

Social Studies 10-2 Review Notes

The final exam consists of 50 multiple-choice questions and three long answer questions in the same format as the Provincial Diploma Exam for Social Studies 30-2.

Related Issue Question 1: *Should globalization shape identity?*

Terms and Concepts:

In Unit One, you learned about the following *big ideas*:

- Globalization affects everyone in many ways.
- People have many views on globalization.
- You have a unique identity as an individual.
- You have an identity as member of a cultural group.
- The person you are today has been shaped by and is reflected in your language, your traditions, your religion and spirituality, the way you express yourself artistically, your clothing, your relationship to the land, your beliefs about human nature and society, and your values.
- Language, traditions, religion, spirituality, artistic expression, clothing, relationship to the land, values and beliefs about human nature, and society are all influenced by globalization.

Terms you should know:

accommodation	diversity	media
acculturation	global village	multiple perspectives
affirmation	globalization	oral history
the arts	homogenization	religion
assimilation	hybridization	spirituality
cultural revitalization	ideology	tolerance
culture	integration	traditions
customs	marginalization	values

Related Issue Question 2: *Should people in Canada respond to the legacies of historical globalization?*

In Unit Two, you learned about the following *big ideas*:

- Globalization has been with us since the first civilizations formed.
- Cultures and societies throughout history have become interconnected for many reasons.
- Imperialism is a form of globalization in which one nation dominates and exploits another.
- Imperialism came about for many reasons.

- Imperialism had positive, negative, and unexpected results for nations, aboriginal peoples, people from imperialist nations, and the entire world.

Terms you should know:

capitalism	emigration	invisible hand
colonialism	empire	legacy
colony	ethnocentrism	missionary
common good	Eurocentrism	socialism
communism	imperialism	Social Darwinism
cultural contact	immigration	sovereignty
cultural imperialism	individualism	trade
depopulation	industrialization	

In Unit Three, you learned about the following *big ideas*:

- Historical globalization and imperialism have similarities and differences.
- Canada as we know it today is a direct result of historical imperialism and globalization.
- The social, economic, and political results of imperialism are with us today, both positive and negative.
- Governments, organizations, and individuals have taken steps to redress the wrongs left by historical globalization and imperialism.

Terms you should know:

Assembly of First Nations	Official Languages Act	Third World
developed country	per capita income	transnational
developing or underdeveloped country	quality of life	corporation
gross domestic product	Quebec Act	Truth and Reconciliation Commission
non-status Indian	residential schools	United Nations
	self-determination	worldview
	standard of living	
	status Indian	

Issue Question 3: *Does globalization contribute to sustainable prosperity for all people?*

In Unit Four, you learned about the following *big ideas*:

- Individual people, governments, organizations, and corporations make decisions about producing, buying, and selling goods and services.
- There are various views about how much people benefit from competition.
- There are various views about how much people benefit from trade.
- There are various ideas about how trade should be conducted between nations.

Terms you should know:

Adam Smith	capitalism	dumping
capital	demand	free trade

General Agreement
on Tariff and Trade
International
Monetary Fund
investment
privatization
property rights

protectionism
quota
self-interest
Structural
Adjustment
Program
subsidy

supply
tariff
World Bank
World Trade
Organization

In Unit Five, you learned about the following *big ideas*:

- Globalization has expanded recently for many reasons.
- Governments, international organizations, and businesses all have a part in economic globalization.
- Globalization can make people around the world richer, and it can make them poorer.
- There are alternatives to globalization as we know it.

Terms you should know:

Cold War
conditionality
European Union
ICT
information society
infrastructure

knowledge economy
NAFTA
non-governmental
organization
specialization
sweatshop

trade agreements
trade liberalization
United Nations
Security Council

In Unit Six, you learned about the following *big ideas*:

- Uncontrolled economic growth harms the environment and could limit prosperity in the future.
- Individuals and governments have roles in ensuring the environment is protected for future generations.

Terms you should know:

alternative energy
climate change
ecological footprint
economy of scale
energy depletion
environmentalism

fossil fuels
global warming
greenhouse effect
Kyoto Protocol
monoculture
organic farming

slash and burn
sustainability
stewardship
renewable energy

Issue Question Four: Should I, as a citizen, respond to globalization?

(Unit 8 in your course materials)

In Unit Eight, you learned about the following *big ideas*:

- Our ideas about "quality of life" vary depending on culture, values, and worldview.
- *Global citizenship* means that, as citizens of this planet, we are all connected to each other.
- As citizens, we all have responsibilities to each other.
- As citizens, we all have rights.
- Globalization, human rights, and democracy are inter-related.
- We have the power to make the world a better place.

Terms you should know:

activism
anti-globalization
movement
citizenship
constitution
consumer activism

corporate
responsibility
discrimination
dissent
gender issues
global citizenship

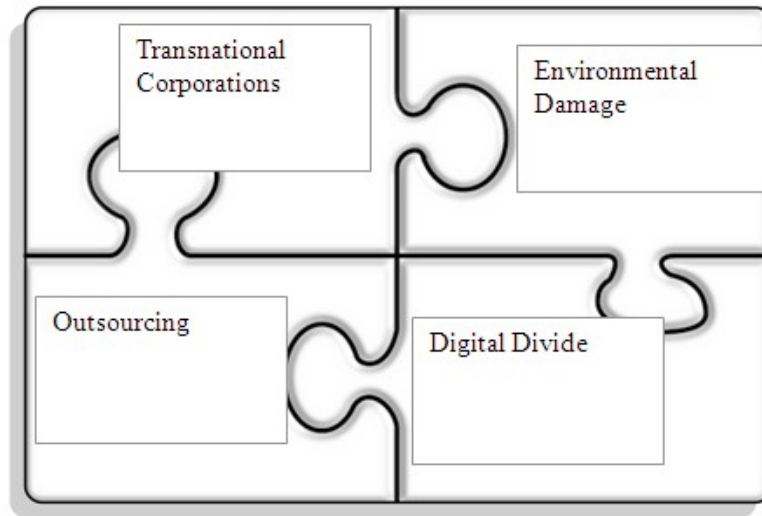
human rights
lobbying and lobbyists
refugee
responsibility
rights
status quo

Sample Written Responses:

Writing Assignment One: In this question, you will look at a diagram and answer a question in one or two paragraphs.

- The question will relate to one of the main concepts in the course.
- Be sure to write use information from the diagram in your answer.

Sample Assignment I



There are many effects of globalization on sustainable prosperity.

What characteristics of globalization lead to sustainable prosperity for all people?

Write a well structured response in which you

- **identify** factors that you think are most important to sustainable prosperity
- **explain** why you think these factors are important
- **support** your response by referring to your understanding of social studies.

Reminders for Writing

- *plan your response*
- *develop 1-2 paragraphs*
- *organize your explanations and support*

Writing Assignment Two: This is a source-based question. Remember to write about what **each** source has to say and use what you have learned about the topic to take and defend a position on the issue.

- The question will relate to one of the main issues.
- Make sure to describe each source separately
- Answer BOTH questions in a separate paragraph

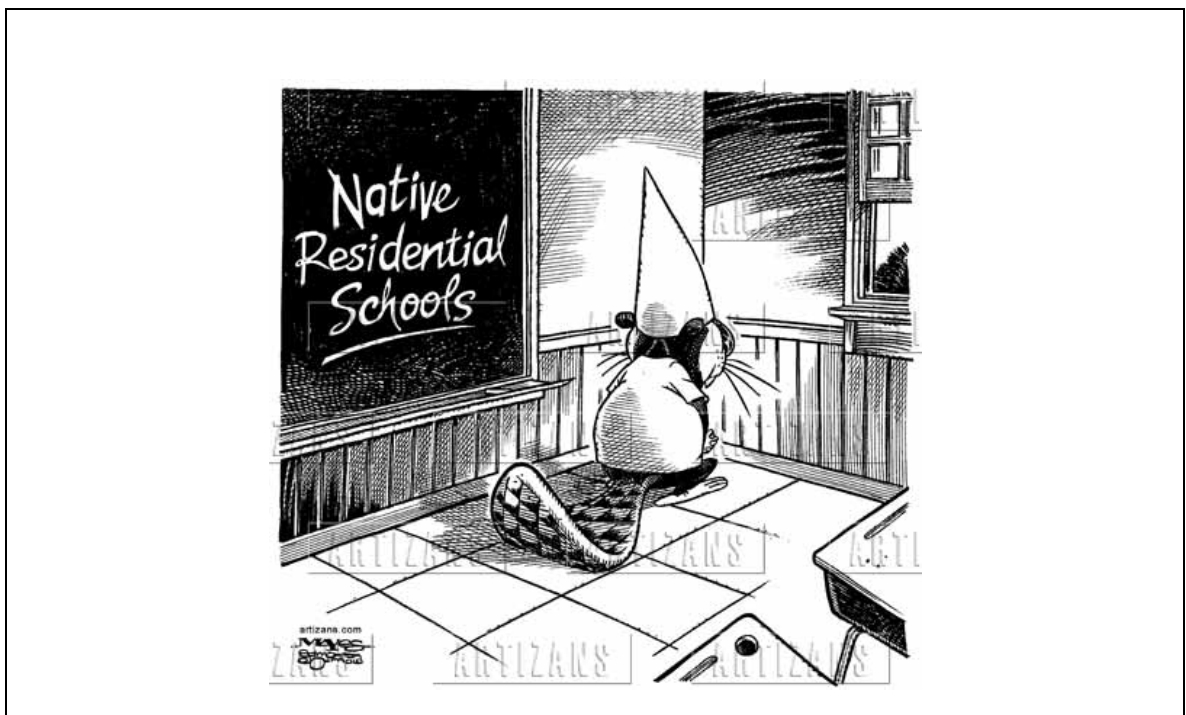
Sample Assignment II - 20 marks

Write a response in which you interpret each of the following two sources and answer **both** questions on the next page.

Source One

The painful legacy of residential schools continues to affect the survivors of residential schools. The effect of the abuse includes suffering for their families, communities, and culture. The harm caused by residential schools is not limited to the scars of abuse. The effect of residential schools also includes hurt to relationships between Aboriginals and non-Aboriginal people in Canada. Until every Canadian understands what happened in residential schools, and something is done about their legacy, oppression and inequality will still bring shame to the Canadian people.

Source Two



What ideas do each of these sources communicate to you about the legacy of residential schools in Canada?

and

How should Canadians respond to the legacy of residential schools?



Write a response in which you

- **interpret** each source to identify what the source tells you about the impact residential schools had on First Nations peoples in Canada
- **explain** your position on how the government should address the effects of residential schools

Be sure to **support your interpretations and position** by referring to details in the sources and your understanding of social studies

Reminders for Writing

- **Remember** that you must answer both questions.
- **Plan** your response.
- **Organize** your response to address the assignment effectively.
- **Refer** to the sources as you write your response.
- **Correct** errors that you find in your writing.

Sample Answer

The first source tells us that the legacies of residential schools include not only physical and emotional damage to the First Nations people who lived there, but also to their children, their communities and to their culture. It says that these schools damaged the relationship between aboriginal and non-aboriginal people resulting in inequality and the oppression of aboriginal people and it is something everyone in Canada should think about.

The second source is a cartoon. Canada is symbolized by a beaver, our national animal, wearing a dunce cap and sitting in the corner of a school room. The words "Native Residential Schools" are written on the blackboard. This refers to the legacy of residential schools that have brought shame to Canada by their bad treatment of Aboriginal people.

Both of these sources say that Canada was responsible for the poor treatment of Aboriginal people in residential schools that has caused long lasting problems for them and has brought shame to our country. They say that residential schools were bad for aboriginal people and for Canada as a whole. How should Canadians respond to the legacy of residential schools? Even though residential schools are a thing of the past, Canada today is made up of people of many races. We can't discriminate against people because of their race like we did in the past. As a country we have to realize that when our ancestors make mistakes, we all deal with the consequences or the same wrongs will keep happening. The government has offered an apology and money and programmes to help resolve the problems. Canadian students learn about residential schools in their education. This is a good first step. I think students should continue to learn about the First Peoples. Programmes should be put in place so native people can learn their own languages and learn about their own history and culture so they can be proud of who they are. All Canadians should support these efforts and think about their own attitudes toward people of other races so things like this will not happen again.

Writing Assignment Three: In this question, you will read the views of several citizens about a topic related to globalization. You are asked to write a response on this issue. Remember to write about the points of view expressed and then say what YOU think about the topic. You *must* give good reasons and actual examples that support your point of view.

- Write about each one of the perspectives presented. You don't have to describe each one in depth but you should consider all the ideas presented.
- You don't have to make an extreme position but you need to make some kind of stand
- It is critical that you use what you have learned in this course in your response. Use actual events and facts to back up your position.
- Should be at least three paragraphs in length

The question could relate to any of the main issue questions.