantations that the banana plantation owners effectively controlled the government. The term is used today to describe a backward dictatorship that is heavily controlled by foreign corporations.

bias

an outlook or viewpoint that is sometimes highly personal or shows a lack of reason in its judgment

biodiversity

the variability among living organisms from all sources, including everything that lives in the land, air, ocean, and fresh water, and the ecological complexes of which they are part

This includes diversity within species, between species, and of ecosystems.

blog

an online journal or diary with new entries appearing as they are written, dealing with personal reflections or opinion

Blog entries are often hyperlinked to other websites or blog entries.

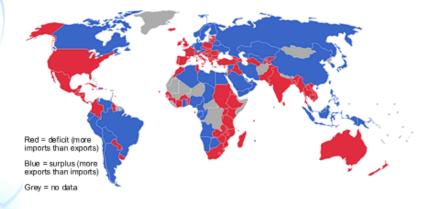
Bolivarian, Socialism, or Bolivarianism a social and political movement, mainly in Latin America, focusing on sovereignty, social justice, democracy, indigenous rights, and equitable distribution of resources

## boycott

a group of people combining to stop buying certain product or supporting a certain company, organization, or group as a way of protesting about its practices or as a way of forcing it to change its ways

For example, a group of consumers boycotted The Gap to protest its outsourcing of labour to sweatshops in the developing world.

business cycle



the *boom and bust* pattern of economic growth and recession that has occurred throughout history

# business process outsourcing

managing the business services of a company by relocating them to another country

The most common examples of business process outsourcing are call centres and payroll outsourcing. An example is Dell Computers setting up a tech support call centre in Malaysia. Another is a British hospital sending its handwritten doctors' notes to typists in India.

### Canadian Radio and Telecommunications

Commission

a regulatory body of the Canadian government that regulates all Canadian broadcasting and telecommunication activities and enforces rules regarding Canadian content

Cancon

the name given to the cultural content legislation in Canada that requires a quota of "Canadian Content" on the radio and television

It also refers to cultural and creative content that is Canadian.

capital

financial wealth

capitalism

an economic system characterized by private or corporate ownership of property focusing on the accumulation of wealth and competition in a free market

### cartography

the making of maps

### cash crop

a crop grown for money rather than to produce human or livestock feed

In earlier times, most farmers grew the food they needed. As cash crops were introduced, they began to produce goods for export. These crops are often goods in demand in wealthier countries, such as cotton, tobacco, bananas, cocoa, sugar cane, and coffee. Farmers of cash crops are no longer selfsufficient. They rely on the marketplace for a fair price for their goods.

caste

a status group within a hierarchical (ranked from top to bottom) society in which membership is hereditary

Castes are usually based on religious and mythical traditions.

## Charter of Rights and Freedoms

a bill of rights entrenched in the Constitution of Canada, forming the first part of the Constitution Act

The Charter protects political and civil rights and is supposed to unify Canadians around a set of principles.

citizen

a native or naturalized person who owes allegiance to a nation or government

citizenship

the political rights and responsibilities of an individual to his/her society

In a democratic society, this means participating in decision making with the goal of creating a better world.

### climate change

change in the world's climate or changes in climates in particular regions over time

These changes may come from internal processes, be driven by external forces, or result from human activities. The primary example of climate change caused by human activity is global warming.

## Cold War (1947-1991)

a lengthy conflict between the United States and the Soviet Union and their allies which included

- an arms race involving nuclear and conventional weapons and networks of military alliances
- economic warfare and trade embargoes
- propaganda and espionage
- a space race
- proxy wars such as the Vietnam War (two nations not fighting directly, but supporting military action in a third country)

collectivism

colonialism

a concept that stresses the importance of the group rather than the importance of the individual

The group can be a society, state, nation, social class, or race.

a form of imperialism where one nation dominates another politically, culturally, and economically

It usually involves extensive immigration from the colonial power to the colony with the immigrants taking over the land and business. An organized attempt is made to change the culture of the native inhabitants of the colony. The First Nations people of Canada were colonized by British and French settlers.

a territory directly controlled by a foreign country

During the Industrial Revolution, many European countries controlled colonies around the world.

the welfare of a society in general terms

In a society based on capitalism, the common good is achieved by individual ownership of the means of production and by individuals seeking their own self-interest. The government is involved only to create laws for public order and to protect private ownership of property

In a society based on socialism, the common good is achieved through an equal sharing of the means of production and by individuals working for the good of everybody. The government is involved to create laws for public order and to protect society against private ownership

an ideology based on socialism created by Karl Marx

Marx believed that workers (the proletariat) should revolt against the capitalists (the bourgeoisie) and create a society where the means of production are shared equally by everyone. No private ownership of the means of production is the result

a business that makes and/or sells products (also known as goods) or provides services in exchange for money

colony

common good

communism

company

# comparative advantage

the ability to produce a particular product at lower cost as compared to another country

Comparative advantage suggests that people and nations can benefit by specialization and exchange. No matter how good (or bad) one is at producing something, one is better at something than someone else—or at the very worst, one is worse at making other things. Because one can produce this thing by giving up less than what others give up, one can sell it or trade it to them.

competition

in economics, the idea that the greater the competition, the more likely companies will be efficient and prices will be low

conscription

compulsory enrolment of persons especially for military service, sometimes called the *draft* 

constitution

the guiding principles and laws of a nation, state, or group that determine the powers and duties of the government and guarantee certain rights to the people in it

consumer activism

action intended to lead to a change in the behaviour of a corporation

Consumer activism can include boycotts, strikes, demonstrations at retail outlets and factories, letter writing to the media and shareholders, internet protests, and choosing to purchase goods from producers and retailers with more appropriate practices. For example, people have protested at the GAP clothing store chain because of their use of sweatshops. Others have written to Starbucks shareholders to protest the poor working conditions of coffee farmers and unsustainable agricultural practices.

corporate responsibility

the idea that organizations, including transnational corporations, have a duty to consider the interests of customers, shareholders, employees, the communities in which they produce and sell their products, and the environment in all aspects of their operations

This responsibility may not be laid out in law.

corporation

a type of company formed by law and owned by shareholders

A shareholder has no responsibilities to the company, and the potential losses of the shareholder are limited to the value of the shares.

cross-cultural sensitivity involves an understanding that each culture has its own beliefs and values

This understanding is used to make interpretations and judgments.

cultural contact

the meeting of two cultures

cultural content legislation

national laws or policies designed to promote or preserve national culture

cultural imperialism

the practice of systematically spreading the influence of one culture over others by means of physical and economic domination

Cultural imperialism usually involves an assumption of cultural superiority (ethnocentrism).

cultural revitalization

a rebirth or newfound interest and growth in a culture

cultural imperialism

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cultural protectionism

the action(s) of a nation to protect its own culture and cultural industries such as television, newspapers, magazines, and music

culture

the way groups of people live

A culture is created over time and shared by a group with a generally understood shared set of values and beliefs. Cultures are always changing. Some people call culture a "design for living" that includes standards for deciding what is, what can be, how to feel about it, what to do about it, and how to do it (Goodenough: 1961).

The United Nations agency UNESCO states that culture is the "set of distinctive spiritual, material, intellectual, and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs".

customs a long established practice or habit of a community; an unwritten and unstated

rule of behaviour

For example, eating with chopsticks is customary in China. Many Canadian

households put up a Christmas tree.

*deficit* the result of spending more money than is being earned

In national budgets, deficits occur when government spending is greater than

government revenue.

deregulation the process of removing rules and restrictions on a particular industry

According to those in favour of the free market, deregulation should increase competition, improve services, and decrease prices to consumers. However,

regulations can also benefit consumers and producers.

For example, the Province of Alberta deregulated the electricity industry. This, in theory, provided an opportunity for more suppliers to provide electricity to customers that, according to the rules of supply and demand, would have brought the price down to consumers. In reality, producers of electricity did not generate more energy, and costs to consumers have continued to increase to the extent that the government has provided rebates to

electricity consumers and has established a cap on the price charged.

**demand** the desire and ability to buy a good or service

Usually, if demand is high for a product its price will rise; if demand for a

product is low, the price will decline.

depopulation the significant reduction of the number of people (or animals, or plants) living

in a community

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the degradation of land in dry or semi-humid areas resulting from various factors including climate change and human activities

Modern desertification often arises from the demands of increased populations that settle on the land to grow crops and graze animals.

a country that enjoys a relatively high standard of living derived through an industrialized, diversified economy

Countries with very high **Human Development Indexes** (HDI) are generally considered developed countries. This usually coincides with a high gross domestic product (GDP) per capita.

#### developing country

a country with a relatively low standard of living that is less industrialized and tends to have a moderate to low rating on the United Nations *Human* **Development Index** 

It is less developed in terms of education, health care, literacy, and life expectancy. A strong correlation occurs between low income and high population growth. The economy is usually based on agriculture and natural resources. Most of these nations are in the southern hemisphere. In the past, these countries were considered to be part of the **Third World**, but that term is not used often today.

**Use with care:** Some believe that developing country implies inferiority. As well, it also implies that the least wealthy countries of the world are all moving forward in economic growth and social development; in reality, many of the poorest nations of the world are not progressing. They are actually becoming more poverty stricken.

desertification

developed country

digital divide the gap between those with access to digital technology and those without

access

discrimination treatment or beliefs about people based on their membership in a group or

category rather than on individual merit. For example, based on race, religion,

gender, age

displaced people people who have been forced to leave their native place of residence

Those who cross international borders are considered "refugees", and those who have to leave their homes due to violence or persecution are called "internally displaced persons". Those who leave due to economic hardship

are called "economic migrants".

disagreement, sometimes expressed through action

diversification the process of creating diversity or variety

*diversity* the quality of being different

*dominant* controlling or prevailing over all others

dumping the selling of goods in another country at prices below their normal value,

sometimes below cost of production

When dumping is done with the purpose of putting domestic suppliers out of

business, it is called *predatory dumping*.

ecological footprint the amount of land and water area a person or a human population needs to

provide the resources required to sustain itself and to absorb its wastes, given

prevailing technology

economic cycle the boom and bust pattern of economic growth and recession that has occurred

throughout history

*economy of scale* in industrial production, the idea that bigger is better

In many industries, as output increases, the average cost of each unit produced gets lower. Fixed costs can be spread over more units. However, getting

bigger can also increases average costs (diseconomies of scale) because it is

more difficult and more expensive to manage big operations.

economics

the system of distribution of goods and services in a given society

The word comes from the Greek term for *household management*, but it refers to how wealth is generated and distributed within an organization or a country.

economic growth

an increase in a country's output of goods and services

embargo

Economic growth is usually measured by changes in real GDP.

emissions trading

government prohibition against the shipment of certain products to a particular country for economic or political reasons

trading of emissions quotas; a way to reduce the cost of pollution control by providing economic incentives

A district or government agency sets caps on specific pollutants, and those corporations or businesses that exceed their limits can buy credits from those that are below their limits. For example, under the Kyoto Protocol, Russia has a target of 0% reduction in greenhouse gas emissions. If it is able to reduce its emissions, it can sell its credit to a country that is supposed to reduce its emissions but is unable to do so.

empire

a major political unit having a territory of great extent or a number of territories or peoples under a single sovereign authority

energy depletion

the process of reducing the total amount of energy available—perhaps to the extend of complete use with nothing remaining

**Enlightenment** 

an intellectual and scientific movement of 18th century Europe which was characterized by a rational and scientific approach to religious, social, political, and economic issues

entrepreneurs

persons who take the risks of turning opportunities into profit; individual business persons

environmentalism

the perspective that people should be concerned with the preservation, restoration, and improvement of the natural world, including conserving natural resources and preventing pollution

equilibrium

in economics, the balance of supply and demand

At the equilibrium price, the quantity that buyers are willing to buy exactly matches the quantity that sellers are willing to sell. Classical economics assume that the market always moves towards equilibrium, even though events can throw off equilibrium temporarily.

## ethnicity

belonging to a group of people who have the same racial or cultural origins, and who usually speak the same language

#### ethnocentrism

the assumption that the culture of one's own group is moral, right, and rational and that other cultures are inferior

When confronted with a different culture, individuals judge it with reference to their own standards and make no attempt to understand and evaluate it from the perspective of its member

## eurocentrism

the belief that the values and experiences of European society are more important than those of other cultures

These values includes the idea that progress includes using the natural environment for human purposes, the development of technology, gathering of wealth, and establishing political power

## European Union

a union of 25 independent democratic member states in Europe

This is the world's largest confederation of independent states, established under the Masstrich Treaty in 1992.

## factory farms

a set of controversial practices used in large-scale, intensive agriculture to produce the highest output at the lowest cost, making use of chemicals and veterinary drugs; widespread in the developed world

### fair trade

an organized social movement that promotes equitable standards for international labour, the environment, and social policy for many different goods including agricultural products such as coffee, sugar, and chocolate, and manufactured goods, especially exports from developing countries

Advocates of fair trade believe that the existing system of international trade favours large corporations in the developed world. They argue that much international trade does not guarantee a living wage for producers in developing countries and does not consider the environmental and social costs associated with the manufacture of these products.

Fair trade is an attempt to address this issue by providing a more ethical system that will encourage economic development and better conditions for workers in developing countries.

#### feedlot

a facility for fattening livestock, especially beef, prior to slaughter, often containing contain thousands of animals in an array of pens

#### First Nations

fiscal policy

fossil fuels

Francophone

free range

the first peoples to live in Canada, formerly known as Canadian "Indian" individuals and communities

The name implies possession of rights arising from original historical occupation of Canadian territory. Canada's principal national organization of Aboriginal peoples (but not including Inuit) is the Assembly of First Nations.

a set of government economic principles concerned with public spending and taxation

fuels containing hydrocarbons, especially coal, oil and natural gas, which were formed from animals and plants

a person who speaks French as his or her first language

a method of livestock production where the animals are permitted to roam freely (usually in large pens) instead of being contained in sheds or cages

Those concerned with animal welfare believe free range is kinder to animals because the animals have as much freedom as possible even if they are later to be killed for meat.

free trade or trade liberalization

the ability of people to trade with people in other countries without any restrictions imposed from governments or other agencies

This can include

- international trade of goods and services without tariffs
- free movement of labour between countries
- free movement of capital between countries
- absence of taxes, subsidies, regulations, or laws that give domestic companies advantage over foreign companies

gender issues

concerns about perceptions of masculinity or femininity

Although gender is biological, it is also cultural because certain roles are considered to be male or female in certain cultures. One sex (usually women) not having the same rights under the law can limit individual choices and stand in the way of human rights. Gender issues also refer to discrimination based on sexual orientation, including homosexuality.

## genetically modified foods

food products derived from genetically modified organisms (GMO) whose genetic materials have been changed using recombinant DNA

In other words, the organism's genetic structure has been changed by adding the genetic material of another organism. By this process, the organism can take on the properties or abilities of the other organism. This is done for a number of reasons but primarily to make the organism stronger, larger, hardier, or more resistant to other organisms or chemicals. Genetically modified organisms and foods are topics of considerable controversy.

## Geneva Conventions

a series of four international conventions that establish humanitarian practice, especially in regard to the treatment of soldiers in wartime and prisoners of war

## genocide

the mass killing of a group of people, including members of a national, ethnic or religious group

It also includes deliberately inflicting measures that are intended to destroy the group in whole or in part.

## geography

the study of Earth and its features, including life on Earth, human life, and its impact

## GINI coefficient

a means of measuring the distribution of wealth in a nation

Developed by Italian statistician Corrodo Gini to provide a mathematical expression of the degree of concentration of wealth or income, it continues to be used by social scientists describing inequality or comparing inequality among nations.

Gini coefficient range from zero, which is perfect equality, to one, which is absolute inequality. A coefficient of approximately 0.400 is normal for most developed economies. The higher the gap in income and social equality between the richest and the poorest people in the country, the higher the number. Latin America is the least equal area of the world, with a Gini coefficient of about 0.5 Canada's GINI coefficient in 2005 was 0.315.

#### global citizenship

individual rights and responsibilities to the global society, or participating in that society with the goal of creating a better world

This definition assumes citizenship is "the political rights and responsibilities of an individual to his/her society".

global village

a term coined by Marshall McLuhan that describes how electronic mass media collapse space and time barriers and enable people from all over the world to interact and have a sense of community similar to that of a village

global warming

a sustained increase in the average temperature of the earth's atmosphere sufficient to cause climate change

globalization

the process by which people around the world are becoming increasingly interconnected through trade, the media, and migration with both positive and negative effects on individuals and societies

Gradual Civilization Act, 1857 allowed for the enfranchisement (rights as a British citizen) as they spoke either French or English, were educated and of good moral character. Upon enfranchisement Natives had to choose a surname and were no longer considered to be Indian.

greenhouse effect

the process by which the temperature of a planet's atmosphere increases as heat energy from sunlight is trapped by gases in the atmosphere.

The term refers to both the natural effect of the atmosphere retaining the sun's heat and the enhanced or anthropogenic effect that occurs because of human activities.

greenhouse gas emissions components of the atmosphere that add to the greenhouse effect

The greenhouse effect is the process by which the atmosphere warms the planet, named for the way in which a greenhouse uses warmth to increase the growth of plants. Similar to the glass in a greenhouse, certain gases are transparent to some wavelengths of light. When the sunlight hits the Earth, some is absorbed and emitted back at longer wavelengths, but the gases limit its emission back into space. This warms Earth. Water vapour causes from 40 to 70% of the greenhouse effect.

However, carbon dioxide, methane, and ozone also contribute to the greenhouse effect. Many environmental policies address attempts to reduce the emission of these gases.

gross domestic product (GDP)

the market value of all final goods and services produced within a country in a given period of time; very similar in meaning to gross national product

gross national product (GNP)

the total value of final goods and services produced in a year by a country's citizens *hazardous waste* industrial waste requiring special disposal due to chemical components.

*historical context* the interrelated conditions in history in which something existed or occurred

Considering the context in which events occurred allows a better

understanding of the events themselves.

*homogenization* the process by which all cultures gradually lose their distinctive features

and one blended culture results; the resulting culture sometimes called a

"monoculture"

UN Human
Development Index

a comparative measure for countries worldwide of poverty, literacy, education, life expectancy, childbirth, and other factors.

It is a standard means of measuring well-being in countries around the world.

*human rights* the rights to which every human being is entitled, regardless of gender,

nationality, religion, or ethnicity, based on the idea of inherent human worth

and dignity

These rights are defined by national and international law, but they are a

matter of dispute in many nations around the world.

hybridization the process of cultures changing to produce a new culture due to influences of

other cultures

The Métis culture is the result of a hybridization of First Nations and white

settlers.

*ICT* information and communication technology

*identity* distinct characteristics and personality shaped by many factors

Each person has an individual identity and an identity as a member of each of

the many groups to which one belongs.

ideology

the study of the origin and nature of people; doctrine, philosophy, or body of beliefs or principles belonging to an individual or group

In Canada, capitalism is the dominant economic ideology and democracy is the dominant political ideology. Communism is a political and economic ideology practised in the former Soviet Union and currently practised in China, North Korea, Cuba, Vietnam, and Laos.

Ideologies can also be gender based (for example, a patriarchal system is dominated by men) or racially oriented (apartheid is a system of racial segregation.) Some say ideologies are ideas that reflect the interests of a particular group at a particular time but are presented as universal and eternal.

the speech habits peculiar to a particular person

international financial institutions, including the World Bank and the International Monetary Fund

those who while fighting for a particular side in a conflict do not identity themselves as members of the military

In wartime, combatants are recognizable members of the military. This allows them to pass undetected through military lines while posing as civilians, giving them opportunity to inflict damage on people and property. Unlawful combatants, under international law, do not have the same rights as prisoners of war, but they have the same rights and responsibilities as civilians, including the right to a trial.

The United States defines an enemy combatant as "an individual who was part of or supporting the Taliban or al Qaida forces, or associated forces that are engaged in hostilities against the United States or its coalition partners. This includes any person who committed a belligerent act or has directly supported hostilities in aid of enemy armed forces."

the practice of entering and becoming a permanent resident in a country where one is not a native; movement **into** a nation

*Immigrations are those who enter another country. Emigrants* are those who leave their home countries. *Migrants* are those who temporarily move from one country to another, usually for seasonal work, returning each year.

idiolect

**IFI** 

illegal enemy combatants

immigration

## imperialism

domination by one or more countries over others to gain power and wealth

It can occur through the use of weapons, economic control, or political control by a powerful nation. Economic imperialism occurs when a powerful nation or a powerful corporation takes control of another country to make money for itself. Cultural imperialism occurs when a dominant culture overpowers another culture.

imperialism (environmental perspective)

the perspective that humans should dominate the environment because the world is designed to serve their needs

Indian Act

first enacted in 1876 it has undergone several amendments the last in 2011. It defines who is an *Indian* and contains the legal rights for registered Indians. The rights in the act are considered exclusive to Indian and cannot be challenged as per Section 25 of the Constitution Act, 1982.

indigenous

inhabiting a land prior to the arrival of people from another nation

In Canada, this includes the Inuit and the First Nations peoples, sometimes called North American Indians or Native peoples.

individualism

a value system in which choice, personal freedom, and self-orientation are of most importance

industrialization

the process of building a society whose economy is based on mass production of goods using technology

Industrialization is associated with urbanization of society, division of labour, a wage economy, and growth of mass communication and mass markets

Industrial Revolution

a period of rapid and major change in economies and social structure beginning in the late 18th century in England marked by the switch from hand power and small scale cottage industry to power-driven machinery and large scale factory industry

inference

the result of forming a conclusion based on evidence or reasoning

information society

a society in which the creation, distribution, and manipulation of information is important for economic and cultural development

## infrastructure

the basic structures needed for the operation of a community, nation, or organization

In communities and countries, this generally includes roads, bridges, water lines, phone lines, sewer facilities, and electrical generators and distribution lines. It can also include tools of information technology.

the joining of various ethnic groups within a society into a common society with generally accepted values

A cultural group may keep its own values and traditions within the larger whole. Canada's official policy of multiculturalism assumes that social integration can occur without eliminating the distinctive features of the various cultural groups in the country.

the idea that products of someone's intelligence have commercial value and that the owner of any intellectual property has the legal right to compensation for its use; includes copyrighted text, images, software, and inventions

a system of dependent relationships people and countries have with one another

Through these relationships people and nations come to rely on each other for things such as

- economic prosperity through trade
- peace and security
- · cultural exchange
- technological advancement
- environmental health

The system of interdependence has become so interrelated that a change in one part of the world may produce positive or negative reactions in another part of the world and affect millions of people.

established in 2002 as a permanent tribunal to prosecute individuals for genocide, crimes against humanity, war crimes and crimes of aggression

The court can only prosecute crimes committed on or after July 1, 2002, the date of its founding treaty.

One hundred four states are members of the court; however, a number of states including the United States, China, and India oppose it.

integration

intellectual property

interdependence

International Criminal Court (ICC)

## International Court of Justice

or World Court; the main judicial organ of the United Nations

Its main functions are to settle legal disputes submitted to it by states and to give advice on legal questions. It has become increasing popular with developing nations. However, the United States withdrew from compulsory jurisdiction in 1986 and will only accept the court's powers on a case-to-case basis.

## International Monetary Fund (IMF)

an agency established, along with the World Bank, in 1944 at Bretton Woods, to help nations overcome the economic problems caused by World War II

More recently, the IMF has become more involved with its member countries, providing advice, debt restructuring, and short-term loans. It has been important in helping developing countries to deal with their debt issues, often through the use of conditionalities in which the loan or debt restructuring will occur only if the country agrees to implement certain reforms of its economic systems.

#### Inuit

the Aboriginal inhabitants of Canada's Far North, with distinctive culture and language

#### investment

the act of putting money to work in the hope of gaining more money

Investment takes two main forms: direct investment on buildings, machinery and such facilities, and indirect investment on financial bonds and shares.

### invisible hand

the concept that an individual acts in his own best interest, he or she will also promote the good of the community; claimed by Adam Smith n his book, *The Wealth of Nations* 

This concept was important in the development of capitalism.

## John Maynard Keynes (1883-1946)

a British economist who suggested that governments should intervene in the economy when needed to protect people from the booms and busts of the business cycle

He helped set up the Bretton framework. He believed that governments could protect their citizens when jobs are scarce by increasing public spending and/or reducing taxation. This would put more money into the hands of the people and would increase the demand for goods and services and help restore the economy. His ideas had major impact on modern economic and political theory, but he fell from favour in the 1970s when government spending and taxation continued to rise.

knowledge economy an economy in which knowledge is used to create economic benefits

In today's interconnected world, knowledge is considered to be more critical than other economic resources such as natural resources and labour. This term is related to information society in which the creation, distribution, and manipulation of information is important for economic and cultural development.

Kyoto Protocol

an international treaty on climate change; the Kyoto Protocol to the United Nations Framework Convention on Climate Change

It sets targets for nations to reduce their greenhouse gas emissions. Countries that agree to this protocol have committed to reduce their carbon dioxide and other greenhouse gas emissions.

a measure of the work done by human beings

the body of laws and regulations that deal with the rights of workers and workers' organizations

They deal with issues such as equal pay for equal work, wages, hours of work, safety conditions, right to belong to a union, and child labour.

laissez-faire economy

lahour

labour law

literally, to leave alone, the economic policy that government should not interfere in the economy unless absolutely necessary

It assumes that the competitive system of free markets is the best means of allocating scarce resources among alternative uses. Government intervention in the market place to regulate economic activity is seen as illegitimate and inefficient

language laws

national laws or policies designed to favour or discourage the use of one or more languages

## Least Developed Countries (LDCs)

countries that according to the United Nations exhibit the lowest indicators of socio-economic development, with the lowest Human Development Index ratings of all countries in the world

#### Factors include

- low-income (GDP per capita of less than US \$750)
- lack of economic development
- economic weakness

Many of these nations have seen no improvement in decades; in some countries, income and general well-being have declined in recent history.

# lobbying and lobbyists

a form of political action in which individual or groups with special interests try to influence leaders and representatives by promoting particular points of view

## maquila or maquiladora

a factory that imports material and equipment tariff free and then exports the manufactured product back to the home country

Most maquiladoras were first located on the Mexican side of the Mexico-U.S. border but now are throughout Latin America. Maquiladoras are usually foreign-owned (usually by U.S. corporations).

#### map

a two-dimensional, geographically correct, simplified picture of a space

## map projection

a method used by mapmakers to show the curved surface of the earth on a flat map

When the two-dimensional properties of the earth are projected onto a one-dimensional surface, the areas shown are distorted.

#### map scale

the ratio of the distance shown on a map to the actual distance

## marginalization

the result of a less-dominant group taking on some of the habits and customs of the dominant society thereby becoming incompletely assimilated but no longer belonging to any cultural group

Marx, Karl (1818 – 1883)

Marxism

Means of **Production** 

media

mercantile or commercial colony

mercantilism

an influential German philosopher and political economist

After witnessing the terrible working conditions created by the Industrial Revolution, he wrote *Das Kapital* and the *Communist Manifesto*. He discussed history as the struggle between the classes. The owners of land, tools, and factories (the *bourgeoisie*) exploit the workers (the *proletariat*). He believed that capitalism is a stage in human development that will be overcome by scientific socialism. Workers around the world will ultimately revolt, and a fairer society will result in which people would live cooperatively. The means of production will be owned by the workers and the profits shared equally according to their needs.

the political, economic, and social principles and policies advocated by Karl Marx including the theory and practice of socialism including the labour theory of value, dialectical materialism, the class struggle, and dictatorship of the proletariat until the establishment of a classless society

also known as *factors of production*; factors used to produce wealth including

- land: the physical land and natural resources
- **labour:** the effort that people supply to produce goods
- capital: money and equipment such as factories and machinery

In a capitalist system, the means of production are owned by private business people called capitalists or entrepreneurs

any form in which communication occurs

The commonly used definition of the media is really of "mass media", or the media that are used to communicate with large numbers of people, usually at least a whole nation. This includes radio, television, newspapers, magazines, and the Internet. The media is a powerful force in our globalizing world.

a territory under control of a geographically distant state for the purpose of trade

an economic policy in Europe in the 16th to 18th century in which national governments increased the prosperity by encouraging exports and discouraging imports, mostly through increased tariffs (taxes) on imported goods

This practice fell out of favour with the idea of more trade among nations although some degree of protectionism is still practiced today in many nations.

merger

the joining of two things to become one, especially companies

Métis

the descendents of Aboriginal women and European men after the arrival of the French and English in Canada

The uniquely Canadian cultural group followed the fur trade and developed its own identity and was a part of the expansion into the West. The Métis have a shared history, a common culture, a unique language, extensive kinship connections from Ontario westward, a distinct way of life, a traditional territory, and a collective consciousness. Today, a Métis person is a person who self-identifies as Métis, is of historic Métis national ancestry, is distinct from other Aboriginal peoples, and is accepted by the Métis Nation of Canada's Aboriginal population. With nearly 400 000 Métis in western Canada, 26% of Canada's Aboriginal population is Métis.

monetary policy

a set of government economic actions concerned with controlling the supply of money and credit, usually through interest rates

monoculture

the practice of relying on a very small number of food crops for commercial agriculture

Modern agriculture relies on standardization of a single type of plant so that the technology for planting, pest control, and harvesting can be used over large geographical areas.

mother tongue

the first language a person learned at home in childhood and still understands

multinational or transnational corporation

a corporation with headquarters in one country and trade operations in several other countries

Multinational corporations typically have branch plants (production facilities) in several countries to take advantage of cheaper productions costs such as lower workers' salaries, lower taxes, and less restrictive labour laws and/or environmental controls.

multiple perspectives the idea that many different viewpoints exist on every issue

Individuals and groups have different views based on their culture, values, beliefs, history, and experience. No one view is necessarily more "correct" than another, and people try to recognize and accept the views of other people is important.

NAFTA (North American Free Trade Agreement) a legal agreement between Canada, Mexico, and United States with the goal of increased trade and reduced barriers to trade among all three countries

#### nationalism

nationalization

NATO (North

Atlantic Treaty

Organization)

the feelings of loyalty and pride that citizens have for their country, based on the belief that their country is unique

Nationalism can be a positive force when it serves to unify the people of a nation. However, it can cause various groups within a country to be opposed to one another or set nations apart from one another. Situations of extreme tension due to nationalism may sometimes lead to civil war or international warfare

the act of taking assets from private ownership into state or public ownership

For example, if a government nationalized the coal mining industry, it would take ownership of all coal mines from the individual owners. Usually this is done by socialist or communist governments with the intent of redistributing wealth more equitably among the people in the nation. It is the opposite of privatization.

a defensive alliance of 26 nations, primarily from North America and western Europe; the strongest military force in the world

Core Principle: The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all. Consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self defense recognized by Article 51 of the Charter of the United Nations, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area.

neocolonialism

new colonialism: similar to traditional colonialism

It is the means by which powerful nations maintain control of weaker nations, sometimes including former colonies. Resource companies and transnationals use neocolonialism to justify exploitation as beneficial for subjugated populations.

non-governmental organization (NGO) an organization not directly part of a government

There are more than 40 000 international NGOs.

Non-Status Indian

a First Nations person in Canada whose name does not appear on the Indian register and who does not enjoy any of the same rights as a *Status Indian* 

norm

a culturally established rule prescribing appropriate behaviour

For example, a value in Western society is that the dead are respected; it is a norm that one should dress in dark colours for a funeral.

**Numbered Treaties** 

a series of eleven treaties signed between the aboriginal peoples in Canada and the government of Canada from 1871 to 1921. They sought to extinguish native land rights in Canada in return for tracts of land to preserve traditional territory as a reserve and to provide annuity payments.

offshoring

the relocation one function of a business to another country

For example, Ikea manufacturers lamps at its factory in China. Off-shoring differs from outsourcing because the operation is still managed by the corporation; in outsourcing, another firm is used to complete the task required.

Official Languages Act (1969) an act that recognized English and French as the official languages of Canada

The primary impact was to require federal services in both languages, where population size warranted it. Its principles were later incorporated into the *Canadian Charter of Rights and Freedoms* of the Constitution of Canada.

open source

free access to a product and the sources that went into creating it

The open source movement resulted from software developers desiring free access to ideas, software, communication, and interactive communities to create better products. The term is also used to describe anything that has been created and is free for use for the general public. This can include engineering solutions, images, and written materials. For example, Wikipedia, the free online encyclopedia, is open source content that anyone can use and modify.

oral traditions

the history and traditions of a society from people's memories passed to succeeding generations through the spoken word

## organic farming

a form of agriculture that avoids synthetic fertilizers and pesticides, plant growth regulators, and livestock feed additives

As far as possible, organic farmers rely on crop rotation, animal manures, and mechanical cultivation to maintain soil productivity, to supply plant nutrients, and to control weeds, insects, and other pests.

According to the international organic farming organization, IFOAM, the role of organic agriculture, whether in farming, processing, distribution, or consumption, is to sustain and enhance the health of ecosystems and organisms from the smallest in the soil to human beings.

or contracting out, is the business practice of moving the generation of a product or service from a central plant or facility in the home country to another location, often in another country

It often involves transferring jobs to another country, either by hiring local subcontractors or building a facility in an area where labour is cheap. For example, outsourcing occurs when Ford or GM closes automobile parts factories in the United States and opens new plants in Mexico, or when Walmart hires a Chinese firm to make all its bicycles.

a system under which an authority or father-like figure attempts to provide for the needs of those under his control in matters affecting them as individuals as well as in their relations to authority and to each other

a measure of the wealth of the population of a nation, particularly in comparison to other nations

It is usually expressed in US dollars to provide consistent figures for comparison. Per capita (literally "per head" or per person) income is usually calculated by dividing the yearly gross national product of a nation by the number of people who live there. Per capita income does not take into account inequalities in wealth distribution, government spending, debt, and goods and services traded outside the formal economy.

outsourcing

paternalism

per capita income

### perfect competition

the most competitive market possible, where the supply equals the demand; it rarely if ever exists

- Many buyers and sellers Many small producers and consumers are in a
  given market, each so small that its actions have no significant impact on
  others. The market sets the prices.
- **Homogeneity** Goods and services are essentially the same.
- **Perfect and complete information** All firms and consumers know the prices set by all firms.
- **Equal access** All firms have access to production technologies, and resources are perfectly mobile.
- **Free entry** Any firm may enter or exit the market.

### perspective

a mental view or outlook of a particular group as shaped by its values system, background, and experiences

### pluralism

the condition that individual and group differences are present in a society and are celebrated as enriching the social fabric

Canada is considered to be a pluralistic nation.

### podcast

an audio program in a compressed digital format delivered over the Internet to be played back on computers or portable digital audio players such as an iPod

## poverty reduction strategy

a strategy or plan required by the International Monetary
Fund and World Bank before a heavily indebted country can be considered for
debt relief

The strategy replaces the former Structural Adjustment Program that the World Bank used to help poor countries get out of debt and succeed economically. Some say these plans limit a nation's ability to govern itself and tend to increase poverty rather than decrease it.

### From the IMF website:

Poverty Reduction Strategy Papers (PRSPs) are prepared by governments in low-income countries through a participatory process involving domestic stakeholders and external development partners, including the IMF and the World Bank. A PRSP describes the macroeconomic, structural and social policies and programs that a country will pursue over several years to promote broad-based growth and reduce poverty, as well as external financing needs and the associated sources of financing.

www.imf.org

### prisoners of war

combatants imprisoned by an enemy power during or immediately after an armed conflict

privatization

action of selling state-owned (government-owned) businesses to private investors

For example, the government of Alberta sold its telephone service (AGT) to Telus.

the legal rights of an individual or group to own real or intellectual property

These rights generally include the right to benefit from the property, the right to control it, the right to transfer it, and the right to exclude others from using it.

the policy of limiting trade between through tariffs on imported goods, quotas and anti-dumping laws in order to protect the industries of a nation; the opposite to free trade

an area that retains its own government although that government is controlled by an imperialist power

an estimate of the exchange rate needed to equalize the purchasing power of different currencies

PPP exchange rates are used for a number of purposes, most notably to compare the standard of living of two or more countries.

a measure of how good one's life is, including standard of living and other, more difficult to measure aspects of well-being, such as health, happiness, human rights and freedoms, environmental well-being, and creativity

an act passed by the British Parliament to create an administrative system in Canada after the conquest of New France. It gave the French Canadian complete religious freedom and restored the French for civil law.

in economics, a form of protectionism; the practice of setting limits to how much of a product may be imported

For example, Canada could say that only 20 000 cars could be imported from Japan and Europe. This would make the demand for cars made in North America higher. As a result of limiting supply, the price of the imported product would be higher than it would be under free trade. This would strengthen North American industry by reducing competition.

a person who leaves his/her home or country to find safety, especially in times of war or oppression

property rights

protectionism

protectorate

Purchasing Power Parity (PPP)

quality of life

Ouebec Act, 1774

quotas

refugee

religion

a system of beliefs that involves the existence or nonexistence of at least one of a human soul, spirit, a deity, a higher being, or self after the death of one's body

resource depletion

the process of reducing the total amount of a particular resource

responsibility

the moral, legal, or social force that binds individuals to their obligations and the courses of action demanded by that force

rights

something one has a legal claim to, including the powers and privileges of citizenship

**Royal Commission** 

a major government public inquiry into an issue in a commonwealth state

Canadian examples include the *Royal Commission on Aboriginal Peoples* and the *Royal Commission on Bilingualism and Biculturalism*. The commissions generally take several years to complete their research and submit a report that makes recommendations for government action.

Royal Proclamation 1763

a proclamation issued by King George III to create government administration in the new territory ceded by France to Britain. It also defined the legal status of native lands and to recognize the rights of native peoples in North America.

rule of law

the principle that nations, institutions, and peoples are subject to and accountable to law that is founded in a written constitution which is fairly applied and enforced

sanction

a measure or set of measures taken by a government to force or convince another government to conform to an international agreement or standard of behaviour

An economic sanction is a government-imposed restriction on trade. For example, the government of Canada prohibits the export or supply of arms and related technical assistance to anyone in Sudan by anyone in Canada or by any Canadian outside of Canada and the use of Canadian registered ships or aircraft for the same purposes. A travel ban and an assets freeze for those wanting to interfere with the peace process is also imposed.

Canada was required to implement these sanctions because the United Nations Security Council imposed a sanction on Sudan because of human rights violations in that country.

scorched earth

a military tactic that involves destroying anything that might be useful while advancing through or withdrawing from an area

While the term refers to the practice of burning crops, it is not limited to food and can include shelter, transportation, communications, and industry.

separation from others of the same kind; used to describe social policies that directly or indirectly keep races or ethnic groups apart

the principle that a people should have the right to determine their own system of law and government and to pursue their own economic, social, and cultural development without intervention by outside forces

Self-determination is generally linked to the process of decolonization that occurred after the creation of the United Nations in 1945. The issue of self-determination is closely tied to the struggle of many Aboriginal groups around the world, including Canada's First Nations people, who have fought to regain their sovereignty.

placing your own needs or desires before those of others

in economics, the sudden release of price and currency controls, withdrawal of state subsidies, and immediate trade liberalization within a country

Some economists claim that this has positive effects on the economy of a nation; others say it leads to unemployment, inflation, and poverty.

a farming method used widely in forested areas, especially associated with tropical agriculture today

An area of forest is cut; after a short time, the remaining vegetation is burned. Crops are planted on the soil for a few seasons (usually one to five years) and then abandoned because the soil loses its fertility. Burning may release some nutrients to fertilize the soil, but almost always it is harmful in the long term. Slash-and-burn requires a very low human population density to have any chance of success because the recovery of forests often require decades. Slash-and-burn causes soil erosion, sometimes causing permanent damage. Most of the current tropical practices of slash-and-burn are not associated with sustainable agriculture.

segregation

self-determination

self-interest

shock therapy

slash-and-burn agriculture

32

#### socialism

a system that promotes the common good rather than individualism as the foundation for economic and social life

Socialists favour government and co-operative ownership of economic resources, equality of economic conditions, and democratic rule and management of economic and social institutions.

#### Social Darwinism

an idea related to Darwin's theory of evolution that those who get ahead in society are the most fit and deserving of their position.

In terms of imperialism, this justified the actions of more powerful societies in trying to colonize less powerful nations and force them to adopt the ways of the dominant group

### sovereignty

the condition of a country having the authority to make independent decisions concerning its own welfare

Recognition by other countries of a nation's sovereignty helps to legitimize that nation's independence in the world community. To be sovereign, a country must have

- independence in making its own decisions
- recognition by other countries of its independence

# specialization or division of labour

a condition marked by workers taking on specific and differing tasks and roles to increase efficiency and output and to reduce costs

#### *spirituality*

a concern for the things of the spirit or the world beyond that which can be seen and heard

### standard of living

the quality and quantity of goods and services available to people and the way they are distributed within a population

It is generally measured by standards such as income equality, poverty rates, and real income per person. Other measures such as health care, education, human rights, and social rights are also used.

### Status or Registered Indians

First Nations people in Canada whose names appear on the Indian Register

Status Indians have rights and benefits that are not granted to unregistered Indians, Inuit, or Métis, including the right to live on a reserve and exemption from federal and provincial taxes for work performed on a reserve.

#### status quo

the existing state of affairs; how things are

### stewardship

structural adjustment programs

subsidy

supply

sustainability

the conducting, supervising, or managing of something; especially the careful and responsible management of something entrusted to one's care

In terms of the environment, stewardship means protecting the environment (while using it) through recycling, conservation, regeneration, and restoration.

a term formerly used by the International Monetary Fund for the changes it requires for developing countries

These changes are designed to promote economic growth, to generate income and to pay off debts. They are required for countries to get new loans or for any of their loans to be reduced.

Conditions include making changes in how the government does business, including privatization of industry, and the reduction of trade barriers. Since almost every developing country carries a large debt, the conditions imposed by these programs tend to dictate how the developing world should conduct their affairs. Since the late 1990s, the term *structural adjustment* has been replaced by an emphasis on *poverty reduction* although the terms are very similar.

money paid by a national government to keep prices lower than what they would be in a free market, or to keep alive businesses that would otherwise be unsuccessful, or to make activities happen that otherwise would not occur

Subsidies can be a form of protectionism if they keep the prices of domestic goods artificially low compared to the real cost in a free market.

the quantity of a good or service that a producer is willing to provide at a particular price

For example, music CD producers are willing to produce CDs for sale from anywhere between \$10 to \$25, which gives them enough profit incentive to keep producing CDs. (Of course, stores sell them for prices above the manufacturers' prices because they also need profit to continue selling.)

the ability to provide for the needs of the world's current population without damaging the ability of future generations to provide for themselves

When a process is sustainable, it can be repeated continually without negative environmental effects or impossibly high costs to anyone involved.

### sweatshop

a factory or place of harsh labour where working conditions violate human rights

Sweatshops exist in developing and developed countries, but most controversies are concerned with factories that have been set up because of outsourcing by transnational corporations and in which employees work long hours in unsafe conditions for low pay.

### tariff

a tax on goods produced out of the country imposed by the government of the country into which they are imported

Many countries have reduced tariffs as world trade becomes more free.

### Third World

a term used to identify nations aligned with neither the West nor the Soviet bloc during the Cold War

Today, however, the term is frequently used to denote less wealthy nations with low levels of industrial development.

The term is less popular since the collapse of Soviet communism.

#### tolerance

acceptance or sympathy for beliefs or practices different from one's own

#### trade

the business of buying, selling, or bartering commodities among individuals, organizations, or nations

### trade agreement

a legal agreement between two or more nations including various aspects of trade, taxes, and tariffs

Trade agreements often cause problems because they require changes, they deepen interdependence with trade partners, and stronger nations tends to dominate weaker nations. An increase in free trade is a frequent goal.

### trade liberalization

the ability of people to trade with people in other countries or free trade without any restrictions imposed from governments or other agencies

This can include

- international trade of goods and services without tariffs
- free movement of labour between countries
- free movement of capital between countries
- absence of taxes, subsidies, regulations, or laws that give domestic companies advantage over foreign companies

#### tradition

transition economy

transnational or multinational corporation

treaties

triple bottom line

an inherited, established, or customary pattern of thought, action, or behaviour (as a religious practice or a social custom); the handing down of information, beliefs, and customs from one generation; cultural continuity in social attitudes, customs, and institutions

an economy that is changing from a planned economy to a free market economy

This change involves trade liberalization and privatization. These changes may lead to increased inequality of incomes and wealth, dramatic inflation, and an increase or decrease in GDP.

a corporation with headquarters in one country and trade operations in several other countries

Multinational corporations typically have branch plants (production facilities) in several countries to take advantage of cheaper productions costs such as lower workers' salaries, lower taxes, and less restricted labour laws and/or environmental controls.

international agreements between representatives of two or more nations; legal contracts establishing legally binding terms to which both parties have agreed

If one party fails to live up to its responsibilities, it can be charged under international law.

Treaties between the Dominion of Canada and First Nations were each signed by an Aboriginal chief on behalf of his tribe and a representative of the British government on behalf of Canada.

Treaties are also used to set terms at the end of a war, such as the *Treaty of Versailles* at the end of World War I.

An accounting practice in which corporations measure their success based on the three factors of:

- People (human capital)
- Planet (natural capital)
- Profit (economic capital-money!)

# Truth and Reconciliation Commission

a commission whose mandate is to discover and reveal historical wrongdoing by a government in the hope of resolving conflict left from the past

Such commissions are set up by states emerging from periods of internal unrest, civil war, dictatorship, or other forms of injustice. A recent commission was active in South Africa.

### **United Nations (UN)**

an international organization that describes itself as a global association of governments facilitating co-operation in international law, international security, economic development, and social equity

Founded in 1945 by 51 countries, the UN today includes 191 nations, almost every country in the world.

### utilitarianism

the perspective that the environment should be protected to the extent that it can continue to be used to serve people and their needs

### values

general beliefs about what is right, moral, and desirable

### wampum

usually purple or white beads made of rounded seashells, strung together or woven into a belt, originally used as a memory aid in oral history, a badge of office, and a ceremonial device

When Europeans came to the Americas, they mistook it for money. Soon, they were trading with the native peoples of New England and New York using wampum. Dutch colonists actually began to manufacture their own wampum.

### Washington Consensus

economic reforms imposed by the World Bank and the International Monetary Fund early in the 1990s on nations requesting loans and grants

The lists includes the following:

- public spending focussed on education, health, and infrastructure
- tax reform, include lowering income tax for high income earners and raising income tax for low income earners
- trade liberalization
- increased foreign investment
- privatization of government-owned industries
- deregulation of industries except on necessary safety, environmental, and consumer protection grounds
- protection of property rights

### World Bank

an institution created with the International Monetary Fund at Bretton Woods in 1944

Its purpose is to promote economic development in the world's poorer countries through advice and long-term lending. It has three main branches:

- the International Bank for Reconstruction and Development (IBRD)
- the International Development Agency (IDA)
- the International Finance Corporation (IFC)

World Trade
Organization (WTO)

an international body whose purpose is to promote free trade by persuading countries to abolish import tariffs and other barriers

The WTO is the only international agency overseeing the rules of international trade. It polices free trade agreements, settles trade disputes between governments, and organizes trade negotiations.

the way a people or members of a particular cultural group look at the world, originating from years of unique experiences

A worldview is like a pair of glasses. Everything one sees or thinks about is filtered through a worldview, which includes beliefs about science and religion, history and music, art and literature.

zero sum game

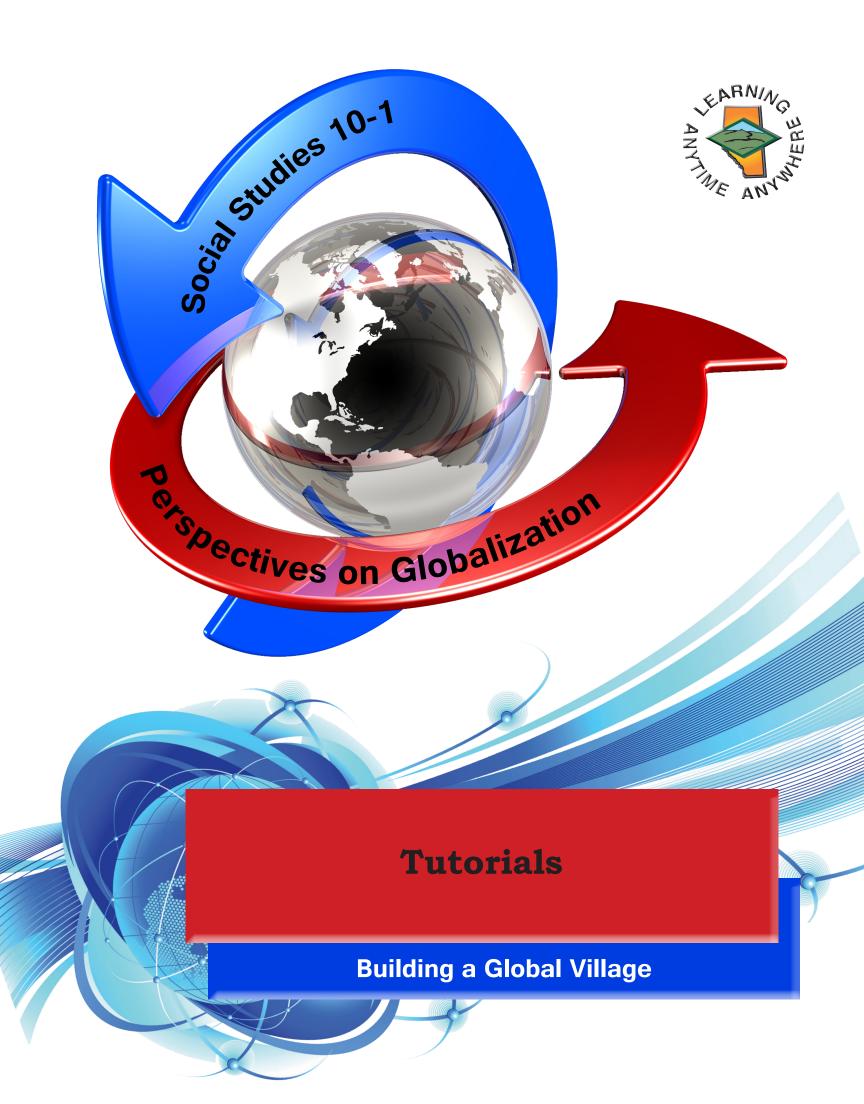
a situation in which a participant's gain or loss is exactly balanced by the losses or gains of the other participant(s)

It is so named because when the total gains of the participants are calculated and the total losses are subtracted, they will equal zero.

Trade is not a zero sum game. All participants believe that they will be better off after the trade than before, or else they would not participate. It is not always the case that every participant will benefit equally, but it is *possible* for each participant to gain depending on various factors.

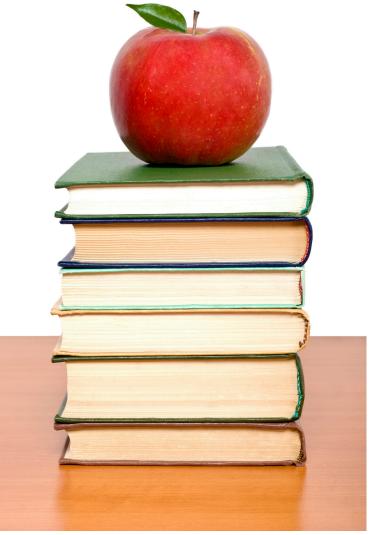
worldview

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### **The Tutorial Section**

The tutorial section provides detailed instructions to help you develop your skills in various areas. The tutorials may help you review certain skills that need refreshing or help you develop new abilities. They will help you learn how to look at a **picture** in a new way or do **research** over the Internet. You may use them to review how to write a **paragraph** or create an effective **presentation**. You may find the tutorials a useful reference when you have forgotten how to write a **letter** or need some tips on **outline** writing.

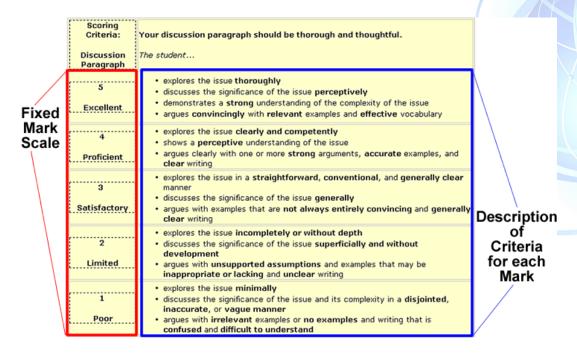


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### What is a Rubric?

- A rubric is a marks scoring guide used in the evaluation of a student assignment.
- The scoring guide has a fixed mark scale with the criteria for each mark.

### Example of a rubric:



### Why are rubrics used?

- A rubric describes the quality and understanding that a student demonstrates in his or her assignment regarding the concepts taught in a course.
- The student may use a rubric before attempting an assignment to understand what is expected.
- The student may use a rubric during an assignment to ensure he or she is on track.
- The teacher uses a rubric to mark a student's completed assignment.
- Both the student and the teacher may use a rubric to discuss how and why the student received a particular mark on an assignment.

### What are Critical Thinking Skills?

In this course, you are asked to complete several activities that call for the use of critical thinking skills. These activities encourage you to think critically about important questions. Questions and tasks require you to make a judgment or come to a conclusion based on information and reasoning. In Social Studies 30-1, those questions focus on ideologies and their impact on you and society

Critical thinking skills are essential in today's world. Every day we are faced with decisions we need to make, problems we need to solve, or issues about which we must establish positions. An uncritical thinker accepts what other people have to say at face value without thinking about the issue, but a critical thinker looks at the issue and reaches conclusions by considering the merits and shortcomings of alternatives. Critical thought leads not only to forming a position on a subject but it leads also to action.

"To know and not to act is not to know."

Wang Yangming, 14th Century

Critical thinking skills are essential in a functioning democracy. As citizens in a democracy, we accept the responsibility not only to elect representatives who will do the right thing but also to make decisions that benefit our fellow humans. Citizens must think fairly and reasonably to arrive at workable solutions in the world we want.

Critical thinking skills are essential in our globalizing world. Through increased movement of people, trade, and communication technology, we are becoming more aware that our actions have consequences. Many of life's choices do not have simple, black-and-white answers.

How can we decide what to believe or what action to take? By building our thinking and reasoning skills, we can develop the tools to solve problems, analyze issues, and make reasonable choices.

A critical challenge helps you develop your critical thinking skills. Most critical challenges encourage a person to

- focus on the key concept
- gather relevant information
- watch for bias and look at alternative viewpoints
- assess the evidence
- form a position or a solution to a problem
- defend and support a position

A community of learners: Remember that you are not alone. From the days of the caveman to today's technologically interconnected world, people have lived in communities where they can share knowledge and skills. In the traditional classroom, ideas, knowledge, and perspectives can be shared.

In our homes, by phone, and over the Internet, issues can be discussed and people can come to broader understandings.

### **Intellectual Tools for Critical Thinking**

### Critical thinkers have background knowledge:

- They know that facts are needed to arrive at positions or produce solutions.
- They can access information and determine its accuracy.

### **Critical thinkers use criteria for judgment:**

- They decide on what basis a decision will be made.
- They consider a position or solution's accuracy, plausibility, fairness to all, and feasibility. (Will the plan work?)

### Critical thinkers use vocabulary that includes

- inference and observation
- generalization and over-generalization
- · premise and conclusion
- bias and point of view

### Critical thinkers use thinking strategies that include

- decision-making models and procedures
- organization of information in logical ways
- consideration of the perspectives of others

### Critical thinkers have attitudes that include

- being open-minded
- being fair
- being independent
- questioning information and ideas

Adapted from The Critical Thinking Consortium

### **How to Take Notes**

The purpose of note-making is to summarize information in your own words so you can study or research effectively.

- Jot the key points of what you have read.
- Do not copy directly from your textbook or from a webpage.

### Tips for making effective notes:

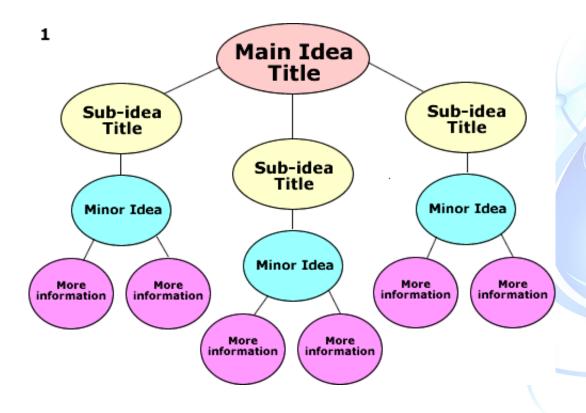
- When taking notes from a book, read the chapter titles and the introductory and summary paragraphs before reading the chapter.
- Try to get the big picture by identifying the main ideas.
- Make notes of important information in outline form or in a new file on your word processor.
- Always use your own words, but if you quote the author, give him or her credit. (See Tutorial: *How to Cite References.*)
- Use as few words as possible—but keep it clear!
- Include diagrams, charts, and maps in your notes.
- Write terms on index cards with definitions on the back. Get someone to quiz you.
- Illustrate terms with simple pictures as a memory aid.
- Group and regroup the information (look for similarities, differences, and patterns).
- Find links between pieces of information.
- Make graphic organizers of the information.

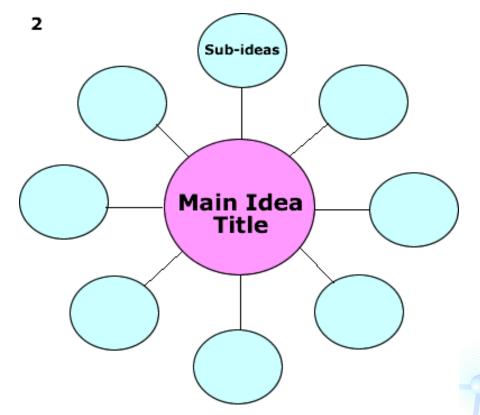
### **Graphic Organizers**

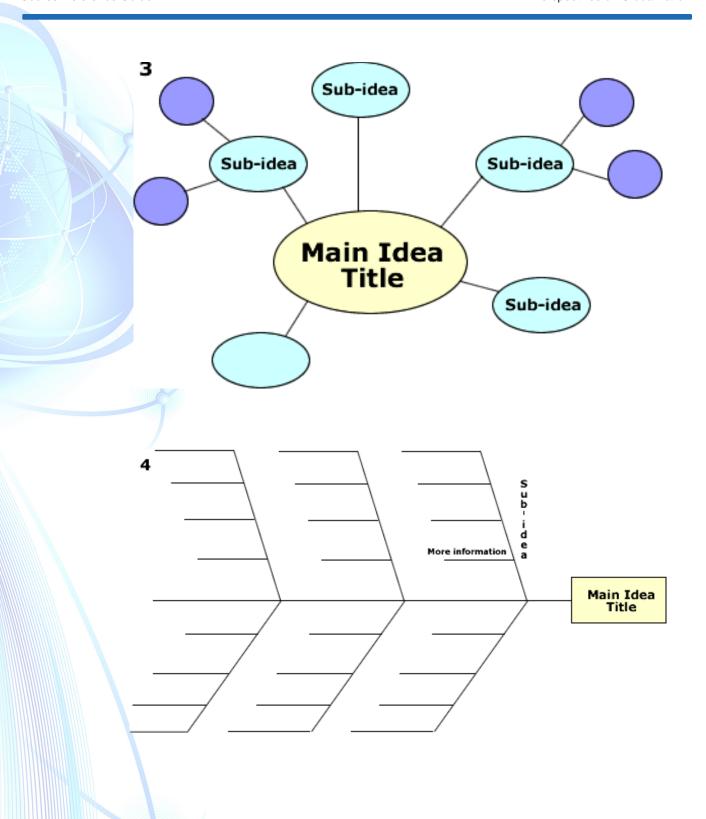
• Graphic organizers allow you to "see" how important points of factual information are related while putting your notes into words that you can understand.

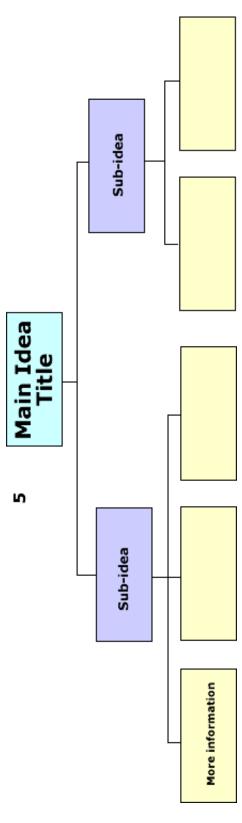
### **Five Examples of Graphic Organizers:**

You choose which best suits your learning style.









### **How to Proofread for Common Errors**

### **Proofreading Checklist**

- 1. Ensure that **every sentence** begins with a capital letter and ends with a period, question mark, or exclamation point.
- 2. Ensure that every **proper noun** (name) begins with a capital letter.
- 3. Check for **homonyms**, words that sound the same but have different meanings and are spelled differently, such as *their/there/they're*, *two/too/to*, *and its/it's*.
  - Check for words often **confused** because of sloppy pronunciation, such as *accept/except*, *but/put*.
  - Check for words often **misused** although their meanings are distinct, such as *between/among*, *different/various*.
  - Be sure that you have used the correct word.
- 4. Check that your **subjects and verbs agree**. This can often be a problem if other words occur between the subject and the verb. *One of the sisters live near me*. This is incorrect. The writer has made the verb live agree with the noun sisters. However, sisters is not the subject of the sentence; one is the subject. The correct version is *One of the sisters lives near me*. Watch for muddled pronouns: Joe and me are going to the mall. This is incorrect. (Would you say, "*Me is going to the mall*"?)
- 5. Check that you are using a **consistent tense**. In other words, you should not be switching between past and present tense. *In the story, Harold is the main character. He has a pet cat. Harold was sad when the cat got lost.* Do you see the tense shift between the first two and the third sentence?
- 6. Be sure that you are using **complete sentences**. *Harold was sad*. When the cat got lost. "When the cat got lost" is a fragment. It is not a complete thought, and it is not a complete sentence. It needs to be joined to "Harold was sad" as in the example in number 5.
- 7. Check for **run-on sentences**. These are sentences put together without using a joining word (such as *and*, *but*, *or*) or using too many joining words. *He had a pet cat he was sad when it got lost*. This should read: *He had a pet cat. He was sad when it got lost*. Another correct option is *He had a pet cat*, *and he was sad when it got lost*. Another type of run-on sentence occurs when too many sentences are put together with joining words. *In the story*, *Harold is the main character*, *and he has a pet cat*, *and he was sad when the cat got lost*, *but he found the cat in the nearby park*, *and he brought it home*, *and it was really glad to see him*. This sentence should be divided into at least three sentences!

8. Did you use **apostrophes** when you used the possessive form ('s)? *That is my brother's car* (possessive). Remember that plural possessives use s'—My two brothers' cattle were on the road.

However, apostrophes are **not** used to show **plurals**: *He has two brothers*. Aim to avoid confusing possessives and plurals! *It's* is a contraction of it is. *Its* is a possessive pronoun—like *his* and *hers*—no apostrophes!

Did you use *apostrophes* when you used contractions (to show a letter is missing)?

I don't know her name. It's a beautiful day. (But never This is it's collar.)

- 9. Have you given your composition an appropriate and interesting **title**?
- 10. If this is a **formal writing** situation, be sure to **avoid slang**, **chat line** abbreviations such as *u* for *you*, or emoticons such as :); \(^\)\): \(^\(\)(. Also, in formal writing situations, numbers should be written in full text (*ten* not 10) unless they are more than three words (147 not *one hundred forty-seven*).
- 11. Have you used **commas** properly? Use commas for lists. For example, *He bought apples, pears, and oranges*. Use commas to join two complete sentences using a conjunction, such as *and*, *but*, or *or*. *He went to the store, and he bought some milk*. Use commas after an introductory part in a sentence. *When he got there, the store was out of bananas. On the other hand, there were plenty of grapes*.
- 12. Have you avoided these **common errors**?
  - alot incorrect
     Correct a lot
     Better much or many (especially in formal writing)
  - would of, could of, or should of incorrect
     Correct would have, could have, should have
     (or would've, could've, or should've in informal writing only)

Go online to download a proofreading checklist.

### How to Write a Paragraph

In Social Studies assignments and exams, you are frequently asked to write paragraphs. You have been writing paragraphs for many years, and you may have excellent skills in this area.

You know that a paragraph is a group of sentences on one topic. Generally, a paragraph has a topic sentence and three or more related sentences. That is just a guideline; paragraphs may be of any length, but they are usually long enough to be meaningful. Be sure that you have explored the topic fully.

The following tips may help you refine your paragraph writing skills:

- Unity: Ensure that you understand the topic. Focus on the issue and do not include any unnecessary or irrelevant points just to make the paragraph longer! As well, do not make unsupported statements.
  - **Example of a generalization:** Thousands of people are on waiting lists and even dying because of our poor health care system. You need support. You need to find concrete evidence to support your view. Your generalization that thousands are dying because of a poor health system may be difficult or impossible to prove.
  - **Example of an unsupported personal opinion:** *Most people in the developing world are poor because they are too lazy to work.* Avoid making such personal opinions unless you can support them. Avoid biased or bigoted expressions.
- Clarity: Be clear in what you are trying to say. It is more important for your reader to understand your message fully than it is for you to use *fancy* language. Try reading your paragraph aloud. Does it sound like something you would say? If not, it may need revision.
- **Emphasis:** Ensure that your reader knows your viewpoint. The conclusion is the point at which *you wrap it up*—and leave no reason for the reader to ask, "What's your point?"
- **Correctness:** Proofread! Use your spell check and grammar check. Have a friend, relative, or classmate read it for you. Another pair of eyes is very important. See a tutorial on Proofreading

Your teacher will use a paragraph rubric when marking your assignment paragraphs.

### How to Analyze a Political Cartoon

A political cartoon is designed to portray a particular opinion on a current event or issue in a humourous way. To understand a political cartoon, the viewer has to have an understanding of what is happening in the news. Otherwise, although the timage might be funny, the viewer will not understand the cartoonist's message—the viewer will miss the point!

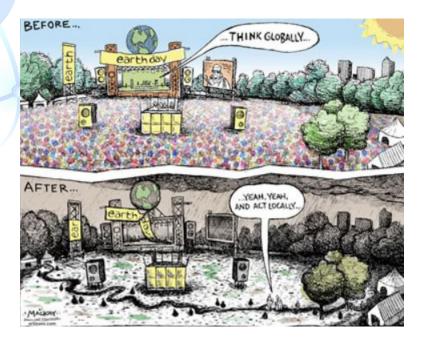
To understand the cartoon, look at the context. Look for details that provide clues about the political issue. Words and captions are helpful. The viewer must know something about what is happening in the world at the time the cartoon was created.

Symbolism	Cartoonists use simple objects, or <b>symbols</b> , to stand for larger concepts or ideas. Identify the symbols in a cartoon; then, think about what the cartoonist intends each symbol to mean.
Exaggeration	Sometimes cartoonists overdo, or <b>exaggerate</b> , the physical characteristics of people or things to make a point. Look for any characteristics than seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide the point the cartoonist is trying to make through exaggeration.
Labelling	Cartoonists often <b>label</b> objects or people to show clearly what they stand for. Watch for the various labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?
Analogy	An <b>analogy</b> is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. What two situations does the cartoon compare? When you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.
Irony	Irony is the difference between the ways things are and the way things should be or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. Look for irony in the situation the cartoon depicts. Think about the point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

After you have identified the persuasive techniques the cartoonist used, answer the questions below:

- Who are the people in this picture? What are they doing?
- Where and when did this event occur?
- To what subject in the news does this cartoon refer?
- How do the words and captions relate to the cartoon?
- What techniques are used?
- What is the artist's opinion on this subject?
- What perspective is conveyed?
- For the purposes of this course, what does the cartoon have to do with globalization?
- Did you find this cartoon persuasive? Explain.

### Consider this cartoon...



- Who are the people in this picture? What are they doing?

  In the first frame, there is a crowd of people in a city park, celebrating Earth Day. In the second frame, the same park is shown after the celebration, with garbage everywhere.
- Where and when did this event take place?

  In a large city (skyscrapers and crowds) in the modern day (because of the technology and the fact Earth Day is a recent celebration). The first frame is one sunny day, and the next frame is from the next day, a cloudy day.
- What issue in the news does this cartoon refer to? Earth Day celebrations is the specific event.
- How do the words and captions relate to the piece?

Words are "before" and "after" relating to the celebration and after effects. Captions are "Think Globally" and "Yeah, Yeah and act locally." This relates to the piece in that it shows the irony of the situation—that people who claim to love the earth actually don't take measures to protect it.

- What is the artist's opinion on this subject?
  - It refers to the whole idea that there are a lot of people out there who claim to be "environmentalists" but they actually don't really do anything to protect the environment. Their actions actually hurt the earth. A further detail to support this is that in the second frame, the weather is very bad. It makes it seem depressing but also shows global warming—a long term effect of not protecting the environment.
- What perspective is conveyed?

  I would say the perspective is environmentalist because he thinks that people aren't really protecting the environment and they need to do something real to prevent global warming.
- For the purposes of this course, what it has to do with globalization?

  Environmental issues affect everyone on the globe. Everyone needs to take action to protect the planet for future generations with real actions, not just big celebrations.
- Did you find this cartoon persuasive? Why or why not?

  Yes. I think a lot of people pay lip service to the environmental issue, but they still drive Hummers and buy more stuff than they need and live in big houses. Unless they really act locally, there won't be change.

### How to Read a Picture

### **Critical Image Viewing Skills**

Just as writers have particular perspectives and techniques to get their message across, artists also use images to convey ideas. In fact, images can convey powerfully messages that words cannot. Artists also use various techniques to get their messages across. A picture may be worth a thousand words, but you need to know how to analyze the picture to gain any understanding of it!

### Images are constructed.

Always keep in mind that an image is constructed. Even before photos could be digitally altered, a photographer selected time, place, camera angle, focal point, and various other features to create an image in a particular way. Photographs are constructed just like paintings, sculptures, and other mediums. Images have meaning. Images are created for reasons, and artists have messages that they want to convey. They use many techniques to get their messages across.

Many clues are given in an image to assist you, the viewer, to determine the artist's message. When you look at an image, look for details that answer the following:

- What dominates this image? (What do you see?)
- Who do you see in the image?
- Where did this occur?
- When did it occur?
- Why was this image created?

You can use two kinds of evidence to support your answer: details in the image and your own background knowledge.

- How does the title or any accompanying text relate to the image?
- What artistic or photographic techniques are used to promote a response from the viewer?
- Are there clues in the image about the style of art, buildings, fashion, or text that help answer your questions?
- What period in history and/or ideological perspective come to mind when you see the image and any related words, dates, or symbols?

Finally, consider the message in the image by asking yourself these questions:

- What is the main idea reflected in the source?
- What perspective is shown?
- How is the source connected to liberalism?
- Does the source primarily support or reject the principles of globalism? Which principles?
   Provide supporting evidence for your answer.

### Consider this image:



- What dominates the image The large numbers of factory workers
- Who the people are in the image and what they are doing Lots of factory workers, all dressed the same, all doing the same work
- What feelings are conveyed by the subject

  Monotony -because they are all dressed the same, it's like they are robots—not real people. It

  also seems a little bit frightening because they people seem so dehumanized
- Where this event took place
  Without more information, it's impossible to say. It's very industrialized, so it could be in the
  developed world but I don't think many factories in the developed world have so much sameness
  or so many workers

- When this event took place
  In the modern day, due to the lighting and industrialized features, plus the use of plastics
- The title Manufacturing #17 supports the idea of the inhuman aspect of the large factory—it doesn't tell you what is being manufactured, or where it is. It's just a number.
- Industrialization is dehumanizing. The people are all dressed the same. Hoods cover their heads and masks cover their faces, so you can't see any individual features, ethnicity or whatever. There are hundreds of identical people in this picture, all doing the same work and they go back and to the sides as far as the eye can see.
- What it has to do with globalization

  Industrialization increases with globalization. The more nations industrialize, and the larger the markets they cater to, the more factories like this will exist. The more corporations and countries focus on profits, rather than people, the less the concern for individualism.
- What perspective does it represent?

  I would say this image is from an anti-globalization perspective because it shows how individual cultures and identities are sacrificed to make money.

### How to Detect Bias and Propaganda

**Bias** is showing a preference for one side over another rather than being neutral; bias is used to influence people either negatively or positively towards an idea or event.

Bias is based in the beliefs and values of the person(s) involved and, therefore, their ideology as well. In the media, bias is in newspapers, magazines, poster, TV programs, and the Internet. Someone may claim, "The newspaper article was biased towards the positive aspects of police use of tasers and did not include any negative effects of taser use." This statement suggests the writer of the newspaper article was trying to influence people to accept the use of police tasers by omitting the negative things about taser use.

Every writer has his or her own attitude, point of view, and worldview. However, news stories are supposed to be objective. They are supposed to present the facts and not try to influence the reader one way or another.

Consider some ways in which bias is shown.

### Bias through selection and omission:

- By choosing whether to cover a specific news item, a news source communicates what it believes should matter to the public.
- Within the story, details can be ignored or included to give readers or viewers a particular view about the events reported.
- **How to Uncover Bias:** Compare news reports from several sources to get the full story.

### **Bias through placement:**

- Where a story is placed within the newspaper or news program influences what a reader or viewer thinks about its importance.
- The first story in the news is assumed to be more important than stories at the end of the news or in the back pages of the paper.
- How to Uncover Bias: Compare news reports from various sources and judge for yourself the importance of a news item.

### Bias by headline:

- As the most-read part of a newspaper, headlines can express approval or criticism.
- **How to Uncover Bias:** Read the story completely to determine if the facts support the opinion suggested by the title.

### Bias through choice of words:

- In many places in the world, one person's terrorist is another person's freedom fighter. Words have emotional connotations as well as literal meanings. By using emotionally charged words, the writer can influence the feelings of the audience.
- **How to Uncover Bias:** Consider the connotations of the words. Substitute words that are less value-laden. Does the meaning of the story change?

Consider the following excerpt of an article entitled "The Clay Giant" by Nazi Minister of Public Enlightment, Joseph Goebbels. The article was published in November 1941. In the article, Goebbels discusses Great Britain's chances of winning World War II. How do Goebblels's choice of words attempt to provoke an emotional response from his audience?

The British Prime Minister Winston Churchill, as is well known, is a close friend of alcohol. His relations to the truth are a bit more strained. He has been on a war footing ever since his entry into political life. He is one of the world's best known liars. Not only do those in neutral and enemy nations smile when he says something, even knowledgeable circles in England cannot repress a grin. Everyone knows how he adds or subtracts, for example. At the moment he divides figures that are unfavorable for England by three, and multiplies the favorable ones by the same figure.

Courtesy, German Propaganda Archive

### Bias by photos, captions, and camera angles:

- Pictures can flatter people or make them look bad.
- The photos chosen can influence heavily the public's perception of a person or event.
- On television, this choice is even more important.
- Captions and the narration of a TV anchor or reporter are also potential sources of bias.
- **How to Uncover Bias:** Think about the attitude conveyed by the image. Does it portray an unbiased viewpoint?

Consider the images on the following pages. Do you consider that they use any form of bias to get their message across?



German Poster, 1918

Bolshevism brings war, unemployment, and famine.

Association for the Fight against Bolshevism.

**SUMMARY:** Poster shows an angel holding an olive branch standing in front of a mass of German soldiers and civilians. In front of the angel is Soviet communist holding a knife and preparing to throw a bomb.

© Courtesy U.S. Library of Congress



**United States Poster, 1941-43** 

Alaska: Death Trap for the Jap

**SUMMARY:** Poster for Thirteenth Naval District, United States Navy, showing a rat representing Japan, approaching a mousetrap labelled "Army Navy Civilian" on a background map of the state of Alaska.

© Courtesy U.S. Library of Congress



**Soviet Poster, 1940s** 

Fascism - is a starvation!
Fascism - is a terror!
Fascism - is a war!

**SUMMARY:** Poster shows a child with an outstretched hand next to the huddled figure of an old person. Barely visible in the background is a red image of a soldier and some industrial buildings, possible representing a concentration camp.

© Courtesy sovietposters.com

### **How to View Critically**

### Multimedia presentations are all around us.

Whenever we watch TV, go to a movie, rent a DVD, or watch a video clip on the Internet, we are bombarded with sights and sounds that amuse, entertain, and enlighten us. They are often shared by millions of people.

However, remember that all forms of the media offer particular worldviews. They are created purposefully and use techniques to accomplish those purposes. Film makers, television producers, advertisers, and even the lone video maker who has uploaded a short clip to the Internet all have messages to convey. We must exercise critical viewing skills to analyze what we see and hear to decide if the message increases our understanding of the world around us.

Perspectives, values, and viewpoints can be difficult to determine in the media. Media presentations may be very powerful. Although written articles or images are produced usually by individuals, multimedia presentations are produced usually by teams of people, many of whom are never identified. If these presentations are aired through the mass media, they communicate generally commercial messages and represent the perspectives and opinions of the media owners. Underlying social, cultural, and political values are presented through the media by various techniques.

**Media presentations** ranging from advertisements to the television news are powerful ways to convey messages. Although a well-constructed film may look natural and realistic, it was created based on hundreds or even thousands of decisions by the creative artists. **Sound, music, and other techniques** including camera angles, editing techniques, lighting, colour, and movement can elicit emotional responses overriding our critical thinking processes. Actual film footage of an event gives the viewer the impression that what is being seen is reality without any underlying message.

**Repetition of these messages** gives them more power. If we are told often enough that Mr. Clean is the best product for our floors, or that Coke tastes better than Pepsi, we start to believe it. The same is true for events in the news. If we hear often enough that nuclear weapons are in a Middle Eastern country, we may be prepared to go to battle to protect ourselves. If we hear that global warming is an issue we must all confront, we may start to do something about it.

To analyze what we see is important so we can determine if sound reasoning and solid evidence are being used to convince us of some idea about how the world works. When we analyze what we see and hear, we can use our own reasoning to make our own judgment about the message being sent.

What does viewing critically mean? It does not mean looking for what is wrong with what we see although that may be part of our analysis. Critical viewing means suspending judgment on a text until one has

- understood the message
- evaluated the evidence to support the message
- analyzed the perspective shown
- analyzed any techniques of persuasion used to convey the message

**Viewing critically** enables us to reach a deeper understanding of an issue without accepting incorrect information or messages based on unsound reasoning and evidence.

**But how do we view critically?** How can we tell if filmmakers, television producers, or advertisers are telling the objective truth or trying to persuade us without good supporting reasons? Multimedia presentations are complex. How can we analyze them?

**Start small, use a checklist, and ask some simple questions.** Sometimes some *self-talk* or discussion with a classmate or teacher helps with understanding.

### Before you begin:

- 1. Consider your **purpose** in viewing the work. What are you hoping to learn?
- 2. Think about **what you already know** about the topic. If what you see contradicts what you know, you may need to look further to find out more.
- 3. Think about your **own biases and perspective**. You may have opinions about the subject that can interfere with your understanding.
- 4. Keep in mind that **images and music** have a powerful effect on one's emotions. Try not to let these feelings sway your critical thinking.

### As you view and reflect:

- 1. What is the **context** in which the message was produced? Was it written for a specific audience, a cultural group, or at a certain time in history that might affect the message?
- 2. What is the **message** the media production team is trying to get across?
- 3. What is the **subject** of the presentation? Who is involved, what happened, when and where did it occur, and why did it occur?
- 4. What **techniques** are used in this presentation? How do the use of language camera angles, the type of shot, editing, movement, colour, and music and sound affect your understanding?
- 5. Whose perspective or worldview is being represented? Whose perspective is left out?
- 6. **Is evidence** used to support the ideas? If so, is the evidence based on scientific study and research, or is it anecdotal? Is the **source identified**? Is it a credible source? Is it current? Are **generalizations, inferences,** or **assumptions** used to support the position?
- 7. What **tone or attitude** does the media production team have towards the subject?

- 8. Is there an **underlying message** behind the piece?
- 9. Where can you **find out more**? Is more information available, either within the presentation, in its packaging, or through research?
- 10. Is the presentation useful in furthering your understanding of the subject?



In online Social 10-1, go to "Content", then scroll down the page to "Tutorials". Select "How to View Critically" and watch the video part way down the page. You can also view the same video on YouTube at http://www.youtube.com/watch?v=2nAe4\_b9itk

- 1. What is the **context** in which the message was produced?
- 2. What is the **message** of this video clip?
- 3. What is the **subject** of the presentation?
- 4. What **techniques** are being used in this presentation?
- 5. What **perspective** or **worldview** is being presented?
- 6. Are evidence or statistics used to back up the ideas?
- 7. What **tone or attitude** is presented towards the subject?
- 8. What **underlying message** is behind the piece?
- 9. Where can I find out more?
- 10. Is this presentation **useful in furthering your understanding** about globalization?

The following in one student's response.

A video about <i>Nike</i> , the sports equipment and clothing manufacturer, produced by Josh Conley, a student at Iowa University:  A student's response—			
1. What is the <b>context</b> in which the message was produced?  This video appeared on YouTube, which has a general audience of Internet users. Upon further research, I for it was made for a university course at the University of Iowa. So, his first audience was his professor, but become he uploaded it, he obviously wanted a larger audience has also set up a link where people can download the so he must want lots of people to see it. Because it is join the Internet, it would be available only to people with Internet connections.			
2. What is the <b>message</b> of this video clip?  The message is that Nike hires people in the developing world to make their products and does not pay them an adequate wage.			
3. What is the <b>subject</b> of the presentation?	The subject is Nike and its employees.		

_		
	4. What <b>techniques</b> are being used in this presentation?	language use - He plays on the Nike format, using words such as sacrifice, endurance, and determination.  type of shot - still shots, some close ups of faces, including extreme close-ups of a black sweating forehead, against playing on the Nike format and longer shots of workers editing - fast cuts back and forth between the orange slides with words and the images of the exploited worker colour - orange, just as Nike uses  music - rap music, which is angry and uses some lyrics to describe how undervalued the workers are; could be Eminem (?)  references - It's in the style of the ads Nike uses on TV and on their website which makes the presentation ironic.
	5. What <b>perspective</b> or <b>worldview</b> is being presented?	It's the worldview of a person from the Western industrialized world who does not believe people in the developing world should be exploited by transnational corporation. The perspective of Nike owners, who obviously believe in what they are doing, is not shown. Also, although he is trying to speak in defence of the Nike workers, he does not provide their perspective because he is not one of them.
	6. Are <b>evidence</b> or statistics used to support the ideas?	He says the workers get paid \$1.60 a day and work seven days a week, 12 hours a day, but he does not identify where he got that information.
	7. What <b>tone or attitude</b> is presented towards the subject?	Angry. I say that because of the music, which gets louder as the clip plays, and the images of poor people working in sweatshops, and the words both in the song and in the text.
	8. Is there an underlying message behind the piece?	He's just coming right out and saying that he believes Nike exploits its workers. There might be an underlying message in the irony of the piece, in that many of us in the developed world buy into Nike ads that tell us it is good to have determination and endurance to survive, but really, we're working out for fun and fitness whereas the people who create the products we use to entertain ourselves are truly suffering just to make us products we do not really need. That could be my own perspective though!
	9. Where can I find out more?	I found many websites that talk about how Nike uses sweatshops to produce its goods and exploit workers. An example is http://www.educationforjustice.org/stopnikesweatshops. htm
	10. Is this presentation useful in furthering your understanding about globalization?	Yes. Although lots of techniques of persuasion were used, I think it helped me think about the workers who make products I use. Usually, I just think about prices and what I want—not equally, justice, or the impact of my actions on the people who make these products.

Use the following checklist and focus chart to guide your viewing. You may photocopy these charts or download and print them as a word document from online Social 30-1 by going to "Content", and scrolling down the page to "Tutorials". Select "How to View Critically" and right click on "checklist" and "focus chart" at the bottom of the page to save the word documents.

Be	fore I view:	My responses:
1.	Purpose What am I trying to learn from this media presentation?	
2.	Previous knowledge What do I already know about the topic?	
3.	Perspective What is my own perspective or opinion, and how might it interfere with my analysis?	
As	I view and reflect:	
1.	Context What is the social, cultural, and historical context in which the piece was created?	
	<ul> <li>Message</li> <li>What is the message?</li> <li>Subject What happened? Who are the people in the story? Where and when did it happen? Why did it happen? </li> <li>Techniques How did media production techniques contribute to the message? (camera angles, types of camera shots, movement, editing, sound effects and music, references, use of language) </li> </ul>	
3.	Perspective What worldview or perspective is presented?	
4.	Reasoning and evidence What reasoning and evidence support the message?	
5.	Tone What attitude has been presented about the subject?	
6.	Underlying Message What is the underlying message, if there is one?	
7.	How does the presentation <b>further my understanding</b> ?	

Before I view:			
1. Purpose			
2. Previous knowledge			
3. Perspective			
As I view:			
1. Context			
2. Message			
3. Subject who what when where why			
4. Techniques camera angles types of shot movement editing sound and music references use of language			
5. Perspective			
6. Reasoning and evidence			
7. Tone			
8. Underlying Message			
9. Is this presentation useful in furthering my understanding?			

# How to Conduct Research on the Internet

Six Steps to Research		Key Ideas
1.	Define your task.	<ul> <li>What question or perspective on your topic must you uncover?</li> <li>After you have decided what you need to find out, produce a list of questions or subtopics to research.</li> </ul>
2.	Choose some strategies.	<ul> <li>Where will you search for information?</li> <li>Consider all possible sources, including newspapers, magazines, books, the Internet, and people who can provide information and insights.</li> </ul>
3.	Locate and access information.	<ul> <li>Where do you find reliable information?</li> <li>How do you locate it? If the Internet is your primary resource base, you must evaluate the website before using the information it provides. Several tips for effective use of the Internet are given below.</li> </ul>
4.	Use the information.	How do you choose which information to use?  Be sure to use only evidence that supports your position or the point or perspective you want to convey.
5.	Synthesize the information.	How do you organize your information? Use graphic organizers.
6.	Evaluate the end product.	<ul> <li>How well does your final product meet your goal?</li> <li>Evaluate your work and/or have it evaluated by others.</li> </ul>

# Evaluating the credibility of a website

Millions of websites are available, ranging from corporate sites to those created by young children. Anyone can publish almost anything on the Internet, so determining if the content producer has any real expertise in the subject area may be difficult. When you are looking for information, evaluate the authenticity, quality, and usefulness of any website **before** you use it for research. Ask yourself the questions on the following page:

# Credibility

- Is there an author? Is the page signed?
- Is the author qualified? An expert? How do you know? How can you find out? *If not, how legitimate is the information?*
- Is there a **Contact Us** button? Can you contact the author for more information or for permission to use material? *If not, how legitimate is the information?*
- Is there an **About Us** button? Can you find out more about the sponsor of the site? *If not, how legitimate is the information?*
- Is the sponsor a legitimate or reputable organization? How can you tell? *If not, how legitimate is the information?*
- If the page includes neither a signature nor a sponsor, is there any other way to determine its origin? *If not, how legitimate is the information?*

#### More information about the site

- Look for a header or footer: Information about the author and the site sponsor may be provided.
- Look at the URL and the domain:
  - .com a commercial site
  - .edu an educational institution.
  - .gov a government site
  - .org an organization, usually non-profit.
  - .net administrative sites in North America

Sometimes you will see an indication of the country of origin, such as .uk for the United Kingdom, .ca for Canada, or .au for Australia.

- **Search for more information:** Use your search engine to find more about the author, the article, and the sponsoring organization. You may be able to verify the reputation of the author or organization through additional searching.
- Contact the page sponsor to find more: E-mail the author or page sponsor if you want more information.

# **Accuracy and Currency**

- Up-to-date or timely: Is a date given on the publication or a date for revisions to the site?
- **Factual:** Are the sources documented from other reputable sources? How can you verify the accuracy of the information?
- **Supporting evidence:** Are statistics or other evidence of research provided? Are the sources of information referenced according to proper documentation standards?
- Comprehensive: Are all important facts included, or is some important information omitted?
- Quality control: Are there spelling and typographical errors?
- **Links:** Are the links current or have they been moved? Moved links probably indicate the site is old and has not been revised lately.

## More information about the site:

# **Objectivity**

- Does the information show a minimum of **bias**?
- Is the page designed to sway **opinion**?
- Is there any **advertising** on the page?

On the following page is a checklist used to evaluate a website.

\* Source 0-5 points [5 is excellent, showing all criteria are met, and 0 is poor, showing no criteria are met.]

Site Name and URL:			
Criteria	Notes	Sc. (0-	Score (0-5*)
<ul> <li>Credibility</li> <li>Author's name is provided.</li> <li>Author's biography shows verifiable expertise in the subject area.</li> <li>Original publication is a reputable source.</li> <li>Contact information provided.</li> <li>Reputation of page sponsor can be verified.</li> </ul>			
<ul> <li>Accuracy</li> <li>Up-to-date or timely (Date of publication/revision is provided.)</li> <li>Factual (Sources are documented from a reputable source.)</li> <li>Supporting evidence (Research is evident.)</li> <li>Comprehensive (All important facts are included.)</li> <li>Quality Control (Minimal errors; links are current.)</li> </ul>			
<ul> <li>Objectivity</li> <li>Purpose (Check the "About Us" link and look for advertising. Does the site try to sell you an ideology, product, or service?)</li> <li>Fair (Is bias evident? Does the page sponsor have an agenda?)</li> <li>Moderate (Is language used to create an emotional response? Are overgeneralizations used?)</li> <li>Logical (Does information line up with other sites, as verified by crossreferencing? Are arguments based on reasoning and logic?)</li> <li>Worldview (Does worldview interfere with objectivity?)</li> </ul>			
<ul> <li>Value in research</li> <li>Provides accurate information – suits research purpose</li> <li>Provides valuable information – suits research purpose</li> <li>Provides a unique perspective that cannot be found in other sources, including non-internet sources</li> <li>Does not duplicate other sources in use</li> </ul>			
		Total:	
Would you use this site in your research? Explain in a paragraph.			

### **Using a Search Engine**

A search engine is a computer program designed to help find information on the Internet. It works by web crawling, indexing, and searching existing web pages and then storing the information it locates for retrieval by users.

The world's most popular search engine is Google, which has several versions in several languages. Google allows users to search data bases of webpages for information, images, and current news items.

**Keywords:** Users come to the search engine and make queries by entering keywords. The engine looks up the index and provides a listing of best-matching web pages according to its criteria, usually with a short summary containing the document's title and sometimes parts of the text. To refine your search, put quotation marks around the terms you want searched.

For example, if you were looking for information about residential schools in Alberta, enter "residential schools Alberta" complete with the quotation marks. Otherwise, the search engine will look for those terms separately and provide you with some irrelevant web pages. Most search engines support the use of the terms AND, OR, and NOT to further refine the search.

**Take notes:** When you have located accurate and relevant information, you need to take notes. Do not to just copy and paste the text! If you do that, you are using someone else's work as your own. That is *plagiarism* and is not permitted!



To view the movie online, go to Social 10-1 website and click on "Content" and then "Tutorials". Select Tutorial 13, "How to Read Critically" and click on the link at the bottom of the page.

# **How to Read Critically**

## **Ideas and Viewpoints:**

Each person has his or her own opinions. That's not a bad thing! Ideas about important subjects lead us to find better ways of living. Every article, editorial, news story, letter, or information on a website has a particular message and the point of view of its author.

However, to analyze what we read, determining if the author is using sound reasoning and solid evidence to convince us of a position is important. Analyzing that position can bring us further knowledge and provide us with the ability to form our own opinions and/or support positions we already have.

What does reading critically mean? It does not mean looking for what is wrong with a text! It means suspending one's judgment on a text until one has

- understood the message
- evaluated the evidence to support the message
- analyzed the writer's perspective
- analyzed any techniques of persuasion used to convey the message

**Reading critically** enables us to reach deeper understandings without accepting information that is incorrect or judgments based on unsound reasoning and evidence.

**But how do we read critically?** How can we tell if writers are telling the objective truth or trying to persuade us without appropriate supporting reasons? Some readings are long and complex.

How can we analyze a reading?

- Start small.
- Use a checklist.
- Ask some simple questions.

Sometimes some self-talk or discussion with a classmate or teacher helps with understanding.

## Before you begin

- 1. Consider your purpose for reading the article. What are you hoping to learn?
- 2. Think about **what you already know** about the topic. If the reading contradicts what you know, the warning bells should start to sound.
- 3. Think about your **own biases and perspective**. Your opinions about the subject can interfere with your understanding of the message. Your opinions may be valid and supported—you are not necessarily wrong because someone disagrees with you!

#### Skim the article

- 1. First, look at the **title**. If the article is a chapter or section of a longer work, look at that title as well. Does it present a simple message or indicate a particular point of view?
- 2. Are any **images**, **diagrams**, **or charts** used to illustrate the main idea effectively, or are they used to sway your opinion?

# As you read

- 1. What is author's **message**? Can you tell what it is right away?
- 2. Are language or persuasive tactics such as prejudice or fear used to appeal to the emotions?
- 3. What is the writer's **tone** and how does the tone (the author's attitude) affect your response to the text?
- 4. Are **evidence** or **statistics** used to support the author's ideas? If so, is the evidence based on scientific study and research, or is it anecdotal? Is the **source** identified? Is it a **credible** source? Is it **current**?
- 5. Does the writer use **generalizations**, **inferences**, or **assumptions** (statements without support or reason) to support his or her position?
- 6. Does the article represent a particular **perspective** or **worldview**? If so, whose perspective is left out?
- 7. Can you **find out more** about the author and his or her credentials? Jot some questions you could ask.

On the following page is a checklist to guide your reading.

Critical Reading Checklist				
Before I read—				
1. Purpose		I understand what I am trying to learn about this topic.		
2. Previous Kn	owledge	I have reviewed what I already know about this topic.		
3. Perspective		I have considered the possibility that my own perspective and personal opinion may interfere with my analysis of the reading.		
Skim the article-	_		✓	
1. Title		The title illustrates the author's main idea(s).		
2. Images are used to enhance the message.				
As I read—		✓		
1. Message The author's message is clear.				
2. <b>Persuasive Tactics</b> The author avoids using language or devices that create an emotional response.				
3. Tone		The author uses a serious tone to convey the message.		
4. Evidence		Verifiable evidence and/or statistics support the main idea. Sources are identified.		
5. Reasoning		Sound reasoning rather than assumptions, inferences, and generalizations are used to support the main idea.		
6. Writer's Per	spective	I can identify the author's perspective and opinion.		
7. Finding Out	More	I can find out more about the author's perspective and the issue.		

On the following page is a focus chart that you can complete as you read.

	Critical Reading
Before I read—	
1. Purpose	
2. Previous Knowledge	
3. Perspective	
Skim the article—	
1. Title	
2. Images	
As I read—	
1. Message	
2. Persuasive Tactics	
3. Tone	
4. Evidence	
5. Reasoning	
6. Writer's Perspective	
7. Finding Out More	



Watch a 15-minute video that models self-talk about a selected reading. It may seem to be a long movie, but it is definitely worth your time. Find the video in the online course.

# How to Read Charts, Tables, and Graphs

The American humourist Mark Twain once said, "There are three kinds of lies: lies, damned lies, and statistics."

If you are not *a numbers person*, you might be tempted to ignore statistics because they can be used to mislead people. However, statistics are also crucial facts that help us understand our world. Statistics in graph or table form can also provide very convincing evidence for a point.

You should learn how to read graphs, tables, and charts, and also how to create and use them to present numerical evidence.

"Give me an undigested heap of figures, and I cannot see the wood for the trees. Give me a diagram, and I am positively encouraged to forget detail until I have a real grasp of the overall picture."

M J Moroney

**Does the quotation above apply to you?** Most of us can make better sense of numbers when they appear in graph form. Graphs can make trends apparent and illustrate clearly changes, differences, and inequalities.

Consider some information presented in three ways: paragraph form, chart form, and graph form.

- **Graphs** are visual displays of the relationships between variables. The values of one set of variables are plotted along the horizontal axis with a second variable along the vertical axis.
- **Bar graph** is a graphic representation of the frequency distribution of a variable. Bars are drawn in such a way that their bases lie on a linear scale representing various intervals, and their heights are proportional to the frequencies of the values within each of the intervals.
- Line graph is a graphic representation of changes over time. If the mid-points of the top of the bars of a histogram are connected by a line and if the bars were omitted from the display, the resulting graph is a line graph. Line graphs show trends over periods of time. Trends of rates (death rate. infant mortality rates, etc.) are displayed better with line graphs than with histograms.
- **Bar chart** is a method of presenting data in such a way that each observation is one of several mutually exclusive categories. The frequencies (or percentages) are listed along the *y* axis and the categories of the variable along the *x* axis. The heights of the bars correspond to the frequencies. The bars should be of equal width, and they should not be touching each other.
- **Pie chart** is a circular diagram divided into segments, each representing a category or part of a category. The total area of the circle is 100%, which represents the total population shown.

# Misuse of graphics

"It pays to be wide awake in studying any graph. The thing looks so simple, so frank, and so appealing that the careless are easily fooled."

M J Moroney

You should understand how charts and graphs can be used to mislead people.

- Exaggerating or compressing the scale: An old trick is to mislead people by exaggerating or compressing the scale of the graph. The figures can show the same data, such as the death rate in women with breast cancer in England and Wales between 1951 and 1981. The first graph can suggest an alarming increase in the trend by not beginning at zero and showing the intervals as large as possible. If the second graph has a true zero on the y axis and the intervals are small, the results can look much less impressive. Researchers should use true zero if possible.
- **No scale provided:** This is used very commonly by drug companies to push their drugs in the market. Neat trends are shown to demonstrate the beneficial effects of a drug without any scale! One must always be careful while interpreting graphs and charts that do not have scales. Also, be wary when a scale is given but no units are mentioned!
- The graph based on insufficient data: Graphs with great looking trends and comparisons are drawn without any mention about the sample size. What if only ten people were tested? The trial of the drug could be made on only a handful of patients, and this fact is neatly concealed.
- **Too much data:** When graphs and charts have too much information, they confuse the reader. If an overwhelming amount of information is provided, nothing is learned.

# Guidelines for making good graphs

- 1. Before making a graph or chart, decide on the point that you wish to present, and then chose an appropriate method.
- 2. Emphasize one idea at a time in a figure.
- 3. Use conventional graphing methods.
- 4. Pay careful attention to the scale.
- 5. Construct graphs and tables that have meaningful information without reference to the text. Clear labels are essential.
- 6. Specify the units used.
- 7. Use few colours. Too many may look pretty, but they can confuse!
- 8. Be consistent in the use of colours and fonts in a series of graphs and tables.

#### Some terms to know

- The range of the data set is the difference between the largest and smallest number in the set. To find the range, subtract the smallest number from the largest number in the set.
- **The mean** of the data set is its average. To find the mean, add all the numbers and divide the answer by how many numbers you have.
- The median is the number that is in the exact middle of the data set.
- The mode is the number that appears the most often if you are working with only one variable.

# **How to Write an Outline**

Social Studies essays tend to include a great deal of information. Students easily get off track or forget some vital information. **Planning** your essay after you decide on a topic and position is essential. This lesson shows you how to write an outline for a five-paragraph essay.

The outline is always written before you write the essay. An outline is a list that organizes your arguments about an essay topic. The outline is most effective in point form rather than in complete sentences. As in building a house, plans are necessary before you lay the foundation, the walls, roof, etc. Sequence of building is important--the roof is never before the foundation!

Sometimes you will be asked to submit your outline before you write the essay. Your teacher wants to see how you have structured your ideas and if any pieces are missing or errors in reasoning or gaps in logic. You can correct these errors before you write and submit the final essay for marking. Imagine the builder getting to the roof and then realizing the foundation was inadequate!

**Essay Title:** Name your essay. Your title should be descriptive and catchy, but should not restate the essay question. Often, the title will not be clear to you until you have constructed the essay. Leave the title to last, if you wish.

- 1. **Introduction:** The beginning paragraph of your essay requires much care.
  - 1. Make a general statement relating to the topic. (Introduce the topic--and get the reader's attention.)
  - 2. State your thesis or position on the essay question. List the main arguments you will use to support your opinion.
- 2. **Body:** Each main argument is a paragraph. Points should follow in the same order as they were stated in the introduction.
  - 1. First main argument supporting your thesis
    - Fact and/or example about this argument
    - Another fact and/or example about this argument
  - 2. Next main argument supporting your thesis
    - Fact and/or example about this argument
    - Another fact and/or example about this argument
  - 3. Another main argument supporting your thesis
    - Fact and/or example about this argument
    - Another fact and/or example about this argument
- 3. **Conclusion:** The last paragraph of your essay has some important functions.
  - 1. Review the thesis. (Re-iterate your position.)
  - 2. Summarize the main arguments from the body of your essay.
  - 3. Make a concluding general statement on your theme. Do not bring in any ideas not discussed in the previous sections of your essay.



Try this site to help you create your outline.

http://www.2learn.ca/senior/compass/senoutline.html

(You must enter the following information: username LA48, password 2528)

Internet Link

# How to Write an Essay

Successful essays are written in five basic steps:

**Step One: Understand the Topic** 

- **Do you understand the essay topic question?** If you are uncertain, call or e-mail your teacher or a classmate or post the question for discussion on the course discussion board.
- Why does it matter? Think about why this issue matters to mankind and to you. You will need to explain the significance of the topic in your essay.
- What is your view? Remember that no topic is ever black and white and that you will find points for or against the topic. You must form a position on the issue that you can support with reasons and examples.
- Form a position and write it in a statement. You must be able to defend your position with evidence, facts, and theories.
- Take one of several positions: in favour of the topic, opposed to the topic, or somewhere in the middle. Generally, you are asked "to what extent" do you support a particular position, and often, you will find your view is somewhere in the middle ground. You can accept certain positive and negative aspects of the topic.
- Can you **discuss** briefly the essay topic's important points without your notes or references?
- If not, research in **Step Two** until you can.

# **Step Two: Locate Information**

- After you have formed a position, think about how you will **defend** it. What are the main reasons you believe what you do? What information will help you defend your position? Most of the information you need to complete an essay in Social Studies is in your course notes or your text.
- **Think** about what events and facts you have learned that will support your position. Take notes in your own words.
- **Find examples.** Locate specific examples to support your view. You will be evaluated on your defence of the position you take and your use of examples.
- **Research.** Specific statistics, sources, or quotations to support your position are excellent additions. Just be sure to cite them. If you are doing research on the Internet, be sure to complete the tutorial on "How to Research on the Internet".
- Cite your sources. Be sure to gather information for any footnotes and for the bibliography. "How to Cite References" is in the tutorial section also. Remember that **plagiarism is not tolerated**.

# Step Three: Organize your Ideas

- Before you begin the actual writing of your essay, organize your opinions, facts, and examples so
  that they make sense.
- An outline is essential to order your thoughts. Develop an outline to provide structure for your essay. (More about the outlines is given in another tutorial.)
- Your teacher may ask to see your outline before you write the essay.

# Step Four: Write the Essay

• Using your outline as a guide, write the first rough draft of your essay. Do not worry about spelling and grammar just yet. The first time around is just to get all your thoughts and information on paper while following your outline structure.

### **Step Five: Revise the Essay**

- Read your essay carefully. Do your reasons make sense? Do your facts support it? Are you sure the "facts" you have presented are true? If your reasoning does not make sense or if many of your facts are incorrect, you need to revise and edit your essay. The defence of position and quality of examples are worth the most marks on your essay; be sure you have strong supporting arguments.
- **Now**, spell check and read the essay aloud so that you can catch any errors. You may wish to have someone read your draft and make suggestions for improvement.

# How Essays are Graded in Social Studies

Your Social Studies essays are graded according to the criteria that Alberta Education uses to assess diploma exams.

Analysis of Source (20%)
Argumentation (26.6%)
Evidence (26.6%)
Communication (26.6%)

Examples of student writing can be found on Alberta Education's website by searching for "Examples of the Standard's for Student Writing"

# **How to Cite References**

If you conduct any research when you are writing an essay, you must cite your references.

Failure to cite your reference can lead to charges of plagiarism, which is a serious academic offence and can result in losing marks and receiving some further disciplinary action.

The Bibliography (or References) should include all the sources you used to find information for your research. Entries should be arranged alphabetically by authors' surnames and by titles of anonymous works, and they should include full bibliographic details:

- name(s) of author(s)
- full title of work
- place and publisher
- date of publication
- for articles periodical title and inclusive page numbers

Centre the title Bibliography (or References) at the top of a page at the end of the document. Then, follow the appropriate example below for correct formatting of each resource.

#### **Books**

#### One author

Ornstein, Robert E. *The Psychology of Consciousness*. 2nd ed. New York: Harcourt, 1977.

#### Two or three authors

Gesell, Arnold, and Frances L. Ilg. *Child Development: An Introduction to the Study of Human Growth*. New York: Harper, 1949.

# More than three authors

Spiller, Robert, et al. Literary History of the United States. New York: Macmillan, 1960.

# Corporate author

United States Capitol Society. We, the People: The Story of the United States Capitol. Washington, DC: National Geographic Soc., 1964.

# One of multiple volumes

Pizer, Donald and Earl N. Harbert, eds. *American Realists and Naturalists*. Detroit: Gale Research, 1982. Vol. 12 of Dictionary of Literary Biography. 128 vols. to date. 1978-.

# One work in an anthology/title within title

Dimock, George E., Jr. "The Name of Odysseus". *Essays on The Odyssey: Selected Modern Criticism*. Ed. Charles H. Taylor. Bloomington: Indiana UP, 1963. 54-72.

#### **Periodical Articles**

### Known volume, issue number and year

Posen, I. Sheldon, and Joseph Sciorra. "Brooklyn's Dancing Tower". *Natural History* 92.6 (1983): 30-3

### No volume number, no author name

"The Vietnam War: The Executioner". Newsweek 13 Nov. 1978: 70.

# Newspaper article

Greeley, Andrew. "Today's Morality Play: The Sitcom". *New York Times.* 17 May 1987, late ed., sec. 2: 1+.

# Two publications by the same author

Foulkes, David. "Dreams of Innocence". Psychology Today Dec. 1978: 78-88.

Foulkes, David. The Psychology of Sleep. New York: Scribner's, 1966.

# **Internet and CD-ROM Sources**

#### Part of an Online Book

Dickinson, Emily. "With Flowers". *Poems*. 1896. Project Bartleby, Columbia University. 6 June 1999 <a href="http://www.columbia.edu./acis/bartelby/dickingson/">http://www.columbia.edu./acis/bartelby/dickingson/</a>>.

Wilde, Oscar. *The Picture of Dorian Gray*.1890 Bibliomania 27 June 2006 <a href="http://www.bibliomania.com/0/0/frameset.html">http://www.bibliomania.com/0/0/frameset.html</a>>.

# **CD-ROM version** (NB: The end date is from the CD surface, not the journal.)

O'Shea, Dan. "Fabled Publisher Goes on the Net". Telephone 227.22 (1994):7. Business Periodicals Ondisc. CD-ROM. University Microfilm International. Nov. 1994.

Schultz, Susan M. "Postmodern Promos". Postmodern Culture. 3.1 (Sept. 1992): Online.

### Article in an Online Journal

Youngquist, Walter. "Alternative Energy Sources—Myths and Realities". Electronic Green Journal. 9. (Dec 1998). 1998. June 1999 <a href="http://www.lib.uidaho.edu:70/docs/egj09/youngqu1.html">http://www.lib.uidaho.edu:70/docs/egj09/youngqu1.html</a>.

### **Non-Print Sources**

# Television program

"Shakespearean Putdowns". Narr. Robert Siegel and Linda Wertheimer. *All Things Considered*. Natl. Public Radio. WUWM, Milwaukee. 6 Apr. 1994.

# **Videotape**

Capra, Frank, dir. It's a Wonderful Life. 1946. Videocassette. Republic, 1988.

# Interview

Greenhill, H. Gaylon. Personal interview. 19 May 1995.

# How to Write an Editorial, Letter, Speech, or Proposal

**Letters, speeches, editorials, or proposals** are designed to convince their audiences that certain actions are needed. In that respect, they are much like persuasive essays.

- Consider your audience: Who is listening or reading? Consider their beliefs, values, and attitude and be sure to use appropriate tone and reading level. Do not alienate them! For example, do not begin by criticizing the actions of the agency or organization you are trying to persuade. Do not use obscenities or slang or wild assumptions that make people dismiss your ideas.
- **Introduction:** Your letter, speech, or proposal should have a clear introduction that outlines the problem and the need for action.
- **Body:** Supporting details provide evidence of the problem and suggest a solution. This section of your writing should include examples of the problem and the reasons action is needed.
- Conclusion: End with a convincing explanation of the value of your solution and the need for action.

**Persuasive Writing** should be based on concrete evidence and strong supporting reasons. It is also designed to persuade readers to support a certain position or convince them to do something. Some of the techniques you have read about in Detecting Bias may be useful in persuasive writing. Be careful not to be excessive when writing to persuade; you may irritate your audience—and get no response or, worse, a negative response.

- Selection and omission: When you are writing to persuade, you do not have to use all the information at your disposal. For example, if you have some information that does not support your proposal, leave it out! Perhaps you are writing to your school board to convince them not to use pesticides on your school grounds. You have discovered that the pesticide used is manufactured by a local company that will lose business without the contract to the school board. You do not need to use that information. Instead, concentrate on the prevailing issue, which is the negative environmental impact and possible health risks to children.
- **Emotional language:** You are trying to convince your audience. Feel free to play on their feelings! Just be sure not to sound irrational or you may lose credibility.
- Convincing arguments: When you think about your audience, think about what might influence them. Public opinion? Losing or making money? Sustainability? Ideology? Use whatever works!
- Headlines, photos, videos, and quotations from authorities or celebrities might be helpful.

# How to Make an Effective Presentation

Many kinds of presentations can be made. For a distance education course, a face-to-face presentation is not always very practical! However, if you do want to make a presentation to a teacher, please see what arrangements you can make.

Most distance presentations are made using computer presentation software, such as PowerPoint.

A **PowerPoint presentation** is a series of slides that can include images, graphs, charts, audio, and movie files as well as various kinds of animation, all of which make your topic come alive to your audience.

The same general rules for writing an effective paragraphs or essays apply to a presentation.

- Unity: Your ideas, images and multimedia files must all relate to your topic. Do not throw in a picture or a movie just because it looks good. It must serve clearly to illustrate your main idea.
- Clarity: Your ideas should be clear and your images and multimedia files must be of good quality and be easy to understand.
- Correctness: Spelling and grammar still count! Be sure to proofread and edit for grammar.

# Tips for Making a PowerPoint Presentation

Remember that a PowerPoint presentation is designed to be shown on a large screen to a large audience. What might look great to you on your home computer might not work as a presentation. A presentation should be easy to read. Avoid long paragraphs.

Imagine that you are showing your PowerPoint slides in a classroom or auditorium. Will your material be easy to read from several metres away? Are your graphics clear and easy to understand?

- Use bullets or a numbered outline.
- Guideline: Use about 6 words per line. Use about 6 lines per slide.
- Avoid long sentences.
- Font size should range from 18 to 48 points.
- Text should contrast with background.
- Avoid elaborate fonts and anything in all capital letters, which are difficult to read.
- Graphics should provide balance.
- Never use more than one image per slide.
- Transitions should be consistent.

If you have never used PowerPoint before, realize that they are quite easy to organize. An excellent PowerPoint tutorial can be found online at http://www.actden.com/pp/

# How to Get a Good Mark on your Unit Reviews

Each unit of Social Studies 10-1 concludes with a multiple-choice Unit Review. You have two attempts to complete the Unit Review. Remember that, taken together, the Unit Reviews are worth 10% of your school-awarded mark. Although the review is open book, be sure to review all key concepts before your first attempt. For questions that are based on a source, we suggest you read the question first so you know what you are looking for in the source. Then, look carefully at the source before you select an answer.

After you have completed Attempt One of each quiz, you should go over the feedback provided. This feedback will help you to understand further the concepts and terms you need to know to complete each question successfully. Because the questions are generated randomly, you will not get the same set of questions the second time. Therefore, to raise your mark on the second attempt, you must understand why your answers were incorrect and how to find the correct answers.

### **Accessing Online Feedback**

If you are completing the Unit Reviews online (as we recommend strongly), here is a review of how to access the feedback. After accessing Social Studies 10-1 online, follow these steps:

- 1. Go to "Quizzes".
- 2. Click on the name of the Quiz you want to review,
- 3. Click on the "Submissions" tab at the top of the page that looks like this:



- 4. Click on "Attempt 1".
- 5. Then, you will see the quiz you completed. At the end of each question, click on "Show Feedback". Then, you will see the feedback to the question.

Note the example from Unit One Review.

The feedback provided gives some suggestions to help you do better on your second attempt. Review the identified concepts and terms before you try the quiz again. Your grade for the review will be the average of the marks you receive on the two attempts. The password for the second attempt is found in the feedback on the very last question. If you cannot find it, e-mail your teacher.



# **Social Studies 10-1 Final Exam Preparation**

The Exam section explains the format of the final Exam and help you build your skills in exam writing. This section provides tips on writing multiple-choice questions and tutorials on how to compose the written responses on the exam.

# The Final Exam

The Final Exam for Social Studies is worth 30% of your final grade. To receive credits for Social Studies 10-1 you must complete the Exam.

The exam for Social Studies 10-1 consists of two parts.

- Part A is the written portion of the exam, which consists of two writing assignments worth 50% of the exam mark.
- Part B consists of 50 multiple-choice questions, worth 50% of the exam mark.

# **PART A: Written Response** allows you to use the following print references:

- an authorized English and/or bilingual dictionary (Students writing in French may use a French language dictionary.)
- a thesaurus
- an authorized writing handbook from the following list:
  - A Canadian Writer's Reference (D. Hacker), 2nd edition only
  - *Checkmate: A Writing Reference for Canadians* (J. Buckley)
  - English Language Arts Handbook for Secondary Students (Alberta Education)
  - Fit to Print: the Canadian Student's Guide to Essay Writing (J. Buckley)
  - The St. Martin's Handbook for Canadians (A. Lunsford et al.)
  - The Writing Process (Gehle et al.)
- an authorized dictionary from the following list:
  - Collins Paperback English Dictionary
  - Collins-Robert Paperback French Dictionary
  - Gage Canadian Dictionary
  - Harper-Collins French Dictionary (French-English)
  - Le Petit Robert 1
  - Merriam-Webster's School Dictionary
  - The Canadian Oxford High School Dictionary
  - *The Concise Oxford Dictionary*
  - The Houghton Mifflin Canadian Dictionary of the English Language
  - The Oxford Dictionary of Current English

The reference texts used must not contain appendices that include social studies content (such as historical time-lines, the structure of the Government of Canada, Canada's court system, or the structure of international organizations such as the United Nations and NATO).

# Use of a computer

- If you do your written work regularly on a computer, you may have the opportunity to use a word processor for writing **Part A: Written Response**. Talk to your teacher to ensure one is available on exam day.
- When you complete your written-response assignment, make revisions or corrections directly on your final copy. If you are using a computer, you may edit your hard copy with a pen also.
- The examination booklet is your working copy. If you prefer to underline, highlight, or make notes on what you are reading, do so.

References or word processor are not allowed for Part B: Multiple-Choice.

# How to Write Multiple-Choice Exams

You are expected to demonstrate your Social Studies knowledge, skills, and understandings through your responses to various multiple-choice questions. Multiple-choice items are asked throughout the course.

**Part B: Multiple-Choice** of the exam consists of 50 multiple-choice items.

### **About Multiple-Choice Exams**

Multiple-choice items are of several types. Some are designed to test your knowledge, but others are designed to test your ability to evaluate and synthesize the information presented. Some are based on a source and others are not. Although you are expected to know your subject, you can obtain some skills and attitudes that will make test writing easier.

- Begin with a positive attitude. You have spent years developing your skills and knowledge in Social Studies. You have written many tests and quizzes. See the exam as a challenge to be surmounted!
- Take your time. Skim the entire exam before you start, noting any areas that might be challenging such as long readings.
- Use your test paper in a way that works for you. If you need to write on it to make review notes, cross out incorrect answers, or highlight areas you need to go back to, do that!

#### **Exam Terms**

A question **stem** is the actual question being asked or statement being made. Sometimes it has a question mark at the end, but sometimes it is the first part of a sentence for which you are expected to choose the best (most accurate) completion.



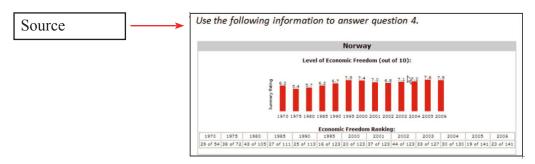
1. Economist John Maynard Keynes greatly influenced the evolution of economic liberalism by advocating for

The **distracters** are the alternatives from which you must choose the correct response. Usually, three of the four are designed to do just that—distract you from choosing the right answer, and thereby test your knowledge, skills, or attitudes.



A. governments to use fiscal and monetary policies to more closely regulate the economy and thus prevent excessive fluctuations in the economic cycle

A **source** or **selection** is the required information you need to complete a **source-based question**. It may be a reading passage, an image, a graph, a chart, a diagram, or a cartoon.



The multiple-choice items are generally of two types:

**Understanding** and **Analysis** questions test your knowledge of important events, ideas, and people.

- \_\_\_\_\_1. Economist John Maynard Keynes greatly influenced the evolution of economic liberalism by advocating for
  - A. governments to use fiscal and monetary policies to regulate more closely the economy and thus prevent excessive fluctuations in the economic cycle
  - B. corporations to work cooperatively rather than competitively to ensure that the prices for goods and services could be set by their collective decisions
  - C. consumers to be informed as to the environmental and labour practices of businesses and make ethical decisions when purchasing goods and services
  - D. labourers to use collective action to bring about the nationalization of the productive forces of the nation and thus ensure sustainable economic growth

**Evaluation and Synthesis** questions test your ability to apply your knowledge and skills. You must select the best answer from several options by discriminating among several alternatives that have elements of truth. These questions include bolded terms such as **most**, **mainly**, or **primarily**. Often, all alternatives are correct to some degree, but one is best because of the context established by the question.

*Use the following information to answer question 2.* 

**Speaker I**: I enjoyed going to school very much when I was younger. My parents wanted me to learn to read and felt an education was the way for me to have a better life than they did. However, after my father passed away when I was 12, I needed to work to help my mother pay for food so I had to leave school and get a job. Sometimes I see the rich children walking to school in their uniforms and pray that one day I'll be able to go back.

**Speaker II**: No one in my family has ever finished high school, let alone attend post secondary. My father was in residential school when he was a boy and he has never been able to get past the treatment he had there. We do not have a lot of money, but I would like to be able to get my electricians certificate so I can get a good paying job one day.

**Speaker III**: Going to university has never been a question for me. Both my parents have multiple degrees and expect that I will follow in their shoes. This fall I will start my degree in science and plan to enter into medical research as a career.

**Speaker IV**: I walk to my school, which is 9 km away from my house, and I have to get up very early to get there on time. There is only one teacher and only the oldest students have desks to sit at. I am learning to read, as well as other skills, and hope one day to set up my own store in the city closest to our town selling the clothes my mother and sister make.

- \_\_9. Which two speakers most likely live in countries where much of the youth are not able to access the resources required to participate in the knowledge economy? Question options:
  - A. Speakers II and III
  - B. Speakers I and IV
  - C. Speakers I and II
  - D. Speakers III and IV

# **Suggestions for Responding to Multiple-Choice Items**

#### **DO**...

- 1. Be sure you *understand the question* being asked or the statement being made. If you find it confusing, review what you know and reword the question on paper or in your head. Highlight terms and other key words to help clarify the meaning of the question or statement.
- 2. Read the question *in full* and formulate an answer before reading the distracters. Select the alternative that is closest to your own.
- 3. *In the stem*, pay attention to words such as **most**, **primarily**, and **mainly**. These terms indicate distracters that may be only partially correct. You must discriminate among the alternatives and select the one that is the most correct.
- 4. *In the distracters*, watch for terms such as **always** or **never**. They may indicate a false option. Look for options such as **often** or **sometimes** because they are more likely true.
- 5. *In source-based items*, read the item *before* you read the source so that you are clear about what you are looking for.
- 6. *In a source-based item*, analyze the source carefully. Look for details in the text or image. Be sure to read any footnotes, descriptions, or captions for images because they will help you find the best response.
- 7. Consider all the alternatives carefully before choosing the response you think is best.
- 8. If two of the choices seem to have the same meaning, look for subtle differences. If there are none, disqualify both of them.

## DON'T...

- 1. Don't panic! Remain calm and go through the exam to find questions you are comfortable with. *Answer those first.*
- 2. Don't spend too much time on questions you do not know. If you are stuck on a question, eliminate the alternatives that you know are incorrect. Choose from those remaining, using a logical strategy.
- 3. Don't leave any questions blank even if you are unsure of the correct response. Guessing is not penalized, but guess carefully.
- 4. Don't change your answers unless you have a good reason for doing so. *Do not change an answer on a hunch.*
- 5. Don't waste your time looking for patterns of As, Bs, Cs, and Ds. *There are none!*

## **Practice Multiple-Choice Items**

For some practice in writing the multiple-choice part of the test, use the Self-Check Assessments and Unit Review Quizzes.

# **How to Complete a Source Analysis**

The **final examination** in Social Studies 10-1 has two written responses:

- Writing Assignment One is a Source Analysis
- Writing Assignment Two is a Position Paper

Writing Assignment One: Source Analysis asks you to interpret three sources and identify the relationship among the sources. Marks are also awarded for your ability to communicate your ideas.

This assignment is worth 15% of your total examination mark.

- You must interpret **each** source, including an explanation of the ideological perspectives presented in each source **and** its connection to liberalism.
- You must identify and explain the relationship that exists among the sources.

The source analysis assignment looks like this:

Assignment I: Source Analysis Value: 15% of total examination mark

Suggested time: 45-60 minutes

Analyze the following source and complete the assignment.

---Source I goes here---

Photo, visual image, cartoon, or text

---Source II goes here---

Photo, visual image, cartoon, or text

---Source III goes here---

Photo, visual image, cartoon, or text

# **Assignment**

#### Examine each source.

Write a response in paragraph form in which you

- interpret each source,
- explain the ideological perspective(s) presented in each source, and
- discuss the links between the principles of liberalism and each source
- identify and explain one or more of the relationships that exist among the three sources

## **Reminders for Writing**

- Organize your response
- Proofread your response

In your Source Analysis, you must do several things:

- You must write about each source, describing its ideological perspective, and explaining how it connects to liberalism.
- You must also explain how the three sources relate to each other.

#### Your response should

- contain a clear interpretation of each source with an explanation of how it connects to the principles of liberalism
- demonstrate that you understand both the principles of liberalism and the ideological perspective reflected in the source
- identify and explain the relationship that exists among the sources
- present a response that is orderly, logical, and thorough
- use your understanding of Social Studies including your knowledge of ideologies and the principles of liberalism

### **Consider the Assignment**

This assignment has three parts: describe each source, explain how it relates to globalism, and explain how all three are related. There is no prescribed format for this assignment, but you should

- review the principles of globalization, (global citizenship, prosperity for everyone, identity, economic growth, and perspectives
- analyze how the **perspective** in the source is connected to globalization (It might be helpful to identify the issue presented in the source.)

# Before you begin...

### Review your understandings of globalization.

In your mind and/or on your planning page, review

- the principles of globalization
- the principles of identity
- the evolution of imperialism
- responses to imperialism
- the rights, roles, and responsibilities of citizenship

### **Interpret EACH source.** The interpretation of the source has two parts:

- 1. **Identify the perspective:** Consider the context; it will provide clues to help you interpret the source. What are the circumstances surrounding the event or situation in the source? Draw on your knowledge of history and globalization to understand the source. Use details from the source to help you understand the following:
  - Where did this occur?
  - When did it occur?
  - Who or what are in the source? What are they doing?
  - What feelings are conveyed?
  - Why was this source created?
  - What is the main idea reflected in the source?
  - Explain its connection to liberalism.
- 2. Identify the links to globalization: How does each source relate to globalization? Show that you understand globalism and the perspectives presented by each source. Write about each source and the specific perspectives of globalization separately, or discuss them separately. Consider the following:
  - What perspective is shown?
  - Does the author of the source represent an individual perspective, or does he or she represent a particular nation, religion, race, gender, or class?
  - Does the source author *support* any of the perspectives of globalization? Which ones?
  - Does the source author reject any of the perspectives of globalization? Which ones?
  - Does the source accept globalization or support for another?
  - What details or techniques used in the source support your analysis?

### Analyze the relationship.

The analysis of relationship has two parts:

#### 1. Identify the connection.

- Do the sources address the same perspective of globalization, or do they connect to various perspectives?
- Do they share the same ideological perspective, or do they represent various perspectives?
- 2. **Explain the connections among the sources.** You may identify and explain the relationship(s) in one part of the response or embed your explanation in each paragraph.
- What details from each source can be used to support your interpretation?

# Organize your ideas.

Before you begin to write your response, organize your ideas so that they make sense. An outline or a graphic organizer will help order your thoughts. Using your outline or organizer as a guide, write the first draft of your response. Get your thoughts and information on paper while following your organizational structure. Do not worry about spelling and grammar just yet.

#### Write your response.

Your response must be in paragraph form. Your assignment can consist of one long paragraph, but to do justice to the sources, include several paragraphs:

- an introduction that explains the topic
- a paragraph that explains each of the three sources
- a paragraph that explains the relationship among the three sources
- a conclusion (four paragraphs in total)

#### Proofread and revise your response.

As you read your first draft, ask the following questions:

- 1. Did I interpret **each** source thoroughly?
- 2. Did I establish a clear connection between each source and the principles of liberalism?
- 3. Does my explanation make sense?
- 4. Did I explain clearly how the sources are connected or related?
- 5. Are my statements facts or opinions?
- 6. Are my ideas organized logically?
- 7. How are my spelling, grammar, and word usage?

Revise and edit your essay based on these questions. If you are using a word processor, be sure to set the language to English (Canada) and to use spell check and grammar check. If you are not sure, ask for help. Remember that you can bring a thesaurus, dictionary, and an approved writing handbook for use during the exam.

# **How the Source Analysis assignment is graded:**

Your Source Analysis assignments are graded according to the scoring criteria that Alberta Education uses to assess diploma exams.

Social 30-1 Written Response Assignment I Scoring Categories and Criteria

	<b>Interpretation of Sources</b>	Identification of	Communication
	_	Relationships	
	(7.5)	(5)	(2.5)
Excellent E	Interpretation and explanation of the source is sophisticated, insightful, and precise. The discussion of the links to the principles of liberalism is accurate, perceptive, and comprehensively developed.	on of the sophisticated, and perceptively identified. The sophisticated identified. The sophistical ples of liberalism e, perceptive, and ensively developed. tion and responsible to the sophistical structure is sophistical subjudiciously writing decomprehensive. The sophistical pudiciously developed identified. The sophistical pudiciously writing decomprehensive. The sophistical subjudiciously writing decomprehensive. The sophistical pudiciously developed identified identified. The sophistical pudiciously writing decomprehensive. The sophistical pudiciously developed identified identified identified identified identified identified. The sophistical pudiciously writing decomprehensive identified	
Proficient Pf	Interpretation and explanation of the source is sound, specific, and adept. The discussion of the links to the principles of liberalism is consistent, logical, and capably developed.	Relationship(s) are clearly and capably identified. The explanation is appropriate and purposeful.	Vocabulary is appropriate and specific. Sentence structure is controlled and effective; ideas are purposefully organized. The writing demonstrates capable control of mechanics and grammar.
Satisfactory S	Interpretation and explanation of the source is adequate, straightforward, and conventional. The discussion of the links to the principles of liberalism is relevant and developed in a generalized fashion.	Relationship(s) are generally and adequately identified. The explanation is straightforward and conventional.	Vocabulary is conventional and generalized. Sentence structure is controlled and straightforward; ideas are adequately organized. The writing demonstrates basic control of mechanics and grammar.

	of liberalism may be incomplete, superficial, and imprecise.  Interpretation and explanation of the source is minimal, inaccurate, and/ or simply copied from the	explanation is confusing, overgeneralized, and/or redundant. The identification of relationship(s) is minimal. The explanation is	The writing demonstrates a faltering control of mechanics and grammar.  Vocabulary is over-generalized and/or inaccurate. Sentence structure is uncontrolled; organization of ideas is
Poor	source. The discussion of	tangential and/or	haphazard and/or lacking.
P	the links to the principles	incomplete.	The writing demonstrates a
	of liberalism is disjointed,		profound lack of control of
	irrelevant, and demonstrates		mechanics and grammar.
	little or no understanding of		
	the assigned task.		
7040	<u> </u>	that fails to most the	minimum requirements of
Zero	Zero is assigned to a response	that fails to meet the	e minimum requirements of
Z	Poor.		

# **How to Write a Position Paper**

Writing Assignment Two is a position paper.

**Writing Assignment Two**: The **position paper** requires that you demonstrate the skills of analysis, evaluation, and synthesis in response to a written source. The exam provides a written source that you must analyze in **essay** format.

- You must demonstrate an understanding of the perspective(s) reflected in the source.
- You must establish a position in response to the perspective in the source.
- You must argue in favour of your position, defending it with evidence that has a theoretical, historical, contemporary, and/or current events focus.

The value of the position paper is 35% of the total examination score.

The position paper assignment looks like the following:

# **Assignment II: Position Paper**

Value: 35% of total examination mark Suggested time: 105-120 minutes

Analyze the following source and complete the assignment.

--- A written source of one sentence goes here---

# Assignment

To what extent should we embrace the ideological perspective(s) reflected in the source?

#### Write an essay in which you

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

#### **Reminders for Writing**

- Organize your essay
- Proofread your essay

This is a challenging writing activity. Look on it as an opportunity to show what you have learned about ideologies.

For the **Position Paper**, do not simply outline various ideological perspectives or retell the story of a historical event. Instead, write with a **purpose**. Your response should

- contain a clear analysis of the source
- demonstrate that you understand the ideological perspective reflected in the source
- present argumentation that is orderly, logical, and thorough
- use appropriate evidence to develop and support your position

Ask yourself these questions as you proofread your work for the Position Paper:

- Have I analyzed and demonstrated fully an understanding of the source?
- Is my argumentation consistent, logical, and thorough?
- Is the evidence presented accurate and relevant?
- Is my writing organized and easy to understand?
- Did I use correct spelling, punctuation, and grammar?
- Did I use vocabulary correctly and accurately?
- Will my response convince the reader that my position is valid?

#### **Consider the Ouestion**

Do you understand the question? On the exam, the position paper question is always

To what extent should we embrace the perspective of globalization reflected in the source?

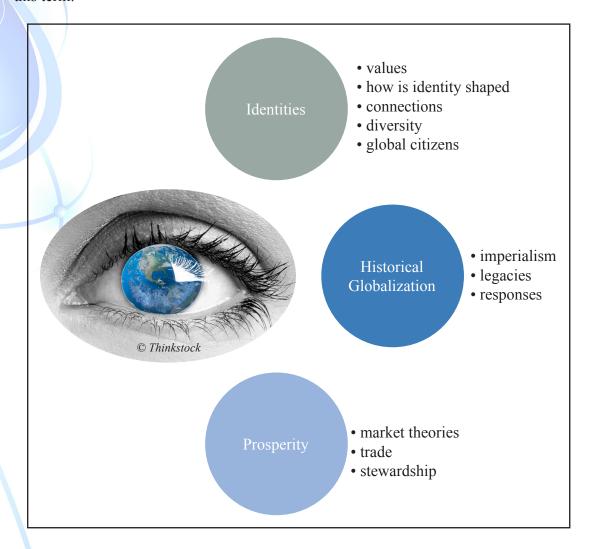
In other words, should we accept or reject the perspective in the source, or should we take a position somewhere in the middle? To answer this question, you need to

- review your knowledge about globalization
- analyze the perspective in the source
- establish a position (your thesis statement)
- think of arguments and evidence to support your position

### Analyze the perspective in the source

Your entire position paper is based on your analysis of the source presented. You must show that you understand the ideological perspective discussed in the source.

1. Review your understandings of global perspectives. Think about everything you have learned this term:



2. Analyze the source. Look closely at the words used and the message. What view about the nature of human beings does it suggest? What values and beliefs does it suggest regarding equality and freedom? Does it support ia global perspective? What ideas does it suggest about the role of global citizens?

#### **Establish a Position**

Your position must be clear. That does not mean you have to argue completely for or against the perspective presented in the source, but you do have to say how much you think it should be embraced. No matter what position you take, you must support it in the body of your essay. Possible answers include

- "...to the full extent"
- "...to a great extent"
- "...to a certain extent"
- "...to the extent that..."
- "...to no extent"

#### **Support your position**

After you have formed a position, think about how you will defend it.

- What are the main reasons you support or reject the ideological perspective presented in the source?
- What information will help you defend your position?
- What specific examples can be used to support your position?

Your essay is evaluated on your use of argument and the evidence you present. Evidence can be theoretical, historical, contemporary, or current.

#### Organize your Ideas

Before you begin to write your essay, organize your facts, opinions, and examples so that they make sense. An outline or a graphic organizer will help order your thoughts. Using your organizer as a guide, write the first draft of your essay. Get your thoughts and information on paper while following your organizational structure. Do not worry about spelling and grammar just yet.

#### Write the essay

The essay must include an opening paragraph in which you introduce the key elements of the concept being discussed and a strong thesis, several supporting paragraphs in which your arguments, evidence, and examples are presented, and a concluding paragraph.

### Revise the essay

As you read your first draft, ask the following questions:

- Did I analyze the source thoroughly?
- Did I establish a clear position?
- Do my arguments make sense?
- Does the evidence I present support my position? Are they facts or opinions?
- Are my ideas organized logically?
- How are my spelling, grammar, and word usage?

Revise and edit your essay based on these questions. If you are using a word processor, be sure to set the language to English (Canada) and to use spell check and grammar check. If you are not sure, ask for help. Remember that you can bring a thesaurus, dictionary, and an approved writing handbook for use during the exam.

# How the Position Paper assignment is graded:

Your Position Paper assignments are graded according to the scoring criteria that Alberta Education uses to assess diploma exams. A copy of this rubric is on the next page.

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	Analysis of Source (5)	Argumentation (10)	Evidence (10)	Presentation (5)	Matters of Correctness (5)
Excellent E	The analysis of the source is insightful and sophisticated. The understanding of the source and its relationship to the ideological perspective(s) is comprehensively demonstrated.	Judiciously chosen and developed argument(s) convincingly support the position taken. The argumentation is consistent and compelling, demonstrating an insightful understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is perceptively developed.	Evidence is sophisticated and deliberately chosen. The relative absence of error is impressive. A thorough and comprehensive discussion of evidence reveals an insightful understanding of social studies knowledge and its application to the assignment.	The writing is fluent, skillfully structured, and judiciously organized. A controlling idea is effectively sustained and integrated.	The writing demonstrates skillful control of sentence structure, grammar, and mechanics. The relative absence of error is impressive. Vocabulary is precise and deliberately chosen.
Proficient Pf	The analysis of the source is sound and adept. The understanding of the source and its relationship to the ideological perspective(s) is capably demonstrated.	Purposefully chosen and developed argument(s) persuasively support the position taken. The argumentation is logical and capably developed, demonstrating a sound understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is clearly developed.	Evidence is specific and purposeful. A capable and adept discussion of evidence reveals a solid understanding of social studies knowledge and its application to the assignment.	The writing is clear and purposefully organized. A controlling ideas is coherently sustained and presented.	The writing demonstrates capable control of sentence structure, grammar, and mechanics. Minor errors in language do not impede communication. Vocabulary is appropriate and specific.
Satisfactory S	The analysis of the source is straightforward and conventional. The understanding of the source and its relationship to the ideological perspective(s) is adequately demonstrated.	Appropriately chosen and developed argument(s) generally support the position taken. The argumentation is straightforward and conventional, demonstrating an adequate understanding of the assignment. The relationship between the position taken, argumentation, and the ideological perspective presented in the source is generally developed.	Evidence is conventional and straightforward. The evidence may contain minor errors and/or a mixture of relevant and extraneous information. A generalized and basic discussion reveals an acceptable understanding of social studies knowledge and its application to the assignment.	The writing is straightforward and functionally organized. A controlling idea is presented and generally maintained; however, coherence may falter.	The writing demonstrates basic control of sentence structure, grammar, and mechanics. There may be occasional lapses in control and minor errors; however, the communication remains generally clear. Vocabulary is conventional and adequate.

	The analysis of the	The argument(s) presented	Evidence is potentially	The writing is	The writing demonstrates
	source is incomplete	are confusing and/or largely	relevant but is unfocused	awkward and lacks	faltering control of
1	or lacks depth.	unrelated to the position taken.	and/or incompletely	organization. A	sentence structure,
	The understanding	The argumentation is repetitive,	developed. The evidence	controlling idea	grammar, and mechanics.
	of the source and	contradictory, simplistic, and/or	contains inaccuracies	is inconsistently	Errors obscure the clarity
Limited	its relationship	based on uninformed belief. The	and/or extraneous detail.	maintained.	of communication.
L	to the ideological	relationship between the position	The discussion reveals		Vocabulary is imprecise,
	perspective(s) is	taken, argumentation, and the	a superficial and/or	\	simplistic, and/or
	superficial and lacks	ideological perspective presented	confused understanding of		inappropriate.
	development.	in the source is superficially	social studies knowledge		
		developed.	and its application to the		
			assignment.		
	There is minimal	If arguments are presented, there	Evidence is either	The writing	The writing demonstrates
	analysis of the source.	is little or no relationship to the	irrelevant and/or	is unclear and	lack of control of sentence
	The understanding	position taken. The argumentation	inaccurate. The evidence	disorganized. A	structure, grammar, and
	of the source and	is irrelevant and/or illogical. The	contains major and	controlling idea is	mechanics. Jarring errors
Door	its relationship	relationship between the position	revealing errors. A	difficult to discern or	impede communication.
1001 D	to the ideological	taken, argumentation, and the	minimal or scant	is absent.	Vocabulary is
-	perspective(s) is	ideological perspective presented	discussion reveals a		overgeneralized and/or
	disjointed, inaccurate,	in the source is minimally	lack of understanding of		inaccurate.
	or vague.	developed.	social studies knowledge		
			and its application to the		
			assignment.		
Insufficient	Insufficient is a special of	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that do not contain a discernible attempt to	ulity. It is assigned to respon	ses that do not contain a	discernible attempt to
INS	address the assignment	address the assignment or responses that are too brief to assess in one or more scoring categories.	ss in one or more scoring cat	egories.	4

