

Geographic Issues of the 21st Century

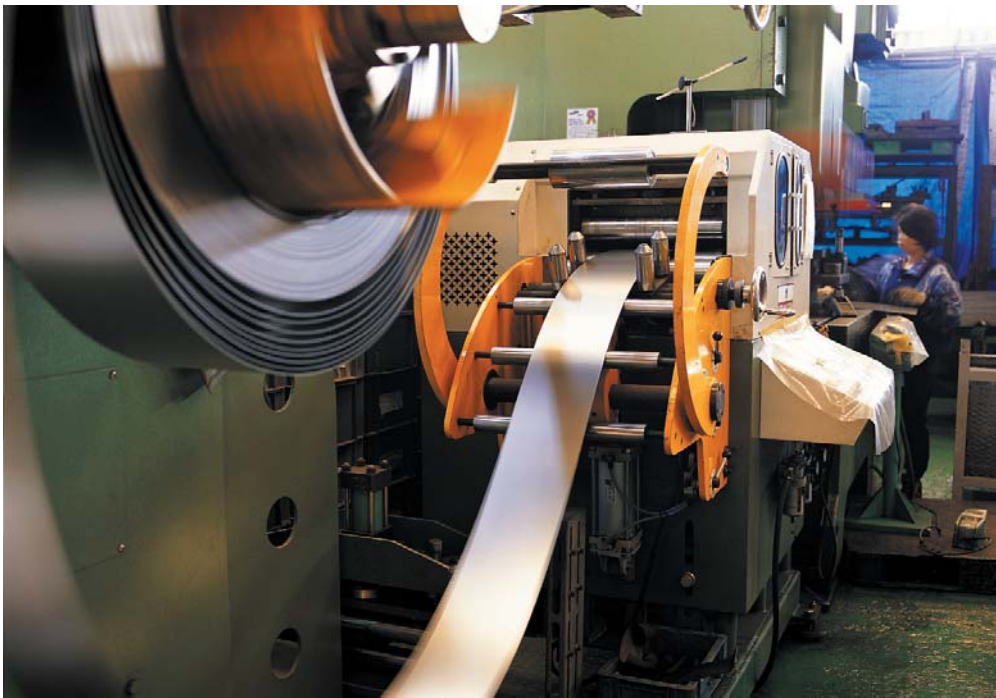
Industry and Trade

4

CLUSTER

SENIOR

2



Learning Experience 4.1: Definition and Location of Industry

- KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.
- KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*
- KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.
- KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
- S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
- S-204 Select, use, and interpret various types of maps.
- S-300 Formulate geographic questions to plan inquiry and research.
- S-302 Draw conclusions and make decisions based on research and various types of evidence.
- S-309 Observe patterns and make generalizations based on geographic inquiry.
- S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Learning Experience 4.2: Topics in Industry

- KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*
- KL-024 Identify on a map of the world Canada's major trading partners and major products traded.
- KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines... eco-tourism, APTN (media production), airlines...*
- VE-011 Be willing to consider the economic implications of their consumer choices.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S-104 Seek consensus in collaborative problem solving.
- S-107 Make decisions that reflect social responsibility.
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
- S-301 Consider the context of events, accounts, ideas, and interpretations.
- S-303 Reconsider personal assumptions based on new information and ideas.
- S-304 Analyze physical material and evidence during research.
- S-305 Compare diverse perspectives and interpretations in the media and other information sources.
- S-307 Propose and defend innovative options or solutions to address issues and problems.
- S-309 Observe patterns and make generalizations based on geographic inquiry.
- S-400 Listen to others to understand their perspectives.
- S-401 Use language that is respectful of human diversity.
- S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*



Learning Experience 4.3: Globalization

- KG-039 Define the concept of globalization and identify related social issues.
- VG-008 Be willing to consider the social and environmental impacts of their consumer choices.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S-107 Make decisions that reflect social responsibility.
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-304 Analyze physical material and evidence during research.
- S-305 Compare diverse perspectives and interpretations in the media and other information sources.
- S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.

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- S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
- S-309 Observe patterns and make generalizations based on geographic inquiry.
- S-400 Listen to others to understand their perspectives.
- S-401 Use language that is respectful of human diversity.
- S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
- S-405 Articulate their perspectives on issues.

Cluster 4: Industry and Trade

This cluster focuses on industry and trade in Canada, North America, and the world. Students become familiar with appropriate terminology related to industry and trade, examine the different levels of industry, and identify the factors that determine the location of industries. Students identify the geographic locations of the major manufacturing regions in North America and the world, as well as Canada's major trading partners and the major trade products. Students examine current industry and trade developments, including the increasing involvement of Aboriginal peoples in Canadian business and industry. In this cluster, students also identify current issues related to industry, trade, and globalization, and consider the economic, social, and environmental impacts of their consumer choices.



Learning Experience 4.1: Definition and Location of Industry

This learning experience introduces students to terminology related to industry and the different levels of industry. Students consider factors that determine the location of industry and advantages and disadvantages of locating a manufacturing industry in a particular area. In this learning experience, students also identify geographic locations of major manufacturing regions on maps of North America and the world.

- KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.
- KE-047 Identify factors that determine the location of industry.
Examples: energy, raw material, transportation, labour, markets, government policies...
- KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.
- KL-025 Identify major manufacturing regions on a map of the world and on a map of North America.

Learning Experience 4.2: Topics in Industry and Trade

In this learning experience, students consider a variety of issues related to industry and trade at the local, national, and international levels. Students identify Canada's major trading partners on a map of the world and consider Canada's major trade imports and exports. Students also focus on the increasing involvement of Canada's Aboriginal peoples in business and industry. Throughout the learning experience, students are encouraged to consider the economic implications of their consumer choices.

- KE-049 Identify current issues related to industry and trade.
Include: sustainable development, balance of trade.
- KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines...*
- KL-024 Identify on a map of the world Canada's major trading partners and major products traded.
- VE-011 Be willing to consider the economic implications of their consumer choices.

Learning Experience 4.3: Globalization

In this learning experience, students are introduced to the concept of globalization as it relates to industry and trade. Students consider a variety of issues and challenges brought about by increasing trends towards globalization. This learning experience also encourages students to consider the social and environmental implications of their personal consumer choices.

- KG-039 Define the concept of globalization and identify related social issues.
- VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

Skills Outcomes for Cluster 4: Industry and Trade

Skills for Active Democratic Citizenship

- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S-104 Seek consensus in collaborative problem solving.
- S-107 Make decisions that reflect social responsibility.

Skills for Managing Information and Ideas

- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
- S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
- S-204 Select, use, and interpret various types of maps.

Critical and Creative Thinking Skills

- S-300 Formulate geographic questions to plan inquiry and research.
- S-302 Draw conclusions and make decisions based on research and various types of evidence.
- S-303 Reconsider personal assumptions based on new information and ideas.
- S-304 Analyze physical material and evidence during research.
- S-305 Compare diverse perspectives and interpretations in the media and other information sources.
- S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
- S-307 Propose and defend innovative options or solutions to address issues and problems.
- S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
- S-309 Observe patterns and make generalizations based on geographic inquiry.

Communication Skills

- S-400 Listen to others to understand their perspectives.
- S-401 Use language that is respectful of human diversity.
- S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
- S-405 Articulate their perspectives on issues.



*Learning Experience 4.1:
Definition and Location of Industry*

- KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.
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Description of Learning Experience

This learning experience introduces students to industrial terminology and the different levels of industry. Students consider factors that determine the location of industry, and the advantages and disadvantages of locating a manufacturing industry in a particular area. In this learning experience, students also identify geographic locations of major manufacturing regions on maps of North America and the world.

Vocabulary Focus

The following vocabulary is important for Learning Experience 4.1: Definition and Location of Industry.

capital	manufacturing	retail
development	mining	secondary industry
entrepreneur	primary industry	services
executives	quaternary industry	tertiary industry
government	quinary industry	value added
industry	raw materials	wholesale
information industry	research	
locational factors	resource extraction	

Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.



Where to Find the Blackline Masters (BLMs)

Cluster-Specific BLMs are found in Appendix B. They are coded, for example, BLM 3-2, where the “3” refers to Cluster 3 and the “2” refers to the sequential number.

General BLMs are found in Appendix C. They are coded, for example, BLM G-6, where the G refers to “General” and the “6” refers to the sequential number. They are used in multiple strategies.

Teacher Notes are found in Appendix D. They are coded TN, and are numbered sequentially (e.g., TN 3 or TN 40).

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

Students will...

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

Activating Strategies

Strategy 1: Industrial Terminology

- Students work with a partner to brainstorm a definition for the term industry.
- Students speculate on what the terms primary, secondary, tertiary, and quaternary industry mean.
- Students verify their definitions with the use of a dictionary or with reference to BLM 4-1: What Is Industry?
- Students complete the Concept Overview form for the term industry, and the Three-Point Approach form for the different levels of industry and examples of each.
- Students discuss how the definitions may vary to reflect the multi-faceted nature of industry. *Examples: different levels and sectors of industry...*

Strategy 2: Local Industries: Types and Locational Factors

- Working in small groups, students list a number of local industries in an organizer. Organizer headings could include: Local Industry, Level of Industry, Supporting Evidence, and Locational Factors.
- Students predict the level of industries identified (primary, secondary, tertiary, and quaternary), and give supporting evidence/rationale for their choices.
- Students speculate on the factors that determine the location of industries identified.
- Students share examples and predictions with the class, make corrections, and add new examples to their organizers.

Strategy 3: Advantages and Disadvantages of Location of Industry

- Working in small groups, students identify several local or regional manufacturing industries they know about.
- Students suggest advantages and disadvantages of the locations for industries they have identified.
- Students record information on the Pro and Con Discussion Chart.
- Students share information with the rest of the class.
- Class members take pro/con notes for each industry presented.
- Students complete an Exit Slip to express what they have learned about the advantages and disadvantages of locating a manufacturing industry in a certain area.

Suggested Assessment Strategies

Teacher Tips and Resources

Activating Strategies

- Assess Concept Overview and Three-Point Approach organizers for the student's knowledge of terms related to industry and appropriate examples.
 - Observe and monitor work in pairs for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLMs G-1, G-2.)
 - Assess organizers for the student's skill in organizing and recording information in a variety of formats.
-
- Assess the organizer for the student's prior knowledge of levels and locational factors of industry.
 - Monitor group discussions and assess the organizer for the student's skill in drawing conclusions and making decisions based on evidence.
-
- Assess the Pro and Con Discussion Chart, notes, and Exit Slip for the student's knowledge of locational factors of industry, and the advantages and disadvantages of locating a manufacturing industry in a particular area.
 - Assess the Pro and Con Discussion Chart and notes for the student's skill in organizing and recording information in a variety of formats.
 - Monitor discussion and assess the Pro and Con Discussion Chart for the student's skill in drawing appropriate conclusions based on various types of evidence.

- Students may need a reminder to think of the common usage of the terms (primary, secondary, tertiary, and quaternary) before putting them in the context of this learning experience.
- Access to dictionaries or the Internet
- BLM 4-1: What Is Industry?
- BLM G-1: Group Performance: Assessment Scale
- BLM G-2: Group Performance: Self-Assessment Scale
- SFAL 6.101: Three-Point Approach for Words and Concepts
- SFAL 6.112: Concept Overview

- Students may need to review the definitions of industry, and examine information about examples of local industries to generate their own ideas.
Examples: various agricultural activities, transportation, implement and vehicle dealerships, slaughterhouses, grain terminals, manufacturing plants, tourism, financial, educational, and health services...
- Note that the quinary level of industry is not listed in the outcome; however, it is included in BLM 4-1 as it is often referred to in readings or texts relating to industry.
- BLM 4-1: What Is Industry?

- Students may need some examples of manufacturing industries, particularly in smaller towns and rural areas.
Manufacturing industries could include craft shops, honey production (apiaries), local bakery, slaughterhouses and meat-packing houses, dairies, machinery assembly, agricultural processing, and a variety of light and medium manufacturing industries.
- Each student group may be assigned to explore a different industry so that sharing findings will have students become interdependent learners.
- BLM G-22: Pro and Con Discussion Chart
- SFAL 6.60: Exit Slips

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

Students will...

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

S-309 Observe patterns and make generalizations based on geographic inquiry.

Activating Strategies**Strategy 4: Manufacturing Is Where and Why There?**

- Using the Listen-Think-Pair-Share strategy, students predict the locations of several major manufacturing regions in North America and in the world, and compile them in an organizer.
- Students pair with a colleague to share predictions, and use an atlas to verify locations of major manufacturing centres and to make necessary corrections.
- Pairs also predict the major factors that influenced the location of these manufacturing centres.
- Students share information with the class and create a master list on the board or flip chart.
- Students identify locations of major manufacturing regions on a wall map, or on handout maps of North America and the world.

Students will...

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

S-100 Collaborate with others to achieve group goals and responsibilities.

S-309 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Acquiring Strategies**Strategy 1: Types and Locations of Industries**

- Students work in small groups and select a Canadian or North American industry for detailed study.
- Each group selects and studies a different industry or type of industry to promote interdependent learning.
- Using print and electronic resources, students research their selected industry, identify the type of industry (primary, secondary, tertiary, or quaternary), and explain the factors that determined the location.
- Students also show the location of their industry on an appropriate map.
- Students organize information in an electronic presentation or poster format and share it with the class.
- Class members make notes in their course notebooks on each of the industries presented.

Suggested Assessment Strategies

Teacher Tips and Resources

Activating Strategies

- Monitor sharing and assess predictions, the Listen-Think-Pair-Share organizer, and map for the student's knowledge of locations of industries and locational factors of manufacturing regions.
- Monitor work in pairs and assess the Listen-Think-Pair-Share organizer for the student's skill in observing patterns and making generalizations regarding the location of manufacturing regions.

- Students may need access to atlases to assist them in making/checking their predictions.
- Atlases and wall maps or hand-out maps of North America and the world
- BLM G-32: Map of North America
- BLM G-33: Map of the World
- SFAL 6.13: Listen-Think-Pair-Share

Acquiring Strategies

- Assess the presentation and notes for the student's knowledge and understanding of the different types of industries and of locational factors.
- Monitor group work for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLMs G-1, G-2.)
- Monitor group work and assess the presentation for the student's skill in observing patterns and making generalizations.
- Assess the presentation for the student's skill in presenting information and ideas in an appropriate format. (See BLM G-7.)

- You should ensure that each level of industry is included in the topics selected by student groups.
- Access to library resources and the Internet
- Presentation software and art materials including poster paper
- BLM G-1: Group Performance: Assessment Scale
- BLM G-2: Group Performance: Self-Assessment Scale
- BLM G-7: Checklist for Creating Visuals
- BLM G-31: Map of Canada
- BLM G-32: Map of North America
- TN 16 Creating an Electronic Presentation
- TN 18: Creating a Poster
- TN 24: The Inquiry Process (Conducting Research)
- The map could be created using GIS computer software.
- An extension activity could focus on the key (or dominant) factors that might determine a primary industry as opposed to a higher level industry. For example, the location of a primary industry may be largely determined by the presence of natural resources and raw materials; however, these factors may have little or no importance to the location of higher level industries.

Targeted Learning Outcomes**Suggested Teaching/Learning Strategies****Students will...**

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-309 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-204 Select, use, and interpret various types of maps.

Acquiring Strategies**Strategy 2: Locational Factors for Local Industries**

- Working in small groups, students select a local or regional industry to research (each group selecting a different industry).
- Using print and electronic resources as well as primary sources of information, students research a particular industry to determine why it is situated where it is, and the advantages and disadvantages of this location.
- Students record findings in an organizer. (See BLM G-20.)
- Students also show the location of the industry, in reference to towns, cities, rivers, and lakes, on an appropriately scaled map.
- Students present findings to the class.
- Class members take notes in their course notebooks on each industry presented.

Strategy 3: Mapping Major Manufacturing Regions

- Working with a partner, students search conventional and electronic atlases to identify locations of major manufacturing regions in North America and the world.
- Students use GIS software to show locations of major manufacturing regions of North America and the world.
- Students also identify the major types of manufacturing that occurs in these regions.
- Students compare maps with partners and make any additions or corrections.
- Groups present GIS maps to the class.
- Class members make notes in their course notebooks on locations of major manufacturing regions.

Teacher Reflections

Suggested Assessment Strategies

Teacher Tips and Resources

Acquiring Strategies

- Assess the organizer and notes for the student's knowledge of factors that determine the location of industries and the advantages and disadvantages of locating in a particular area.
- Monitor the organizer for the student's skill in organizing and recording information.
- Monitor group work and assess the organizer for the student's skill in observing patterns and drawing conclusions based on research and evidence.

- Students may wish to use the information from this research to confirm predictions made in the Activating Strategy "Advantages and Disadvantages of Location."
- The map could be created with GIS computer software.
- Interviews with people working in local or regional industries, as well as pamphlets and reports about such industries, may provide helpful information.
- BLM G-20: Geography Questions Organizer or a variation to record information
- BLM G-30: Map of Manitoba
- TN 8: Geographic Information Systems (GIS)
- TN 14: Conducting an Interview
- TN 23: Note-Taking Strategy

- Assess the map and notes for the student's knowledge of locations of major manufacturing regions of North America and the world.
- Assess the student's skill in using appropriate information sources and technologies (GIS) to construct maps.
- Observe and monitor research for the student's skill in selecting, using, and interpreting various types of maps.

- You may wish to assign different geographical regions to each group to aid in the development of interdependence while reducing the time for research needed by each group.
- Access to conventional and electronic atlases
- Access to computers with Geographic Information Systems (GIS) software and *ArcCanada Data Sets*
- Access to an LCD projector for presenting GIS maps
- TN 8: Geographic Information Systems (GIS)
- As an extension activity, students may wish to compare these maps with ones they created in LE 2.1 in the Acquiring Strategy "Mapping Natural Resources," and look for possible relationships between the availability of resources and manufacturing.

Teacher Reflections

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

Students will...

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Applying Strategies**Strategy 1: Industry Flow Chart**

- Working in pairs, students select a manufactured item of interest from the classroom or from their personal possessions.
- Students create a flow chart diagram to show the development of the selected item from raw materials, through processing, manufacturing, and distribution to a retail outlet.
- At each stage, students identify the level of industry involved as primary, secondary, tertiary, or quaternary.
- Students post flow charts and explain them to the class.
- Class members take notes on the range and variety of items explored.

Strategy 2: Attracting an Industry to Your Town or City

- Students work in small groups to develop a brochure or write a letter to the editor to convince a company to locate an industry in their town or city.
- Students select a particular kind of industry that would be realistic for their region and the size of their community.
- Students include references to as many locational factors as possible in brochures or letters.
- Students also identify advantages of their location, both from a business perspective and as a great place for employees to live and raise families.
- Students share brochures and letters by posting them for a Gallery Walk.
- Students record information from the Gallery Walk in an organizer. The organizer could be the same as the one used in Activating Strategy 2, with the following headings: Local Industry, Level of Industry, Supporting Evidence, and Locational Factors.

Strategy 3: Electronic Presentation on Manufacturing Regions

- Working in small groups, students create an electronic presentation identifying the major manufacturing regions in North America and/or the world (groups may be assigned different regions to save time).
- Using an outline map of North America or the world as the opening slide, students create additional slides to show the location of major manufacturing regions, and identify the main kinds of products manufactured in their assigned region.
- Students share presentations with peers.
- Class members locate all the regions listed on an outline map of North America and/or the world.
- Class members make notes in their course notebooks on the main products manufactured in each region.

Suggested Assessment Strategies

Teacher Tips and Resources

Applying Strategies

- Assess the flow chart and notes for the student's knowledge of different levels of industry.
- Monitor the student's skill in making generalizations about industry based on the range and variety of items explored.
- Assess the format and effectiveness of the flow chart for the student's skill in presenting information and ideas in an appropriate format.

- The flow chart could be produced and presented using appropriate software or as a hard copy.
- Access to computers and appropriate software
- Art and poster materials as required
- TN 17: Creating a Flow Chart

- Assess the brochure/letter and organizer for the student's knowledge of factors that determine the location of industry, and the advantages and disadvantages of locating in a particular area.
- Assess the brochure/letter for the student's skill in presenting information and ideas in a variety of formats appropriate for audience and purpose.

- Using the RAFT (Role, Audience, Format, and Topic) approach may help students focus on this activity. (See SFAL 6.77.)
- Access to sample brochures and letters to the editor
- Access to computers with drawing and publishing software
- Art materials and poster paper
- SFAL 6.80: Gallery Walk
- TN 15: Creating a Brochure
- TN 25: Persuasive Writing
- Alternatively, students read "Statements about Locations of Industry," determine their response, and provide reasons for their choices. (See BLM 4-3.)

- Assess the presentation, note, and map for the student's knowledge of locations of major manufacturing regions in North America and the world.
- Monitor group work and assess the presentation for the student's skill in selecting and using appropriate tools and technologies to accomplish tasks.
- Assess the presentation and map for the student's skill in presenting information and ideas in appropriate formats.

- Information from several Activating and Acquiring Strategies in this learning experience may be used for this strategy.
- Access to computers with appropriate presentation software (*PowerPoint*) and Internet access
- Access to scanner and LCD projector
- Access to GIS computer software and ArcCanada data
- BLM G-32: Map of North America
- BLM G-33: Map of the World
- TN 8: Geographic Information Systems (GIS)
- TN 16: Creating an Electronic Presentation
- Alternatively, students clip pictures of industry and manufacturing and place them in appropriate locations on a map of North America or the world.

Targeted Learning Outcomes**Suggested Teaching/Learning Strategies****Students will...**

KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

S-300 Formulate geographic questions to plan inquiry and research.

Applying Strategies**Strategy 4: Industry and Manufacturing Quiz Game**

- Working in small groups, students develop a list of questions and answers about various aspects of industry studied in this learning experience.
- Students compose three categories of questions for participants to choose from: levels of industry, factors determining location, and the geographic location of major manufacturing regions in North America and the world.
- Each category is allocated a certain number of points for a correct response.
- Students play quiz games with other groups in the class.

Teacher Reflections

Geographic Issues of the 21st Century

SENIOR

2

Industry and Trade

LE 4.1: Definition and Location of Industry

4

CLUSTER

Suggested Assessment Strategies

Teacher Tips and Resources

Applying Strategies

- Assess questions and answers for the student's knowledge of levels of industry, locational factors, and locations of major manufacturing regions.
- Assess questions posed for the student's skill in formulating appropriate geographic questions.

- Information from several Activating and Acquiring Strategies in this learning experience may be useful.
- TN 11: Asking Geographic Questions
- Alternatively, students might use electronic templates to create a quiz game. (See <http://teach.fcps.net/trt10/PowerPoint.htm#temp> for information.)

Teacher Reflections



Learning Experience 4.2: Topics in Industry

- KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*
- KL-024 Identify on a map of the world Canada's major trading partners and major products traded.
- KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines... eco-tourism, APTN (media production), airlines...*
- VE-011 Be willing to consider the economic implications of their consumer choices.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S-104 Seek consensus in collaborative problem solving.
- S-107 Make decisions that reflect social responsibility.
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
- S-301 Consider the context of events, accounts, ideas, and interpretations.
- S-303 Reconsider personal assumptions based on new information and ideas.
- S-304 Analyze physical material and evidence during research.
- S-305 Compare diverse perspectives and interpretations in the media and other information sources.
- S-307 Propose and defend innovative options or solutions to address issues and problems.
- S-309 Observe patterns and make generalizations based on geographic inquiry.
- S-400 Listen to others to understand their perspectives.
- S-401 Use language that is respectful of human diversity.
- S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Description of Learning Experience

In this learning experience, students consider a variety of issues related to industry and trade at the local, national, and international levels. Students identify Canada's major trading partners on a map of the world and consider Canada's major trade imports and exports. Students also focus on the increasing involvement of Canada's Aboriginal peoples in business and industry. Throughout the learning experience, students are encouraged to consider the economic implications of their consumer choices.

Vocabulary Focus

The following vocabulary is important for Learning Experience 4.2: Topics in Industry.

balance of trade

barter

consumers

duties

eco-tourism

export

fair trade

free trade

Gross Domestic Product (GDP)

Gross National Product (GNP)

handicrafts

import

NAFTA

products

protectionism

quota

surplus

sweat shops

tariffs

trade

trade agreements

trade barriers

trade war

trading partners

Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

Targeted Learning Outcomes**Suggested Teaching/Learning Strategies****Students will...**

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

S-304 Analyze physical material and evidence during research.

S-309 Observe patterns and make generalizations based on geographic inquiry.

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines...*

S-303 Reconsider personal assumptions based on new information and ideas.

S-401 Use language that is respectful of human diversity.

Activating Strategies**Strategy 1: From the World to You**

- Working with a partner, students observe a variety of common items used in the classroom and at home (*Examples: clothing, electronic equipment, produce, manufactured food items...*), and identify the country of origin of each.
- Students write the name of the product and the country of origin on a self-stick note.
- Students place self-stick notes over the corresponding country on a large wall map of the world.
- Students observe any patterns that might emerge (*Examples: most fresh produce coming from Canada or the U.S. MP3 players from Japan...*) and speculate on reasons for such patterns.

Strategy 2: Current Canadian Trade Issues

- Working in small groups, students examine recent newspapers, TV news, or news websites to collect headlines and stories related to issues of industry and trade.
- Students clip or print the articles, make brief notes on TV news items, and organize them by trade item or countries involved.
- Students post headlines on a bulletin board and determine trends or patterns in the type of issue and region or countries involved.
- Classmates record in their course notebooks trade issues and/or countries involved in trade issues.

Strategy 3: Aboriginal Peoples in Business and Industry

- Using the Listen-Think-Pair-Share strategy, provide students with information and examples about Aboriginal involvement in business and industry in Canada.
- Students individually make notes on the examples provided, then brainstorm any further examples of Aboriginal involvement in business and industry.
- Students then work with a partner and add new information or make corrections, compiling their responses in an organizer.
- Students share examples with the class and make a master list on the board or flip chart.
- As a class, students discuss the significance of the increasing involvement of Aboriginal peoples in business and industry in Canada.

Teacher Reflections

Suggested Assessment Strategies

Teacher Tips and Resources

Activating Strategies

- Assess the student's placement of self-stick notes on the map for her or his prior knowledge of Canada's major trading partners and products traded.
- Assess the student's skill in analyzing a variety of items and determining their origins.
- Monitor and assess observations made for the student's skill in observing patterns and making generalizations about major world trading partners and major products traded.

- Encourage students to include a variety of common items from the classroom as well as from home. These might include pens and pencils, classroom furniture, computers and related technology items, books, personal items, clothing, appliances, entertainment items, fresh produce, and manufactured food items.
- A large wall map of the world
- Self-stick notes

- Assess headlines, articles, and notes for the student's knowledge of Canada's major trading partners and current issues related to industry and trade.
- Monitor group work for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLMs G-1, G-2.)
- Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)

- Access to newspapers, magazines, TV/radio news, and the Internet
- BLM G-1: Group Performance: Assessment Scale
- BLM G-2: Group Performance: Self-Assessment Scale
- BLM G-9: Selecting Information: Checklist
- Wall map of the world
- News articles may be kept for use in a subsequent Acquiring Strategy.

- Assess the Listen-Think-Pair-Share organizer and notes for the student's knowledge of Aboriginal involvement in business and industry in Canada.
- Monitor work with partners and class discussions for the student's skill in reconsidering personal assumptions based on new information.
- Monitor work with partners and class discussions for the student's skill in using language that is respectful of human diversity.

- You may provide examples of Aboriginal business involvement, such as the Aboriginal Peoples Television Network, handicraft shops, or artists.
- The following websites provide information on Aboriginal businesses in Canada: Aboriginal Business Canada (Industry Canada) at <<http://strategis.ic.gc.ca/epic/internet/inabc-eac.nsf/en/home>> and the Canadian Council for Aboriginal Business at <<http://www.ccab.com>>.
- Nearby First Nations Band Offices may be able to provide examples of local Aboriginal businesses.
- Encourage any Aboriginal students in the class to share knowledge of examples.
- SFAL 6.13: Listen-Think-Pair-Share

Teacher Reflections

Targeted Learning Outcomes**Suggested Teaching/Learning Strategies****Students will...**

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

VE-011 Be willing to consider the economic implications of their consumer choices.

S-104: Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

Activating Strategies**Strategy 4: Making Wise Consumer Choices**

- Using the Listen-Think-Pair-Square strategy, students individually read the consumer choice situations (see BLM 4-3), and write responses in an organizer.
- Students work with a partner, share responses, and make corrections or additions to their lists.
- Student partners join with another pair and try to reach a consensus concerning the economic implications of consumer choices, and suggest ways that they can make socially responsible choices.
- Students individually record examples of socially responsible choices.
- Students share views and suggestions with the class.
- Class members record additional examples of socially responsible choices in their organizers.

Students will...

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

Acquiring Strategies**Strategy 1: Using GIS to Map Canada's Trading Partners**

- Working with a partner, students use print and electronic resources to research Canada's major trading partners and major products traded.
- Students use Geographic Information Systems (GIS) software to create an electronic map showing Canada's major trading partners.
- Students devise appropriate symbols and icons and place them appropriately to represent major import and export products of Canada's trading partners.
- Students create a GIS layout of a map and add appropriate map requirements.
- Students present and demonstrate maps to the class.
- Class members individually record information about major trading partners and products in an organizer. Organizer headings could include: Country, Continent, Major Products Exported, and Major Products Imported.

Teacher Reflections

Suggested Assessment Strategies

Teacher Tips and Resources

Activating Strategies

- Assess the organizer for the student's knowledge of issues related to industry and trade.
- Monitor and observe group work and discussions for evidence of the student's willingness to consider the implications of her or his own consumer choices.
- Observe and monitor the student's work in pairs and sharing of views for her or his skill in seeking consensus in collaborative problem solving.
- Monitor discussion and assess the organizer for the student's skill in making decisions that reflect social responsibility.

- Matters of personal values can be sensitive, and students should be encouraged to explain their positions and to be open to others' ideas.
- BLM 4-3: Making Consumer Choices
- BLM G-1: Group Performance: Self-Assessment Scale
- TN 35: Reaching Consensus

Acquiring Strategies

- Assess the GIS map and information organizer for the student's knowledge of Canada's trading partners and major products traded.
- Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)
- Monitor pairs' progress and assess the GIS map for the student's skill in selecting and using appropriate tools and technologies to create her or his map.

- Access to library resources, atlases, and the Internet for research
- Access to computers, GIS software, *ArcCanada* data, and LCD projector
- BLM G-9: Selecting Information: Checklist
- TN 8: Geographic Information Systems (GIS)
- Students may use information acquired in previous learning in this cluster for this strategy.
- Depending on students' GIS skills, they may wish to develop hotlinks to particular countries and to lists of trade goods or issues related to trade with those countries, and develop data tables relating to Canada's trading partners and major products traded.

Teacher Reflections

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

Students will...

- KL-024** Identify on a map of the world Canada's major trading partners and major products traded.
- KE-049** Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*
- S-200** Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

- KI-006** Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines...*
- S-303** Reconsider personal assumptions based on new information and ideas.
- S-403** Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Acquiring Strategies

Strategy 2: Canada's Foreign Trade

- Working in small groups, students search print and electronic resources for news articles dealing with current issues of industry and trade and Canada's major trading partners.
- Students identify major products by category and by whether they are being exported and imported, and identify issues related to trade. *Examples: trade balance, free trade, protectionism, tariffs, health concerns such as BSE, and economic, political and environmental factors...*
- Students record information using the Fact-/Issue-Based Article Analysis organizers.
- Students post articles on the bulletin board and present their analysis to the class.
- Students also prepare a map showing Canada's trading partners (both for exports and imports).
- Class members make notes listing Canada's major trading partners and issues related to trade in their course notebooks.

Strategy 3: Aboriginal Businesses: A Growth Industry

- Working with a partner or in a small group, students use print and electronic resources to research a specific Canadian Aboriginal business venture; each group selects a different business to investigate to facilitate interdependent learning.
- Students determine/investigate the nature of the business venture and develop an information sheet describing its origin, location, product or service provided, marketing, employment, impact on the local economy, et cetera. (See BLM 4-5.)
- Students post information sheets for a Gallery Walk.
- Following the Gallery Walk, students write an Exit Slip to summarize what they have learned about the increasing involvement of Aboriginal peoples in business and industry in Canada, and to reflect on any personal assumptions that they may reconsider based on this information.

Teacher Reflections

Suggested Assessment Strategies

Teacher Tips and Resources

Acquiring Strategies

- Assess the map for the student's knowledge of Canada's major trading partners around the world.
- Assess the article analysis organizer and notes for the student's knowledge of current issues relating to industry and trade.
- Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)
- Assess the map, organizer, and notes for the student's skills in organizing and recording information and referencing sources appropriately.

- News articles collected in the Activating Strategy "Current Canadian Trade Issues" may be useful in this strategy.
- Encourage students to make use of GIS software and data sets to create maps.
- Access to library resources, computers, and the Internet
- BLM G-9: Selecting Information: Checklist
- BLM G-33: Map of the World
- SFAL 6.114, 6.115: Fact-/Issue-Based Article Analysis
- TN 8: Geographic Information Systems (GIS)
- TN 23: Note-Taking Strategy
- Alternatively, students may focus on a trade organization of which Canada is a member (*Examples: World Trade Organization, North American Free Trade Agreement*), and research the issues of concern to these organizations. (See BLM 4-4.)

- Assess the information sheet and Exit Slip for the student's knowledge of Aboriginal involvement in business and industry in Canada.
- Assess the Exit Slip for the student's skill in reconsidering personal assumptions based on new information.
- Assess the information sheet and Exit Slip for the student's skill in presenting information and ideas in a variety of formats.

- See the "Aboriginal Organizations" classification in Manitoba and Winnipeg telephone directories (Yellow Pages®) for a list of organizations and businesses.
- Access to library resources and the Internet
- BLM 4-5: Aboriginal Business Information Sheet
- SFAL 6.60: Exit Slips
- SFAL 6.80: Gallery Walk
- A Manitoba First Nation noted for its successful business ventures is Opaskwayak Cree Nation (OCN) near The Pas. OCN runs its own Business Development Corporation (Paskwayak) that operates a shopping mall and a number of other business concerns, including a casino. (See <<http://www.opaskwayak.mb.ca>> for additional information.)

Teacher Reflections

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

Students will...

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-301 Consider the context of events, accounts, ideas, and interpretations.

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

VE-011 Be willing to consider the economic implications of their consumer choices.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-305 Compare diverse perspectives and interpretations in the media and other information sources.

KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada.

Examples: eco-tourism, APTN (media production), airlines...

VE-011 Be willing to consider the economic implications of their consumer choices.

S-401 Use language that is respectful of human diversity.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Applying Strategies

Strategy 1: Possible Solutions to Trade Issues

- Students work in small groups to examine a current trade issue affecting Canada (each group selects a different issue), and propose solutions on how the issue should be resolved.

Students use the RAFT (Role, Audience, Format, Topic) strategy and pretend they are advisors to the Minister of International Trade. They develop a briefing paper to include an overview of the issue, their suggested course of action to resolve the problem, and possible consequences. (BLMs G-22, G-23, or G-25 may be helpful.)

- Students present briefing papers to the “Minister” (rest of the class).
- Class members record information in an organizer (see BLM 4-8) to make a list of issues raised, proposed solutions, possible consequences, and countries affected. Organizer headings could include: Summary of Issue, Country Affected, Suggested Course of Action, Positive Consequences, and Negative Consequences.

Strategy 2: Rules for Fair Trade

- Students work with a partner to develop a proposed set of rules and guidelines for conducting fair trade within Canada and/or with other countries, and to encourage the public to consider the economic implications of their consumer choices.
- Students consider factors such as working conditions and wages for workers, labour laws, sweatshops, mark-up and profit margins for multinational corporations, et cetera.
- Students include a statement to justify the need for rules and guidelines for fair trade.
- Students display rules and guidelines developed in brochure, poster, or electronic presentation format to share with the class. (See BLMs G-7, G-8.)
- Class reviews proposals for fair trade and seeks consensus on the most suitable set of rules and guidelines.
- Class members write a journal entry indicating their choice of best fair trade guidelines and reasons for their choice.

Strategy 3: Support Aboriginal Business: Persuasive Writing

- As a class, students review techniques on how to write a persuasive article. (See TN 25.)
- Working individually, students identify a local, regional, or national Aboriginal business, and write a composition to persuade consumers to patronize this business.
- Students focus on reasons why the public should support Aboriginal businesses (aside from merely acquiring a product or service).
- Students display or present compositions to the class.
- Class members make notes and record in their course notebooks reasons given to support Aboriginal businesses.

Suggested Assessment Strategies

Teacher Tips and Resources

Applying Strategies

- Assess the briefing paper and organizer for the student's understanding of current issues relating to industry and trade.
 - Assess the briefing paper and organizer for the student's knowledge of Canada's trading partners and major products traded.
 - Assess the briefing paper for the student's skill in proposing and defending innovative options or solutions to address trade issues.
 - Monitor group work and assess the briefing paper for the student's skill in considering the context of events, accounts, ideas, and interpretations.
-
- Assess the presentation and journal entries for the student's knowledge and understanding of current issues related to industry and trade.
 - Monitor group work, the presentation, and journal entries for evidence of the student's willingness to consider the economic implications of her or his own consumer choices.
 - Observe and monitor group work and assess rules and guidelines for the student's skill in making decisions that reflect fairness and equality.
 - Observe and monitor group work to assess the student's skill in comparing diverse perspectives and interpretations in the media and other information sources.
-
- Assess the composition and notes for the student's knowledge of Aboriginal involvement in business and industry in Canada.
 - Observe the student's work and assess the composition for evidence of his or her willingness to consider the economic implications of consumer choices.
 - Assess the composition for the student's skill in using respectful language.
 - Assess the composition for the student's skill in presenting information and ideas in a persuasive manner appropriate for audience and purpose.

- Students may refer to previous learning in this learning experience for examples and related information of issues they might select.
 - Encourage students to be as realistic as possible and to carefully consider the possible implications of suggested solutions.
 - BLM G-22: Pro and Con Discussion Chart
 - BLM G-23: Making up Your Mind
 - BLM G-25: Decision Tree
 - SFAL 6.77: RAFT (Role, Audience, Format, Topic)
 - TN 21: Developing a Briefing Paper
-
- Students may find useful information from development education and fair trade organizations such as Mennonite Central Committee (Ten Thousand Villages stores), The Marquis Project (Worldly Goods Store), Oxfam Canada Fair Trade Initiatives, and other similar groups.
 - "The Fair Game," developed by the Marquis Project, is a series of short role-playing games that explore the costs and benefits of fair world trading systems. (See <<http://www.marquisproject.com/fairgame.html>> for details.)
 - BLM G-7: Checklist for Creating Visuals
 - BLM G-8: Assessment Guide for Visuals
 - TN 15: Creating a Brochure
 - TN 16: Creating an Electronic Presentation
 - TN 18: Creating a Poster
 - TN 22: Journal Writing in Geography
-
- Students review previous activities in this learning experience for examples of Aboriginal businesses and industries.
 - Access to Aboriginal newspapers and telephone directories for examples of businesses
 - BLM G-12: Peer Writing Assessment (Social Studies)
 - TN 25: Persuasive Writing

Targeted Learning Outcomes**Suggested Teaching/Learning Strategies****Students will...**

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Applying Strategies**Strategy 4: Trading Terminology**

- Working with a partner, students list terms related to this learning experience on industry and trade.
- Students define the concepts industry and trade, using the Concept Overview organizer. (See SFAL 6.112.)
- Students use either the Word Cycle (see SFAL 6.99) or the Three-Point Approach (see SFAL 6.101) strategies to demonstrate their understanding of related terminology.
- Students exchange organizers to read and note any necessary corrections or additions.

Teacher Reflections

Geographic Issues of the 21st Century

SENIOR

2

Industry and Trade *LE 4.2: Topics in Industry*

4

CLUSTER

Suggested Assessment Strategies

Teacher Tips and Resources

Applying Strategies

- Assess the organizer for the student's knowledge and understanding of issues related to industry and trade.
- Assess the organizer for the student's skill in presenting information in a variety of formats.

- Terminology may include the following: primary, secondary, tertiary, quaternary industry, raw materials, manufacturing, services, value added, imports, exports, balance of trade, fair trade, et cetera.
- SFAL 6.99: Word Cycle
- SFAL 6.101: Three-Point Approach for Words and Concepts
- SFAL 6.112: Concept Overview

Teacher Reflections



Learning Experience 4.3: Globalization

- KG-039 Define the concept of globalization and identify related social issues.
- VG-008 Be willing to consider the social and environmental impacts of their consumer choices.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S-107 Make decisions that reflect social responsibility.
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-304 Analyze physical material and evidence during research.
- S-305 Compare diverse perspectives and interpretations in the media and other information sources.
- S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
- S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
- S-309 Observe patterns and make generalizations based on geographic inquiry.
- S-400 Listen to others to understand their perspectives.
- S-401 Use language that is respectful of human diversity.
- S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
- S-405 Articulate their perspectives on issues.

Description of Learning Experience

In this learning experience, students are introduced to the concept of globalization as it relates to industry and trade. Students consider a variety of issues and challenges brought about by increasing trends towards globalization. This learning experience also encourages students to consider the social and environmental implications of their personal consumer choices.

Vocabulary Focus

The following vocabulary is important for Learning Experience 4.3: Globalization.

Americanization	foreign aid	migration
consumer choices	global village	migratory workers
cultural identity	globalization	multinational
developed countries	human development index	outsourcing
developing countries	human rights	per capita
environmental impact	integration	social impact
ethical consumerism	life expectancy	tied aid

Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

Targeted Learning Outcomes**Suggested Teaching/Learning Strategies****Students will...**

KG-039 Define the concept of globalization and identify related social issues.

S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-304 Analyze physical material and evidence during research.

S-309 Observe patterns and make generalizations based on geographic inquiry.

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-405 Articulate their perspectives on issues.

Activating Strategies**Strategy 1: Globalization 101**

- Students use the Mind Maps strategy to brainstorm what they know about globalization and related social issues.
- Students write the key word (globalization) on a sheet of paper, and individually list some things they know about globalization, name some multinational companies, and identify related social issues.
- Students discuss their knowledge with a partner to add information or make corrections.
- Student pairs share Mind Maps with the class and create a “collective” Mind Map on the board.
- Students write an Exit Slip to define globalization and discuss its effects on them.

Strategy 2: Students: Walking Evidence of Globalization

- Using the Listen-Think-Pair-Share strategy, students work individually to examine tags on their clothing and electronic items to determine their country of manufacture. Students then record their findings in an organizer.
- Students share with a partner and add information or make corrections.
- Student pairs write the name of the item and country of manufacture on a self-stick note, and attach the notes over the corresponding countries on a large wall map of the world.
- As a class, students examine the distribution of self-stick notes on the world map, and determine any patterns that may be evident and possible reasons for these patterns.
- Student pairs use the Geography Questions Organizer (see BLM G-20) to analyze what they have learned about globalization in the context of Gritzner’s definition of geography.

Strategy 3: Going Global: Headlines in the News

- After briefly introducing this learning experience, have students write an Admit Slip to predict the nature of this learning experience and what they expect from it.
- Working in small groups, students search recent magazines and newspapers, watch TV news, or view Internet news sites for stories that deal with globalization and related social issues.
- Students clip or print the article headlines, and create a headline for the TV stories.
- Students post headlines on a bulletin board and, as a class, discuss specific companies and countries identified, and specific social issues that are evident from the stories.
- Students write an Exit Slip to reflect on their predictions about the learning experience, what they have learned about the concept of globalization and related social issues, and list any questions that remain unanswered.

Suggested Assessment Strategies

Teacher Tips and Resources

Activating Strategies

- Assess the Mind Map and Exit Slip for the student's prior knowledge of the concept of globalization and related social issues.
 - Observe and monitor work in pairs for the student's skill in listening to others to understand their perspectives. (See BLM G-5.)
 - Monitor work in pairs and assess the Exit Slip for the student's skill in using language that is respectful of human diversity.
-
- Assess Think-Pair-Share and Geography Questions organizers for the student's knowledge of globalization and related social issues.
 - Observe the student's skill in analyzing physical material evidence.
 - Monitor work in pairs and assess the student's skill in observing patterns and making generalizations.
-
- Assess Admit and Exit Slips for the student's prior knowledge and understanding of the concept of globalization and related social issues.
 - Monitor discussion and responses in the Exit Slip for evidence of the student's willingness to consider the social and environmental impact of his or her consumer choices.
 - Monitor discussion and assess Admit and Exit Slips for the student's skill in articulating her or his perspectives on globalization. (See BLM G-10.)

- Students may require a brief introduction to the concept of globalization and related social issues to help them generate their own ideas and examples.
- BLM G-5: Listening Skills: Observation Checklist
- SFAL 6.24: Mind Maps
- SFAL 6.60: Exit Slips
- The Center for Strategic and International Studies (CSIS) provides background information, resource materials, and lesson plans relating to globalization. (See <<http://www.globalization101.org>>.)

- You may ask students to examine additional clothing and electronic items at home, or to bring a collection of various items to class for student analysis to generate a more detailed list for this learning experience.
- BLM G-20: Geography Questions Organizer
- SFAL 6.13: Listen-Think-Pair-Share
- Self-stick notes
- Wall map of the world

- Access to magazines, newspapers, TV news, the Internet
- Access to library resources including vertical files (collection of news clippings)
- BLM G-10: Articulating Perspectives: Observation Checklist
- SFAL 6.6: Admit and Exit Slips
- TN 33: Articulating Perspectives on Issues
- Students may clip the entire article for potential use in subsequent learning.

Targeted Learning Outcomes**Suggested Teaching/Learning Strategies****Students will...**

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-107 Make decisions that reflect social responsibility.

KG-039 Define the concept of globalization and identify related social issues.

S-305 Compare diverse perspectives and interpretations in the media and other information sources.

S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.

S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

Acquiring Strategies**Strategy 1: Globalization: Good or Bad?**

- Working with a partner, students use the Collaborative Reading strategy to read the article “Globalization: Positive or Negative?” (See BLM 4-6.)
- Partners take turns reading a short section aloud, and then comment on what has been read.
- The listener then comments on the reading before proceeding to read the next section.
- Students continue the cycle of reading, speaking, and listening until they complete the article.
- Individually, students record information in the Pro and Con Discussion Chart.
- As a class, students discuss responses in the Pro and Con Discussion Chart.
- Class members made corrections or additions to their Pro and Con Discussion Chart.

Strategy 2: Multifaceted Multinationals

- Working in small groups, students use print and electronic resources to access information about the operations of a multinational company (each group researches a different company).
- Students research the company and identify any related social issues (both positive and negative) generated in less-developed countries.
- Students also identify ways of using the influence of their consumer choices to affect the social and environmental impacts of globalization.
- Students identify on a map the locations of their company’s operations.
- Students use electronic presentation software to share their findings with the class.
- Class members take notes on multinational companies listed, including details about their locations, operations, and social and environmental impacts.

Strategy 3: Globalization: Analyzing the Issues

- Working in small groups, students search recent magazines and newspapers, watch TV news, or view Internet news sites for stories about globalization and related social issues.
- Students clip or print articles and summarize TV or radio news stories for analysis.
- Students use the News Article Analysis guide to record details related to their analysis. (See BLM G-26.)
- Students post stories on the bulletin board and share analyses with the rest of the class.
- Class members list issues related to globalization in their course notebooks.

Suggested Assessment Strategies

Teacher Tips and Resources

Acquiring Strategies

- Assess responses on the Pro and Con Discussion Chart for the student's understanding of the concept of globalization and related social issues.
- Monitor student discussion and assess the Pro and Con Discussion Chart for evidence of the student's willingness to consider the social and environmental impacts of her or his consumer choices.
- Assess the Pro and Con Discussion Chart for the student's skill in organizing and recording information.

- If students are not familiar with the Collaborative Reading strategy, you may need to model this approach and give examples of relevant observations from the reading.
- BLM 4-6: Globalization—Positive or Negative?
- BLM G-22: Pro and Con Discussion Chart
- SFAL 6.45: Collaborative Reading Strategy
- As an enrichment activity for the reading on globalization, students may complete a Concept Overview organizer (see SFAL 6.112) or use an Information Frame (see SFAL 6.51 and 6.103).
- You may wish to find news articles about globalization that could be analyzed using this strategy.

- Assess the presentation and notes for the student's understanding of globalization and related social issues.
- Assess the presentation and notes for evidence of the student's willingness to consider the social and environmental impacts of his or her consumer choices.
- Observe and monitor the student's skills in collaborating with others to achieve group goals and responsibilities. (See BLM G-1.)
- Assess the presentation and notes for the student's skill in making decisions that reflect social responsibility.

- Students may need examples of multinational companies to help generate their own list of choices. These could include companies in the garment industry, food production, electronics, and resource extraction.
- Access to newspapers, magazines, and the Internet
- Access to computers and appropriate presentation software (*PowerPoint*)
- BLM G-1: Group Performance: Assessment Scale
- TN 8: Geographic Information Systems (GIS)
- TN 16: Creating an Electronic Presentation
- TN 23: Note-Taking Strategy
- TN 24: The Inquiry Process (Conducting Research)
- The mapping component could be achieved through the use of GIS software and data.

- Assess the News Article Analysis guide and notes for the student's understanding of globalization and related social issues.
- Monitor responses in the latter part of the News Article Analysis guide for the student's skill in comparing diverse perspectives and interpretations in the media and evaluating information from a variety of sources.
- Monitor sharing and the News Article Analysis guide for the student's skill in analyzing forms of bias in the media and other information sources.

- You may need to provide a mini-lesson on media interpretations and bias, and on the importance of reading a variety of sources and evaluating them carefully.
- Access to newspapers and magazines for clipping articles
- Access to TV, radio, and the Internet for news stories
- BLM G-26: News Article Analysis
- Alternatively, students may use the Fact-/Issue-Based Article Analysis organizers in SFAL 6.114 and 6.115.

Targeted Learning Outcomes**Suggested Teaching/Learning Strategies****Students will...**

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-107 Make decisions that reflect social responsibility.

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-107 Make decisions that reflect social responsibility.

KG-039 Define the concept of globalization and identify related social issues.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Applying Strategies**Strategy 1: Ethical Global Consumers**

- Working in small groups, students prepare an informational brochure, poster, or electronic presentation to educate the public about the social impact of globalization and to encourage fair trade practices (each group explores a different aspect of globalization).
- Students review information acquired in this learning experience for use in their brochure or presentation.
- Students include suggestions for action that the public can take to improve the social and environmental conditions in countries where multinational companies operate.
- Students share findings with the class through presentations, or by displaying the brochure or poster.
- Class members take notes in their course notebooks on the social impact of globalization and fair trade practices.

Strategy 2: Making Consumer Choices

- Students review aspects of social and environmental issues related to globalization from previous learning.
- Working individually, students read the consumer choice situations in *Making More Consumer Choices* (see BLM 4-7), and identify their response to the dilemma on the *Making up Your Mind* organizer (see BLM G-23).
- Students then join a partner to compare responses and discuss the impact of various courses of action.
- Student pairs present points of view to the class and further discuss the possible choices, solutions, and consequences.
- Students write an Exit Slip to describe their point of view on the effects of their consumer choices.

Strategy 3: Globalization: What It All Means

- Working individually, students note terms in bold print in the article “Globalization: Positive or Negative?” (see BLM 4-6), and select any two words and identify a possible connection between them.
- Students use the Word Cycle to explain the relationship between the two terms. (See SFAL 6.99.)
- Students continue the process with other boldprint terms from the article until the Word Cycle is complete.
- Students exchange Word Cycle organizers to read and note any necessary corrections or additions.

Suggested Assessment Strategies

Teacher Tips and Resources

Applying Strategies

- Assess the brochure, poster, or electronic presentation and notes for the student's understanding of globalization and related social issues. (See BLM G-7; BLM G-8 can be used or adapted.)
- Assess suggestions for action for evidence of the student's willingness to consider the social and environmental impact of her or his consumer choices.
- Assess suggestions for action for the student's skill in making decisions that reflect fairness, equality, and social responsibility.

- Access to computers, the Internet, and necessary art supplies
- BLM G-7: Checklist for Creating Visuals
- BLM G-8: Assessment Guide for Visuals
- TN 15: Creating a Brochure
- TN 16: Creating an Electronic Presentation
- TN 18: Creating a Poster
- Students may find additional information on ethical consumerism from development and church organizations.
- For enrichment, students may invite a speaker from a development or church organization, or from a less-developed country, to address the class on issues related to globalization.

- Monitor pair and class discussions and assess the Exit Slip for the student's understanding of globalization and related social and environmental issues.
- Assess student responses, the Making up Your Mind organizer, and Exit Slip for evidence of the student's willingness to consider the social and environmental impacts of his or her consumer choices.
- Assess the Making up Your Mind organizer and Exit Slip for the student's skill in making decisions that reflect social responsibility.

- BLM 4-7: Making More Consumer Choices
- BLM G-23: Making up Your Mind
- SFAL 6.60; 6.61: Exit Slips
- Alternatively, students may use the Decision Tree to assist in the decision-making process. (See BLM G-27.)

- Assess responses in the Word Cycle for the student's knowledge and understanding of globalization and related social issues.
- Assess Word Cycle for the student's skill in presenting information in this format.

- BLM 4-6: Globalization—Positive or Negative?
- SFAL 6.31, 6.99: Word Cycle
- Alternatively, students may use the Three-Point Approach for Words and Concepts to demonstrate their knowledge of terminology related to globalization. (See SFAL 6.101.)

