



SOCIAL JUSTICE & THE INDUSTRIAL REVOLUTION

FIVE LESSON PLANS FOR SOCIAL STUDIES, GRADES 8-11

SOCIAL JUSTICE & THE INDUSTRIAL REVOLUTION

These are five teacher-friendly, classroom-ready lessons, tracing the industrial revolution and incorporating these into a presentation of Oxfam's Make Trade Fair and ideas for World Food Day.

1. INTRODUCTION: CONTEXT TO INDUSTRIAL REVOLUTION

Purpose: This lesson serves to introduce students to the events and factors leading to the Industrial Revolution in Britain. It is also meant to give students the tools and knowledge they need to negotiate with the notion of progress and be critical of the effects, costs and underlying factors of industrialisation.

2. URBANISATION: FACTORIES, SLUMS AND EXPLOITATION

Purpose: This lesson is intended to explicitly introduce students to the social repercussions of industrialization. It is intended to serve as a useful point of comparison to the current model of globalisation and Oxfam's campaigns.

3. INDUSTRIALISATION AND GLOBALISATION

Purpose: This lesson is intended to comparisons between the Industrial Revolution and the current model of globalisation; it is also intended to introduce students to Oxfam's campaigns

4. MAKE TRADE FAIR

Purpose: This lesson is intended to give students the outlet to form opinions about the advantages and disadvantages of the current model of globalisation. It is also intended to draw further comparisons with the Industrial Revolution.

5. WHAT CAN WE DO?

Purpose: This lesson is intended to give students the outlet to inform their fellow students about the injustices they have experienced and learned about. It is also intended to tie in with World Food Day. It will introduce students to the summative task.

INTRODUCTION: CONTEXT TO INDUSTRIAL REVOLUTION

Purpose: This lesson serves to introduce students to the events and factors leading to the Industrial Revolution in Britain. It is also meant to give students the tools and facts they need to negotiate with the notion of progress and be critical of the effects, costs and underlying factors of industrialization.

Objectives: Students will:

- Examine statistics and primary documents
- Develop accurate and appropriate graphic representations of statistics
- Use critical thinking skills to forecast social reality of statistics

Resources:

- Statistics on cotton trade/industry, agricultural revolution, population, and technological advancements (attached).
- Chart paper
- Markers

Modifications for Exceptional Students and ESL/ELD students:

- Students could be given the data the day before.
- Students could be given examples of graphic representations
- Students could be given until the next day to bring in a finished product.
- Students could be given questions to guide their analysis. For example: Was there a significant change in the exports and imports of cotton? How would need be related to technological advancements? How would this affect Britain's wealth and power? How would growth in exports affect other countries that produce cotton goods?
- Students could work with a dictionary, or with students who speak the same language
- Students could be given a vocabulary sheet.

Expectations:

CO1.03 – describe the development of modern urbanization (e.g., development of administrative, commercial, and industrial towns and cities; issues of inner cities and suburbia; issues of law, order, and infrastructure; cycles of construction and destruction of the urban landscape).

CO2.01 – describe factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., exploration; economic gain; modern technologies and inventions; demographic pressures; religious, dynastic, and national ambitions);

CO2.02 – analyse the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; introduction of new foods, materials, products, and ideas; destruction of cultures through disease and policy; revival of commitment to indigenous cultural identities);

CO2.03 – demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations (e.g., historical interpretations of imperialism, including “modern world system”, Whig, Marxist, and modernist; the process of decolonization; growth of multinational corporations; “Hollywoodization”).

CC1.01 – demonstrate an understanding of the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present (e.g., developments in religion, changing views of the universe, consequences of technological advances, demographic changes, medical discoveries, social reform);

CC1.02 – identify forces that have facilitated the process of change (e.g., increase in literacy, humanism and liberalism, scientific revolutions) and those that have tended to impede it (e.g., rigid class or caste systems, reactionary and conservative philosophies, traditional customs);

CC1.04 – evaluate key elements and characteristics of the process of historical change (e.g., the ideas, objectives, and methods of the people involved; the pace and breadth of the change; the planned versus spontaneous nature of the change).

- CC3.01** – demonstrate an understanding of the importance of chronology as a tool in analysing the history of events in the West and the rest of the world since the sixteenth century (e.g., by tracing the expansion of political enfranchisement, military technological innovation, agricultural and scientific developments);
- CC3.02** – explain how viewing events in chronological order and within a specific period provides a basis for historical understanding;
- CC3.03** – explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis (e.g., Gutenberg’s printing press and the Protestant Reformation, land redistribution by the conquistadors and contemporary Latin American social inequality, social Darwinism and modern hypotheses of racial superiority, the Long March and the victory of Chinese communism).
- CH4.01** – analyse a variety of forms of human servitude (e.g., slavery, indenture, gender role restrictions);
- SEV.01** – demonstrate an understanding of diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;
- SEV.02** – analyse significant economic developments in the West and the rest of the world since the sixteenth century;
- SE1.02** – describe key social developments that have occurred as a result of Western technological innovations (e.g., print and market-place revolutions, industrialization, urbanization, demographic changes);
- SE2.01** – describe key elements of pre-industrial economies (e.g., subsistence and capitalist agriculture, cottage industries, guild institutions, commercial entrepôts);
- SE2.02** – explain how the first and second industrial revolutions affected the economies of the West and the rest of the world (e.g., unprecedented increase in material wealth, creation of large factories and industrial cities, increase in resource and market imperialism, rise of consumerism);
- HI1.01** – formulate significant questions for research and inquiry, drawing on examples from Western and world history (e.g., What were the effects of the Seven Years’ War? Why did the French execute their king? How did the atomic bomb change the nature of war?);
- HI1.03** – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).
- HI2.03** – identify and describe relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);

Lesson Plan:

Time:	Activity:	Note:
10 minutes	Intro: Ask questions like how is our society dependent on technology? Is technology always a positive factor? How did the world function prior to technological advancements? Are there still areas that live in a similar way to pre-technological western societies? Also, how does our society interact with other countries on an economic level?	The purpose of this activity is to get students to think about their society and its dependence on things technologically produced. It is also intended to get students to see that the whole world is not on an equal playing field when it comes to access to technology and advancement.
15 minutes	Introduce students to the events of the Industrial Revolution. Stress that the French Revolution gave the bourgeois political power; the Industrial Revolution gave them economic power. State there were five main factors that lead to Industrialisation and mark its progress:	Students will be able to connect the Industrial Revolution to previous units on the French Revolution and Enlightenment. Students will also be

	<ul style="list-style-type: none"> • Agricultural Revolution • Population/Living Conditions • Working Conditions • Political Changes • Technological advances 	introduced to the main areas this unit will focus on.
25-30 minutes	<p>Workstations: In five different areas, place copies of the statistics and chronologies attached. Ask students to examine the documents in terms of a notion of progress and social repercussions. Ask them to create an appropriate graphic representation of the data on the chart paper. This will then be shared with the class along with the groups' comments on the notion of progress and social change. For example, the group looking at the cotton industry may notice the increase in productivity and efficiency, while the group looking at workers' rights may wonder if there was any progress.</p> <p>Ask students to post their graphic representations and comments on the knowledge board.</p>	This is intended to give students an opportunity to work with primary documents and statistics; they will also be given the opportunity to learn from each other and take responsibility for their education. This is also the purpose behind the knowledge board – a cork board or space on the wall where students can post their work, or questions, comments, answers, facts, etc that relate to the history being studied and, possibly, its relation to the present.
10 minutes	<p>Connections: As a class, look for connections between the graphic representations. For instance, the population boom may coincide with an increase in technology in the cotton industry.</p>	This will solidify the connections between the areas and ensure the students can make the connections.
5-10 minutes	<p>Debrief: Ask students for questions or comments. Also, make sure they understand the purpose of the knowledge board. Give them the attached table to organize the information they will be given throughout the unit.</p>	<p>The knowledge board will serve to generate interesting discussion that can be addressed in class if time permit. Before the end of the unit, however, the questions and comments should be addressed.</p> <p>The table will serve as an organizer and should be handed in at the end of the unit.</p>

Notes on the Industrial Revolution

Introduction

- The **Industrial Revolution** was a period of accelerated technological development that shaped the nature of production, work, and everyday life.
- The Industrial Revolution took place during the late 1700 and throughout the 1800s in many countries such as the United Kingdom, France and the United States, and later in neighboring countries and around the world.
- The **invention of many new machines** in the late 1700 and during the 1800s created a surge in the mass production of goods.
- This ignited a **period of rapid social and economic change** starting in Britain and later spreading through Europe and to North America.
- **Water** was an important power source for industry; many new machines were built around water, allowing for quicker production and transportation of goods
- **Urbanization** during this time saw many people leaving their rural farmland to head to the city to work in factories—these factories often mandated long hours in poor working conditions and paid very little.
- This marked the beginning of the **production line**. Workers at each station performed the same task over and over—the idea was that more items could be produced in a day if workers performed a single task

Agricultural Revolution

- The **agricultural revolution** occurred from the 1600s onwards, and was characterized by a change in the traditional ways of farming and a change in lifestyle for those who made their livelihoods in agriculture
- Farmers developed the **crop rotation system**, where the same field will have one crop one season and another the next. Since different plants use different nutrients, this allows the soil to be fertile for much longer.
- Agricultural production in England tripled; this reduced the demand for workers on farms, encouraging more people to move into cities. The influx of a large, available workforce to the cities—combined with the invention of machinery and the production line philosophy—sparked the industrial revolution

Conditions of Work and Home

- As people flocked to cities, **housing was small and expensive**
- Many workers and their families lived in **cramped, dirty conditions**
- **Family life was disrupted** by this change; family members held different roles than before
- The population was gradually increasing with advanced nutrition and technology, but this **population growth** complicated housing problems
- Factories employed many workers, but did not pay them well; the **social hierarchy** became more rigid as factory owners became richer from increased factory production
- Urbanization meant that factories had a great supply of potential workers; owners could force workers to commit to **long hours or dangerous work**, as the workers knew they would be replaced if they complained or did not complete the tasks
- In addition to the traditional workforce, **women and children** were often forced to work in terrible conditions
- In 1833, the government of England passed the **Factory Act** to prohibit children from working (a) at night, (b) more than 9 or 12 hours a day, depending on their age, and (c) until they were 9-years-old

Technological Advancements

- **Flying Shuttle** (invented by **John Kay**): A piece for a loom that had four spinners allowing weavers to work much more quickly, increasing production
- **Steam engine** (invented by **George Stephenson**): the first steam-powered locomotive was an invention that revolutionized transportation; it created a new source of power and allowed for the widespread use of railroads.
- **Steamboat** (the first genuinely useful one of which was invented by **James Watt** in 1765): increased the speed in which goods could be transported in the colonies
- **The printing press** (invented in the west by **Johannes Gutenberg** in 1450): The printing press allowed publishers to make many copies of a book all at once, and allowed for widespread literacy.
- **Seed Drill** (invented by **Jethro Tull**): invented the seed drill that allowed seeds to be planted deep in the ground and not easily washed away, an important factor in the major production increases of the agricultural revolution
- **Dynamite** (invented by **Alfred Nobel** in 1867): Nobel mixed nitroglycerin with other chemicals to make it more stable, so it could be used to build railways.

Important People on the Political Landscape

- **Robert Bakewell**: started to keep genealogical documents on animals and became a prominent stockbreeder—this allowed for a better pedigree of animals
- **Robert Owen**: helped lead the first national union in England and advocated for the use of children in factories
- **Karl Marx**: wrote the communist manifesto, which heavily influenced support for communism—the main political alternative to capitalism.
- **John Stuart Mill**: argued that actions are right if they promote happiness and wrong if they promote pain—his work promoted movements towards equality, and specifically extending the right to vote to all men (and later to women)
- **Thomas Malthus**: predicated that the population would out weigh food supply and urged families, particularly poorer families, to have fewer children.
- **Adam Smith**: wrote *The Wealth of Nations*. He believed a free market would benefit everyone by producing the most goods with the fewest resources. This book was the main contribution to support for capitalism.

For more resources, visit a PDF pamphlet at

<https://www.yeditepe.edu.tr/dotAsset/74101.pdf>, or an open access textbook chapter about the Industrial Revolution at

http://www.ltidschools.org/cms/lib/TX21000349/Centricity/Domain/287/Chapter_25.pdf

	ARGUMENTS PRO-INDUSTRIALISATION	ARGUMENTS ANTI-INDUSTRIALISATION
COTTON INDUSTRY		
CITIES		
BOURGEOIS		

WOMEN/CHILDREN		
WORLD		
NOTION OF PROGRESS		

URBANISATION: FACTORIES, SLUMS AND EXPLOITATION

Purpose: This lesson is intended to explicitly introduce students to the social repercussions of industrialization. It is intended to serve as a useful point of comparison to the current model of globalisation and Oxfam's campaigns.

Objectives: Students will:

- Be able to point out where workers' rights are violated
- Understand women and children are generally most exploited in industries because of vulnerability and educational access
- Understand the consequences of this violation and exploitation.

Resources:

- Hogarth's *Gin Alley*
- Oxfam Statistics (attached)
- Canadian Charter of Rights and Freedoms
- UN Constitution
- Scrap paper
- Five markers
- 10 pairs of scissors
- Game (attached)

Modifications for Exceptional Students and ESL/ELD students:

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- Students could be given examples of graphic representations
- Students could be given until the next day to bring in a finished product.
- Students could be given questions to guide their analysis. Such as: Was there a significant change in the exports and imports of cotton? How would need be related to technological advancements? How would this affect Britain's wealth and power? How would growth in exports affect other countries that produce cotton goods?
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Lesson Plan:

Time:	Activity:	Note:
10 minutes	Review the table from the day before. What are important workers' rights? What do students see as the consequences for not enforcing them? How do they imagine workers would attain these rights?	This will allow students to voice opinions about fair industry. It will also serve as a nice transition to looking at legal documents about workers rights.
20 minutes	Give a short summary on the effects of industrialization on society. Focus on the rapid urbanization that created slums, health problems. Unemployment, crime, exploitation of the worker, unfair imprisonment, prostitution, etc.	This will solidify some of the repercussions of industrialization that the class has discussed. The teacher may want to supplement this with some statistics and photos from the time.
10 minutes	Show students Hogarth's etching <i>Gin Alley</i> . Ask them what is happening in the picture? How are the different classes depicted? Is this a positive depiction? Why? How are women depicted? What would you imagine were Hogarth's reasons for creating this image? Is there a political/social message? Who is this message directed to?	This will give students an image to analyse, grounding some of the social criticism of the time.
20 minutes	<p>Game: Divide the room into 3 groups. Play the game attached.</p> <p>Debrief the game: how did the students feel? What were their frustrations? How could they address these frustrations? What did they feel their rights were? Were these rights being respected?</p> <p>Explain how unskilled work was often done by women and children, who were exploited because they had no voice in society and they were expendable.</p>	This game is intended to show students how workers were exploited in industrialization.
10 minutes	<p>Hand out copies of the various legal documents regarding workers' rights. In pairs, ask them to highlight any of the rights that were respected in Industrialization. Also, ask them how these rights compare to the ones they have listed as important.</p> <p>Assign for homework a paragraph about why workers' rights are necessary and what the consequences are if they are not upheld.</p>	

Notes to Teacher - re. Mr. Smiths Toy Company:

You will play the role of Mr. Smith. The class will make paper dolls chains. Have two-thirds of the class sit in a row; give the first person a large stack of scrap paper. She or he will be responsible for folding the paper into 3 sections. Give the next 5 people different coloured markers. They will be responsible for drawing the outline of the paper doll. The next 10 people will need scissors; they will be responsible for cutting the doll. *You may need to adjust these numbers according to class size. The basic idea is each student is responsible for a tiny part of the finished product.*

Start the pace off at a decent speed, so students will understand what they are meant to do. Keep yelling at the students to work quickly and efficiently. After a couple of minutes, increase the pace. Now, pick a student who you claim is not drawing straight lines. Use your judgment, but be a bit rude about firing him/her. Tell a student from the remaining third of the class he/she is hired and must fill in this spot. Pick up the pace again. Claim a student is cutting too slow and fire him/her; pick another student to take their space. Pick up the pace again; pick up one of the finished products and claim you cannot sell this piece of junk and fire the whole drawing team. Hire from the remaining students. Pick up the pace to a crazy speed and then claim a company down the road has just bought better scissors and everyone is out of work.

Role playing:

IF A STUDENT AT ANY POINT SPEAKS OUT AGAINST THE CONDITIONS, FIRE HIM/HER ON THE SPOT. ASK HIM/HER WHAT HE/SHE IS GOING TO DO NOW WITHOUT A JOB?

Mr. Smith's Toy Company:

Imagine you are in desperate need of a job and see the following advertisement in a shop window (of course, you probably wouldn't be able to read the advert, since chances are as a working-class individual you have been working since a child):

Want a job? Need a job? Mr. Smith's Toy Company is a thriving company in London; it creates paper dolls for the young girls of London to play with. Apply for a job. Little experience or education is needed.

If you are hired, you will be part of a team of dedicated workers.

Since you have a large family at home and your husband is working in the mines, you badly need a job and apply. Luckily, you are hired. You are now expected to work 18 hours a day and aren't paid enough to feed your children. But it is better than nothing, and you can send your eldest children into the workforce. They are 6 and 8 after all, so they should start to earn their keep. And their hands are small enough to feed cotton into the machines (as you think this, you hope their little hands are still attached to their arms in a years time).

You arrive your first day of work and are quickly told what to do and warned that a monkey could do this work, so if you don't do it right or quickly, you will lose your job. REMEMBER YOU REALLY NEED THIS JOB.

FACTS ABOUT SWEATSHOPS:

Sweatshops are garment factories that profit by exploiting the workers. The workers are often from poor countries and are therefore in dire need of an income, no matter how small.

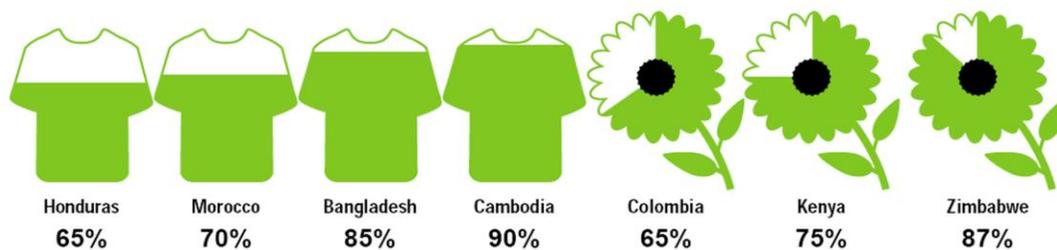
Here are examples of the exploitation that occurs:

- Workers are expected to work 12 to 16 hours a day seven days a week.
- Workers are paid terrible wages. While the cost of life might be lower in some countries, sweatshop workers do not even earn a living wage. They receive starvation wages.
- Noisy, dirty and unsafe working conditions.
- If you get sick, injured or pregnant, you can lose your job.
- Sweatshops have been found to hire children, but in general they tend to hire young women. Young women, who are often mothers, spend most of their waking hours in the factories, to barely make enough to feed their families. There are no available child-care facilities.
- If you complain about the working conditions or the wages, you will be fired.
- Unions are not allowed. If a group unites to create a union or to fight for fair wages and decent working conditions, it is at the cost of their job. The companies often hire thugs or criminals to break up protests or employee reunions.
- If the workers collectively keep trying to change the conditions, the factories will simply move to another poor city in another poor country.
- Sweatshops will often hire immigrants or bring in a group of workers from abroad, because they are easier to exploit (they don't know the language, their rights, or the resources that are available to them).
- Many countries operate **free trade zones**. These are areas where manufacturers are enticed by being given certain advantages, such as: free infrastructure, major tax breaks, very low minimum wage or none at all, exemptions from labour and environmental laws and guaranteed cheap labour.



Numbers:

- Wages in places like China, Bangladesh, Guatemala and Nicaragua can be as low as 40 cents an hour.
- Over 160 countries are actively involved in the garment and clothing industry.
- They produce for a market of 30 countries.
- There are over a 1000 free trade zones.
- Close to 30 million people are employed in the garment and clothes industry.
 - 75% of these are women.
- Sweatshop locations: Bangladesh, Burma, Cambodia, China, Columbia, Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, India, Indonesia, Jamaica, Macau, Malaysia, Mexico, Nicaragua, Oman, Pakistan, Peru, Philippines, Romania, Sri Lanka, Thailand, Turkey, Vietnam

Women as a percentage of production employees

Source: Dolan, C and K Sorby (2003) and Oxfam background research

Oxfam Canada's NO SWEAT Campaign

With over 23.6 million workers worldwide, the apparel and textile industries are the largest employers in the world. But they're failing the very people who manufacture the goods that line their pockets

- Working with the Maquila Solidarity Network, Students Against Sweatshops-Canada, the Union of Needletrades, Industrial and Textile Employees, and the Canadian Labour Congress, Oxfam Canada seeks to defend the rights of garment workers overseas and in Canada.
- Under the slogan, "Exploitation is never in fashion," Oxfam's national campaign seeks to convince universities, school boards and municipal and provincial governments to adopt ethical purchasing and procurement policies

The NO SWEAT campaign has achieved some notable successes in Canada including:

- Since 1999, companies producing clothes for the University of Toronto (U of T) have to ensure that every garment is produced under humane working conditions and agree to independent monitoring of factory conditions
- University of British Columbia organizers have been successful in establishing ethical purchasing policies at the UBC bookstore.
- The city of Vancouver recently implemented Canada's most comprehensive ethical purchasing policy thanks to the like-minded efforts of groups like the Candian Labour Congress and Oxfam
- The City of Toronto is in the process of adopting No Sweat policies
- The result of the No Sweat campaign means workers receive fair wages and work in safe and humane conditions.
- **What you can do:** purchase "Sweat Free" products, inform others about the issues, put pressure on governments and corporations to adopt ethical purchasing policies

INDUSTRIALISATION AND GLOBALISATION

Purpose: This lesson is intended to comparisons between the Industrial Revolution and the current model of globalisation; it is also intended to introduce students to Oxfam’s campaigns.

Objectives: Students will:

- Understand that the frustrations and exploitations of workers in the Industrial Revolution still exist in developing nations.
- Understand women and children are generally most exploited in industries because vulnerability and educational access
- The consequences of this violation and exploitation.

Resources:

- Globalisation Scavenger Hunt (attached)

Modifications for Exceptional Students and ESL/ELD students:

- Students could work with a dictionary, or with students who speak the same language
- Students could be given a vocabulary sheet.
- Students could be paired with classmates who will help them in the game.

Expectations:

CO1.03 – describe the development of modern urbanization (e.g., development of administrative, commercial, and industrial towns and cities; issues of inner cities and suburbia; issues of law, order, and infrastructure; cycles of construction and destruction of the urban landscape).

CO2.01 – describe factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., exploration; economic gain; modern technologies and inventions; demographic pressures; religious, dynastic, and national ambitions);

CO2.02 – analyse the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; introduction of new foods, materials, products, and ideas; destruction of cultures through disease and policy; revival of commitment to indigenous cultural identities);

CO2.03 – demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations (e.g., historical interpretations of imperialism, including “modern world system”, Whig, Marxist, and modernist; the process of decolonization; growth of multinational corporations; “Hollywoodization”).

CC1.01 – demonstrate an understanding of the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present (e.g., developments in religion, changing views of the universe, consequences of technological advances, demographic changes, medical discoveries, social reform);

CC1.02 – identify forces that have facilitated the process of change (e.g., increase in literacy, humanism and liberalism, scientific revolutions) and those that have tended to impede it (e.g., rigid class or caste systems, reactionary and conservative philosophies, traditional customs);

CC1.04 – evaluate key elements and characteristics of the process of historical change (e.g., the ideas, objectives, and methods of the people involved; the pace and breadth of the change; the planned versus spontaneous nature of the change).

CC3.01 – demonstrate an understanding of the importance of chronology as a tool in analysing the history of events in the West and the rest of the world since the sixteenth century (e.g., by tracing the expansion of political enfranchisement, military technological innovation, agricultural and scientific developments);

CC3.02 – explain how viewing events in chronological order and within a specific period provides a basis for historical understanding;

CC3.03 – explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis (e.g., Gutenberg’s printing press and the Protestant Reformation, land redistribution by the conquistadors and contemporary Latin American social inequality, social Darwinism and modern hypotheses of racial superiority, the Long March and the victory of Chinese communism).

CH4.01 – analyse a variety of forms of human servitude (e.g., slavery, indenture, gender role restrictions);

SEV.01 · demonstrate an understanding of diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;

SEV.02 · analyse significant economic developments in the West and the rest of the world since the sixteenth century;

SE1.02 – describe key social developments that have occurred as a result of Western technological innovations (e.g., print and market-place revolutions, industrialization, urbanization, demographic changes);

SE2.01 – describe key elements of pre-industrial economies (e.g., subsistence and capitalist agriculture, cottage industries, guild institutions, commercial entrepôts);

SE2.02 – explain how the first and second industrial revolutions affected the economies of the West and the rest of the world (e.g., unprecedented increase in material wealth, creation of large factories and industrial cities, increase in resource and market imperialism, rise of consumerism);

HI1.01 – formulate significant questions for research and inquiry, drawing on examples from Western and world history (e.g., What were the effects of the Seven Years’ War? Why did the French execute their king? How did the atomic bomb change the nature of war?);

HI1.03 – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

HI2.03 – identify and describe relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);

Lesson Plan:

Time:	Activity:	Note:
10 minutes	Ask students to share some of their thoughts about why workers rights exist and what happens if they are not respected. Ask students: do they think that workers rights are respected today? If yes, everywhere? If no, where are they not?	This will get students to think about modern comparisons to the Industrial Revolution.
10 minutes	Ask students to brainstorm what a person/family needs to survive (shelter, food, safety, healthcare, etc). Ask them to rank these from most to least important. Write this list on the board. Ask students what a worker needs to survive (job security, respected rights, unions, etc). Ask the students to rank these from least to most important. Write this list next to the other one. Then ask student which list is more important (chances are they will say the first one).	This will get students to think about the priorities for workers and their families. It will serve as a useful tool for the trading that is to take place in the game.
50 minutes	Globalization Scavenger Hunt (attached)	This will allow students to learn about the current model of globalization in a safe, experiential manner.

Globalisation Scavenger Hunt

Purpose: To introduce students to the power relations and dynamics existing in the current model of globalisation. This activity is designed to allow the students to experience these inequalities in a non-harmful and safe way; it is the hope that this experience would then motivate these students to become involved in Oxfam's campaigns (such as World Food Day) and promote awareness in their schools and communities.

Resources:

Instruction sheet (attached)
Coloured Shapes (template attached)
Safety Pins
Clues (examples attached)
Coins (template attached)
Conversion rate on coins (attached)
Statistics on consequences of globalisation (attached)

It would be useful for the teacher to read Oxfam's reports on workers' rights, Trading Away Our Rights: Women working in global supply chains (available at <http://www.oxfam.org/en/policy/report-042008-labor>). This gives useful background knowledge and would inform the teacher of the context of Oxfam's Make Trade Fair campaign and World Food Day.

You can also find the most updated resources for Hunger Banquets at <http://www.oxfam.ca/get-involved/fundraise-for-oxfam/hungry-for-change>.

Objectives:

- Awareness of inequalities in global supply chain
- Motivation to inform fellow students and promote change
- Safe experiential learning
- Knowledge needed to effectively initiate World Food Day in school

This activity depends on student involvement and responsibility. It is best played as a school-wide activity, but be sure to get the administration's approval if the limits of play extend past the classroom. If the game cannot be played in the whole school, set up four workstations with the clues that students must solve before they get the next task. Be sure to emphasize to the students to respect other classes and each other.

Activity:

Explain the rules to the students and distribute the instruction sheet. This game must take place within a set time-period (ex. Beginning of current period to the beginning of the next class). Read the instruction sheet and ask for questions. Emphasise that it is basically a scavenger hunt for loot that will then be traded afterwards.

Students will draw shapes to determine which instruction sheet they will get. The decision to draw shapes instead of assign groups comes from a desire to emphasise how one's desire and skills do not always determine occupation; also, it will prevent students from grouping according to friendship as the activity will be more successful if friends are on different teams.

Yellow circles designate Retailers and brand owners.
Blue circles designate Mid-chain suppliers
Green triangles designate Producers
Red triangles designate Sub-contractors

Once teams have been formed, give each student a safety pin to attach the shape to their shirt.

Give each team their instruction sheet; the yellow group will receive one sheet per person. The blue group will receive one sheet for every two people; the green group, one per four players and the red group, one sheet for all. The clues on the sheets are quite different, although every team will be travelling the same route. The yellow team should get their wealth quickly and easily. They will also end up with more wealth at the end of the scavenger hunt. The clues are more difficult for the other teams. For example, the Red team has difficult clues that will slow them down considerably (symbolizing sub-contractors difficulty in gaining wealth); moreover, they will have less wealth at the end of the game and be forced to give up more in the trading to meet their basic needs.

Allow students to play the game. It may be wise to have the teams figure out the clues in the classroom and send one student to go and find the coins. This will minimise disturbance to other classes. However, this will also mean that **students have to figure the clues out without talking**. Give them 30 minutes for the actual scavenger hunt.

Once the period has finished, record how many beads each team has.

Distribute the Conversion Rate for each coin. Each coin will represent a basic necessity; although some more necessary than others. For example, the blue coin will represent food; the red, safety. The aqua will represent unions; etc. As the game unfolds, the sub-contractors will have to give up their aqua coins for blue ones – representing the difficulty of forming a union when your basic need for shelter and subsistence is under threat from forces further up the supply chain. A lot of these dynamics will become more evident when you debrief with the class after the game. Ask if there are any questions.

Then, tell students by next class they should have 5 blue and 5 yellow coins, but emphasise that having more is to the team's advantage. Some students will, therefore, have to attempt bartering. EMPHASISE THAT EXCHANGE MUST TAKE PLACE BEFORE A DESIGNATED TEACHER OR ADMINISTRATOR (this would require that one or two colleagues agree to act as a referee – if this is not possible, all transactions will have to take place in front of you.). This is to ensure fair play.

At the beginning of the next class, tally each team's wealth. Post these results on the blackboard or on a piece of chart paper.

Instruction Sheet:

Welcome to the world's global supply chain! In this chain there are buyers, suppliers, producers and contractors. You will draw shapes from a hat to choose teams. Once the teams have been formed you will work together to solve clues and find loot! Teams must work independently – so DO NOT TALK TO PEOPLE WITH DIFFERENT COLOURED SHAPES ON THEIR SHIRTS!

At the beginning of the game, you will be given a clue. This clue will lead you to a bag of coins. Bring this bag back to the teacher, and you will be given your next clue. You will repeat this process for thirty minutes; at this time, you will return to class and sit with your group. The teacher will then distribute a coin conversion chart.

Ideally, you should have 5 red coins and 3 blue ones. Once each team is back, you can attempt to barter your coins with other teams. You cannot take coins without exchanging some of your own. And, all exchanges must be recorded on a piece of paper. YOU DO NOT HAVE TO EXCHANGE YOUR COINS, but it is encouraged. Lastly, you must have your whole team's consent before exchanging a coin.

The exchanging can take place until the beginning of the next class when the teacher will record each team's wealth. Remember, you CANNOT exchange any of your team's coins without EVERYONE'S CONSENT.

For next class, you will have to record your experiences in the game. What made the game difficult? Was the game unfair? Why? Who had the most power in the game? Who had the most wealth? What did you have to give up in the exchange?

Good luck!

YELLOW TEAM CLUES:

If you were late to school, your first visit would be to this office.

Don't wear marking soles in this room.

You have to push these aside to gain entry to the school.

This large room is in high demand by every student for at least one hour in the middle of the day.

The person in this office knows what goes on in this school and who is in it; but you don't want to see him/her angry.

If you need advice, this office has lots of information and help.

BLUE TEAM CLUES:

If the bell for class has already rung, this is where students go for entry slips to class.

Your heart usually beats a little quicker in this room.

These mark a boundary between school and not school.

The floor in this room is probably not clean enough to eat off.

This office is where students go when they excel and when they anger.

This office will help you choose what direction to go in.

GREEN TEAM CLUES:

The company you will find in this room should set their clock five minutes ahead to avoid visiting it often.

Oranges can't be found between these four walls, but there are large objects that wear orange peel.

Every building has at least one of these.

What people bring to this room changes with season and mood.

The heart and head of the school is here.

You must go to this office before leaving for greener pastures.

RED TEAM CLUES:

Those who go to this room don't mean to, but it's their time. Without proof of visit, they can't get to where they need to be.

The aim is high, but the target is small. Foul this one up and you will play no longer.

You can't avoid these, you have to go through their territory.

Echo = grumble.

Aqui esta el dueno.

There isn't a crystal ball here, but your future does start with a visit.

Oxfam Statistics on Social Consequences of Globalisation:

In South Africa, 69% of all temporary and seasonal employees are women; 26% of long-term employees are women.

In Chile, 52% of all temporary and seasonal workers are women; 5% of long-term employees are women.¹

Women as percentage of production employees:

Honduras	65%
Morocco	70%
Bangladesh	85%
Cambodia	90%
Columbia	65%
Kenya	75%
Zimbabwe	87% ²

In Bangladesh, 46% of interviewed women garment workers had the letter of employment needed to establish employment relationship.³

In Chile, one in three fruit pickers and packers, paid by *piece-rate*, is effectively earning minimum wage or less; to earn this amount they work 63 hours a week, sometimes up to 18 hours a day.⁴

In China, overtime is legally limited to 36 hours a month; but in Guangdong province the vast majority of workers surveyed worked more than 150 extra hours a month.⁵

If Africa, East Asia, South Asia and Latin America were each to increase their share of world exports by one per cent, the resulting gains in income would lift 128 million people out of poverty.⁶

If developing countries increased their share of world exports by just five per cent, this would generate \$350 billion – seven times as much as they receive in aid.⁷

Low-income developing countries account for more than 40 per cent of world population, but less than 3 per cent of world trade.⁸

¹ Source: Barrientos et. al. (1999) and Venegas (1993) cited in C.Dolan and K. Sorby (2003)

² Source: C. Dolan and K. Sorby (2003) and Oxfam background research reports.

³ Source: Oxfam research

⁴ Source: D. López (2003)

⁵ Source: K.M. Liu (2003)

⁶ Source: *Rigged Rules and Double Standards*. Oxfam (2002)

⁷ Source: *ibid.*

⁸ Source: *ibid.*

Rich countries export goods and services worth approximately \$6000 per capita, the equivalent figure for developing countries is \$330, and less than \$100 for low-income countries.⁹

Since the mid-1970s, rapid growth in exports has contributed to a wider process of economic growth, which has lifted more than 400 million people out of poverty.¹⁰

There are 1.1 billion people struggling to live on less than \$1 a day –the same number as in the mid-1980s.¹¹

With only 14 per cent of the world's population, high-income countries account for more than 75 per cent of global GDP, which is approximately the same share as in 1990.¹²

For every \$1 generated through exports in the international trading system, low-income countries account for only three cents.¹³

For every \$1 of foreign investment, around 30 cents are repatriated through profit transfers.¹⁴

Coffee prices have fallen by 70 per cent since 1997, costing developing-country exporters some \$8 billion in lost foreign-exchange earnings.¹⁵

More stringent protection for patents will increase the costs of technology transfer. Developing countries will lose approximately \$40 billion a year in the form of increased licence payments to Northern-based trans-national companies, with the USA capturing around one-half of the total.¹⁶

Rich countries reduced their aid budgets by \$13 billion between 1992 and 2000.¹⁷

⁹ Source: *ibid.*

¹⁰ Source: *ibid.*

¹¹ Source: *ibid.*

¹² Source: *ibid.*

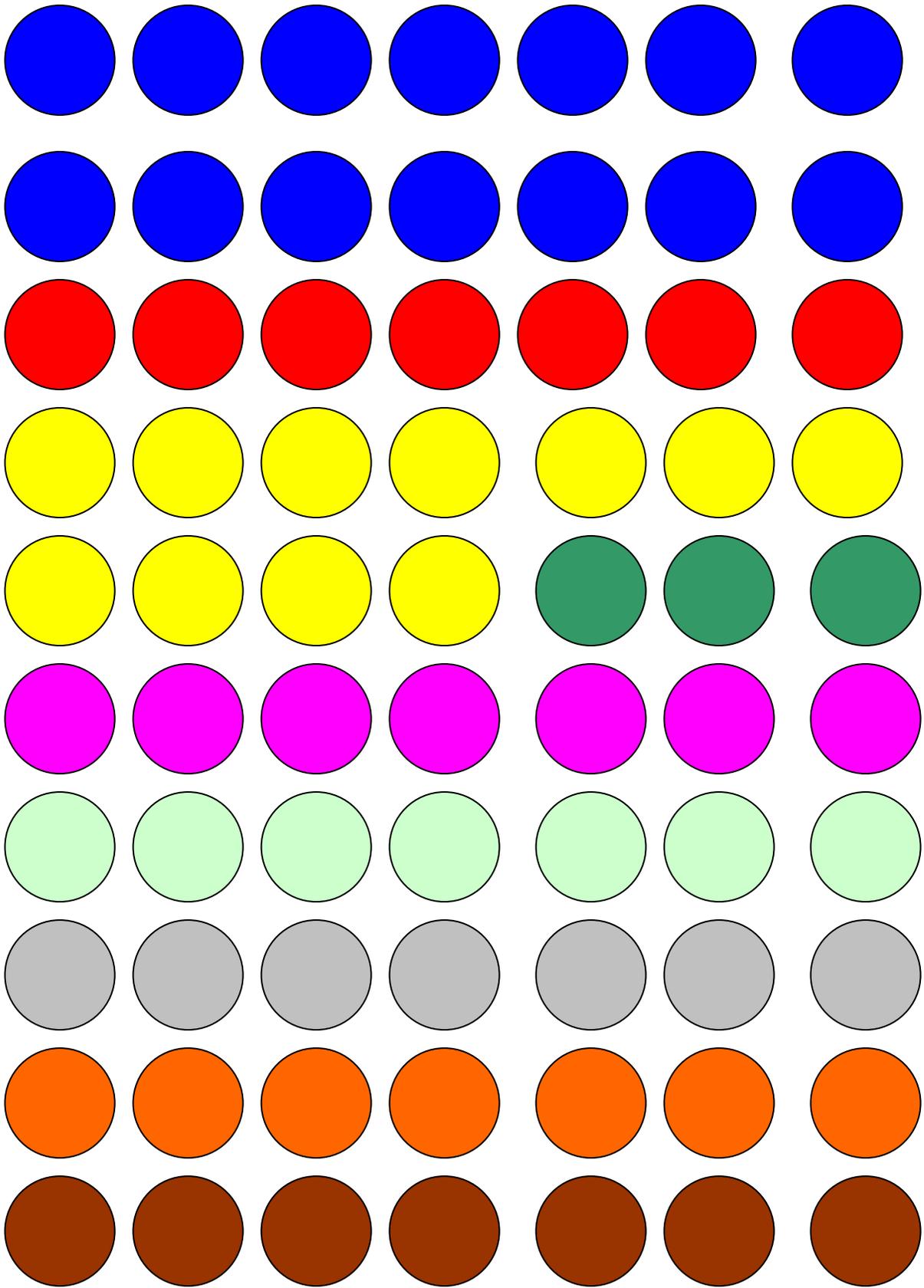
¹³ Source: *ibid.*

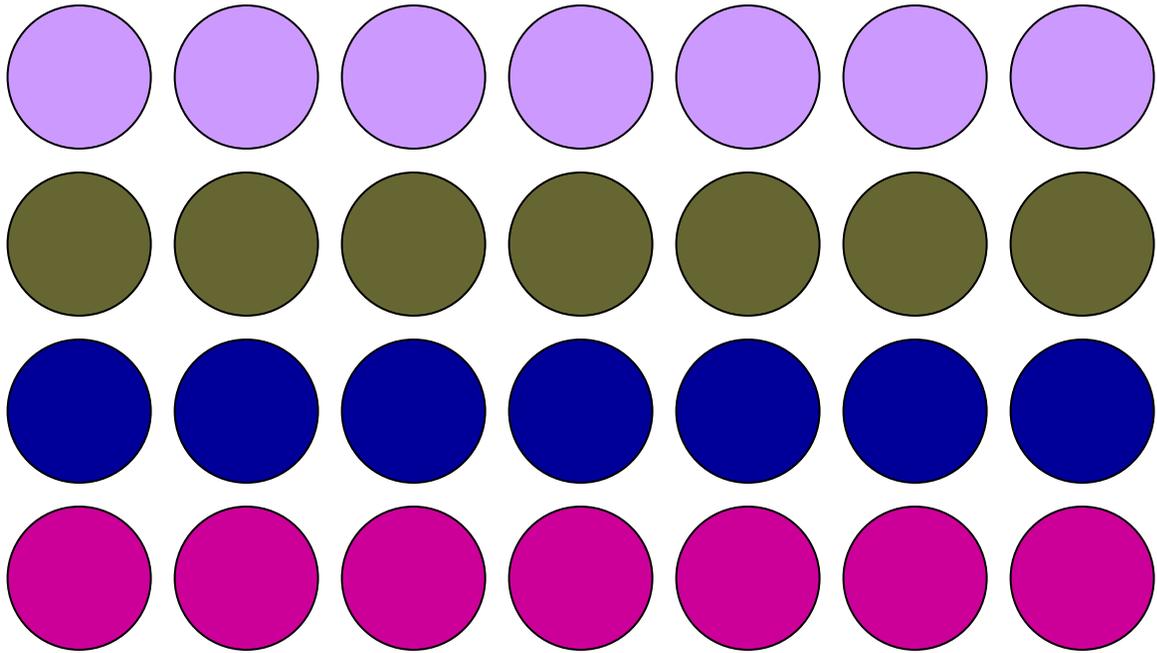
¹⁴ Source: *ibid.*

¹⁵ Source: *ibid.*

¹⁶ Source: *ibid.*

¹⁷ Source: *ibid.*



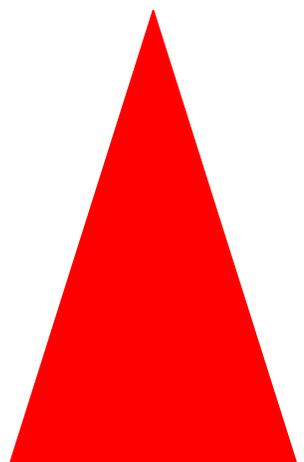
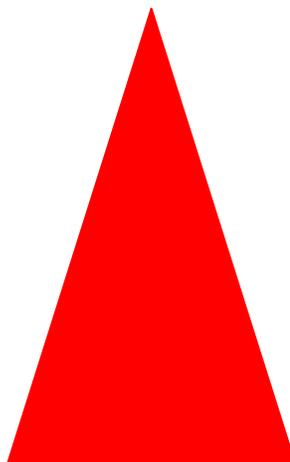
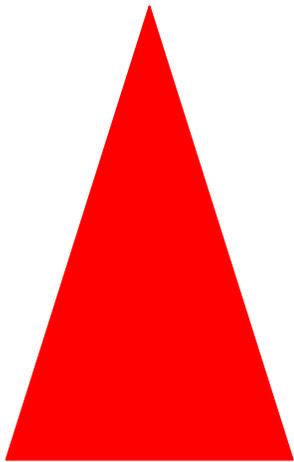
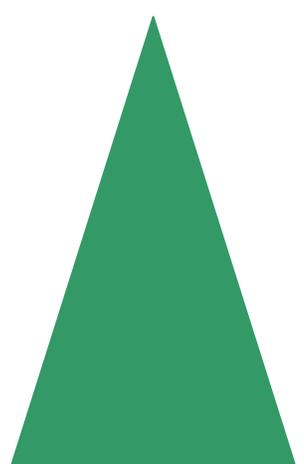
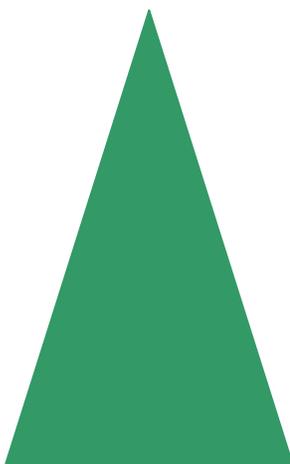
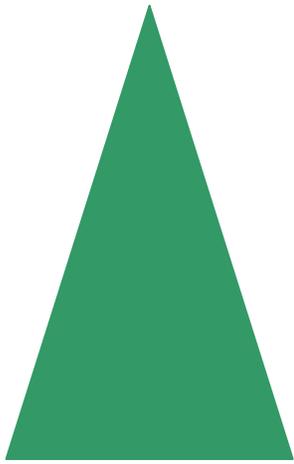
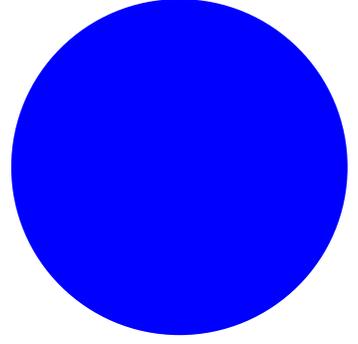
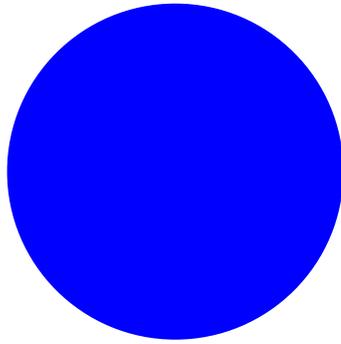
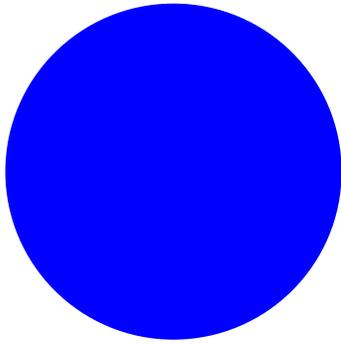
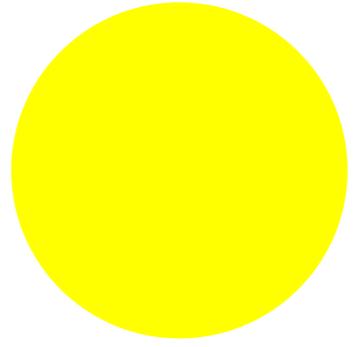
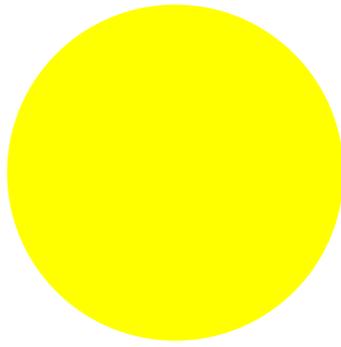
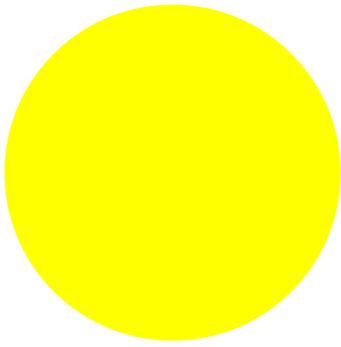


Coin Conversion Table:

Colour	Represents	Reasons for inequality
	Shelter. This is a basic necessity and everyone in your team must have shelter.	
	Safety. Everyone has a right to live in safety. However, there is a large percentage of the world's population that live in fear, whether that is because of civil war, job insecurity, refugee status, etc. It is often expected in developed nations that there will be safety standards enforced at jobs; however, for many developing nations, workers must work under extreme pressure and often in unsafe environments.	Current market models outsource production through global supply chains, demanding low cost and flexible labour. National labour laws have been weakened by or not enforced to accommodate this demand. (Source: <i>Trading Away our Rights: women working in global supply chains.</i>)
	Food. One cannot survive without adequate food. Everyone in your team should have a yellow coin.	
	Technology. One of the mainstays of our society is technological progress; however, even though much technology is assembled in developing countries, they often do not share technological advancement.	International trade data identify Mexico as a major exporter of high-technology goods and services. However, less than two per cent of the value of its exports derives from local inputs. (Source: <i>Rigged Rules and Double Standards</i>)
	Education. Education is often taken for granted in developed nations; it is a basic right. However, many children in developing nations cannot go to school because they have to help support their families.	Some working mothers can only cope with their double duties (job and home) by taking their eldest daughters out of school to look after younger children, but the girls lose their chances of a more skilled job in the future. In Morocco, 80 per cent of women with older children had taken their daughters under 14 out of school. (Source: <i>Trading Away our Rights:...</i>)
	Unions. Most workers in developed nations belong to a union; this offers them job protection, the right to bargain, uphold labour standards, control their own working conditions and secure rights. In the developing world, unions are often targets of attack. Or, they cannot be formed because workers will be fired if they belong to a union.	Unions are heavily restricted in law or practice in many countries. Moreover, the women who are most in need of unions often have little time for meetings. There is also a vicious cycle: workers earning barely more than poverty wages may be reluctant to pay monthly dues, especially if they are often more afraid of losing their jobs than hopeful of winning better conditions. (Source: <i>Trading</i>)

		<i>Away our Rights:...</i>
	Long-term contracts. The longer the contract, the more job security a worker has. Also, the longer the contract, the more chance a worker has of speaking against labour conditions without losing their job. In developing nations, workers often work for years with one-month to no contract, meaning they have no job security or room to criticize employers.	The current model of globalisation often demands flexibility from workers; this often means flexible labour laws or short term contracts with easy hiring and firing. This means employers can avoid employment benefits and undermine workers' bargaining power.
	Health Care. Another consequence of no or short contracts is that employers often do not feel responsible for providing health coverage to their employees. Workers in developing countries often work in unhealthy conditions, which means they often fall ill; however, since medical costs are the responsibility of the worker, they often cannot afford time off or medicine. Also, employers do not pay for maternity leave or allow for sick days.	Health and safety regulations often don't recognise illnesses that are the result of job conditions. For example, pesticide use has led to an increased rate of cancer, fetal neural defects, respiratory problems, etc. But, tests studying the effect of pesticide use are often based on exposure to an adult male, which means the risks to pregnant women for abortion or birth defects go unnoticed or unrecorded. A study conducted in a hospital in Rancagua, Chile, between January and September 1993 found that all 90 babies born with neural defects were children of temporary fruit workers. (Source: <i>Trading Away our Rights:...</i>)
	Overtime. Overtime is voluntary; yet in many developing nations, workers must sign contracts mandating overtime. Moreover, overtime is limited to about 30-40 hours a month; however, many workers in developing nations must work up to 150 hours of overtime a month to keep up with market demands. Moreover, this overtime is often not paid or not paid in full.	In Bangladesh garment workers from seven factories interviewed in 2003 worked on average 80 hours of overtime per month. Not one received a payslip. They were paid between 60 and 80 per cent of their due earnings – on average, the equivalent of doing 24 hours of unpaid work a month. (Source: <i>Trading Away our Rights:...</i>)
	Wages. Most workers in the developed world can expect to earn at least minimum wage (\$9.95 - \$11 in Canada, depending on province); however, in developing nations, wages are often set by what the market can pay, not what an individual or family needs. Moreover, the data used to set minimum wage is often out-dated. The result is often that workers are not earning enough to cover living costs and are earning below minimum wage.	In Bangladesh, 98 per cent of garment workers interviewed were paid at least the minimum wage – but its level was set in 1994, and the price of basic foods has more than doubled since then. Allowing for inflation, one woman in three is effectively earning below the minimum wage. (Source: <i>Trading Away our Rights:...</i>)

	<p>Security. In developed nations, workers often take for granted the level of security they have from unfair labour standards, harassment, etc. If one of these expectations are not met, workers in the developing world often have recourse to unions or other administration. In developing nations, job security does not exist for a large percentage of the population. Also, women are often targets of sexual harassment by employees. Moreover, this harassment largely goes unreported because of a sense of futility.</p>	<p>From Honduras and the USA to Morocco and Cambodia, women workers reported cases of male supervisors demanding sexual favours in return for getting or keeping jobs. (Source: <i>Trading Away our Rights:...</i>)</p>
	<p>Family Care. Developed countries often provide day care and extended health coverage for families. In developing countries, women comprise a large percentage of the unskilled labour force; this means they have to work long hours in a factory or farm. On top of this, they often have the responsibility for taking care of the family at home. This means they are facing a double-responsibility, often with neither voice nor equality.</p>	<p>When employed in short-term and unstable jobs, women are not in a strong position to re-negotiate their care-giving responsibilities at home. As a result, most continue to be primary caregivers, with little or no support from their partners. In Bangladesh, women garment workers are still four times more likely than their husbands to be responsible for looking after sick children and their dependents. (Source: <i>Trading Away our Rights:...</i>)</p>
	<p>Labour Standards. International law mandates a level of security and safety on the job; however, these standards are often ignored by employers because of their desire to increase productivity and profit, meaning many workers are facing unsafe working conditions, long hours, and little room to complain.</p>	<p>Over the past 20 years, while investors' rights have been deepened and extended through international trade agreements, workers' rights have moved in the opposite direction.</p>



MAKE TRADE FAIR

Purpose: This lesson is intended to give students the outlet to form opinions about the advantages and disadvantages of the current model of globalisation. It is also intended to draw further comparisons with the Industrial Revolution, and create discussion from the Scavenger Hunt Activity in Lesson Three.

Objectives: Students will:

- Develop informed opinions about the current model of globalisation
- Complete a table about the current model of globalisation, looking at the complexities of change.

Resources:

- Table with pros and cons of current model of globalisation (attached).

Modifications for Exceptional Students and ESL/ELD students:

- Students could work with a dictionary, or with students who speak the same language
- Students could be given a vocabulary sheet.
- Students could be given the table the day before
- Students could be given the teacher's notes the day before.

Expectations:

CO1.03 – describe the development of modern urbanization (e.g., development of administrative, commercial, and industrial towns and cities; issues of inner cities and suburbia; issues of law, order, and infrastructure; cycles of construction and destruction of the urban landscape).

CO2.01 – describe factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., exploration; economic gain; modern technologies and inventions; demographic pressures; religious, dynastic, and national ambitions);

CO2.02 – analyse the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; introduction of new foods, materials, products, and ideas; destruction of cultures through disease and policy; revival of commitment to indigenous cultural identities);

CO2.03 – demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations (e.g., historical interpretations of imperialism, including “modern world system”, Whig, Marxist, and modernist; the process of decolonization; growth of multinational corporations; “Hollywoodization”).

CC1.01 – demonstrate an understanding of the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present (e.g., developments in religion, changing views of the universe, consequences of technological advances, demographic changes, medical discoveries, social reform);

CC1.02 – identify forces that have facilitated the process of change (e.g., increase in literacy, humanism and liberalism, scientific revolutions) and those that have tended to impede it (e.g., rigid class or caste systems, reactionary and conservative philosophies, traditional customs);

CC1.04 – evaluate key elements and characteristics of the process of historical change (e.g., the ideas, objectives, and methods of the people involved; the pace and breadth of the change; the planned versus spontaneous nature of the change).

CC3.01 – demonstrate an understanding of the importance of chronology as a tool in analysing the history of events in the West and the rest of the world since the sixteenth century (e.g., by tracing the expansion of political enfranchisement, military technological innovation, agricultural and scientific developments);

CC3.02 – explain how viewing events in chronological order and within a specific period provides a basis for historical understanding;

CC3.03 – explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis (e.g., Gutenberg’s printing press and the Protestant Reformation, land redistribution by the conquistadors and contemporary Latin American social inequality, social Darwinism and modern hypotheses of racial superiority, the Long March and the victory of Chinese communism).

CH4.01 – analyse a variety of forms of human servitude (e.g., slavery, indenture, gender role restrictions);

SEV.01 – demonstrate an understanding of diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;

SEV.02 – analyse significant economic developments in the West and the rest of the world since the sixteenth century;

SE1.02 – describe key social developments that have occurred as a result of Western technological innovations (e.g., print and market-place revolutions, industrialization, urbanization, demographic changes);

SE2.01 – describe key elements of pre-industrial economies (e.g., subsistence and capitalist agriculture, cottage industries, guild institutions, commercial entrepôts);

SE2.02 – explain how the first and second industrial revolutions affected the economies of the West and the rest of the world (e.g., unprecedented increase in material wealth, creation of large factories and industrial cities, increase in resource and market imperialism, rise of consumerism);

HI1.01 – formulate significant questions for research and inquiry, drawing on examples from Western and world history (e.g., What were the effects of the Seven Years’ War? Why did the French execute their king? How did the atomic bomb change the nature of war?);

HI1.03 – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

HI2.03 – identify and describe relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);

Lesson Plan:

Time:	Activity:	Note:
10 minutes	Mark down how many coins each team has. Compare the different teams. Ask each team how they got the coins they have (i.e. what they gave up to have them). Compare each team’s wealth to the two lists generated the day before.	This will allow students to see the gaps between different parties in the global supply chain.
15 minutes	Ask students how they felt during the game? Why was it unfair? Who had the most power? Why? Who had the least power? Why?	This will allow students to voice frustration. Be sure to emphasize students must give informed reasons why things were unfair (i.e. not just because it was, but because some groups had access to more wealth and better guidelines.)
25 minutes	Ask students why the statistics are significant? Did they surprise anyone? Why? Take this time to really debrief the activity in terms of the Make Trade Fair campaign. Ask students why they think these conditions exist. Explain to them the demand for	This is a time to really introduce students to the arguments in Oxfam’s Make Trade Fair campaign.

	flexibility (with easy hiring and firing) and quick turnover are huge factors in creating these conditions. Also explain that trans-national organization often push the risk down the global supply chain.	
20 minutes	Give the class the attached table and ask them to complete it; as a class, discuss some of the arguments for and against each statement. Ask students to write these in the table. Ask them to complete the table for homework, given what they know about Industrialisation and Globalisation.	All these statements can be found in <i>Trading Away Our Rights: women working in the global supply chain</i> , available at http://www.oxfam.org/en/policy/report-042008-labor

Teacher resource:

Arguments for:	Arguments against: (Oxfam's arguments)
<i>'Trade and growth first, labour standards will follow.'</i>	
<ul style="list-style-type: none"> ○ trade = jobs ○ excess supply of labour falls, wages and working conditions rise 	<ul style="list-style-type: none"> ○ link between trade and economic growth not automatic ○ nor is the link between job creation and labour conditions ○ "market realism has to be tempered with considerations of social justice." ○ "labour rights are not a distant reward of development: they are an essential tool for alleviating poverty though trade today."
<i>'Jobs in trade are better than the alternatives.'</i>	
<ul style="list-style-type: none"> ○ "bad jobs at no wages are better than no jobs at all" (Paul Krugman) 	<ul style="list-style-type: none"> ○ "if the best deal that trade can offer to poor people is a marginal improvement over a life of desperate poverty, it is falling far short of its potential." ○ Are developing nations and workers getting a fair share of the gains they help to generate though trade?
<i>'Improving labour standards is hidden protectionism.'</i>	
<ul style="list-style-type: none"> ○ improving employment and working conditions will take away their competitive edge and 'price them out of the market.' ○ - 'from this perspective, calling for respect for workers' rights is just another variety of Northern protectionism.' 	<ul style="list-style-type: none"> ○ cost of providing basic benefits such as maternity and sick leave differs greatly in developing nation; therefore, can still provide these benefits and offer lower cost of labour ○ movement asking for better conditions not part of Northern protectionism, but desire to protect workers well-being, health and dignity.
<i>'Strengthening rights will cut jobs.'</i>	
<ul style="list-style-type: none"> ○ 'Forget about cheap labour. Poverty is no longer an asset. There is always some new garment-exporting country where workers earn less than yours.' (David Birnbaum) 	<ul style="list-style-type: none"> ○ better wages and job protection = ability to invest in families (education, health, etc) = more productive and skilled workforce = attracts investors = stimulate domestic and regional sources of consumer

	demand
<i>'More secure jobs undermine flexibility</i>	
<ul style="list-style-type: none"> ○ flexible labour laws (short-term contracts, easy hiring and firing) essential to allow firms to respond to fluctuations in demand 	<ul style="list-style-type: none"> ○ 'flexibility' abused to secure long-term effort of worker at short-term costs (avoid employment benefits and undermines workers' bargaining power) ○ "Flexibility matters – but social justice considerations should set limits to the level of flexibility demanded, especially in unequal economic relationships."
<i>'Monitoring labour standards throughout supply chains is asking the impossible.'</i>	
<ul style="list-style-type: none"> ○ "Retail and brand companies are the first to claim that their long and complex supply chains are too complex to monitor." 	<ul style="list-style-type: none"> ○ Companies already achieve technical, product safety, quality and delivery standards through these chains ○ - many companies are cutting out layers of mid-chain suppliers and dealing more directly with producers – ideal opportunity for working with producers to ensure good labour standards are met.

Statements are from *Trading Away Our Rights: women working in the global supply chain*

The current model of globalisation: PROS and CONS

Complete the following table by responding to various statements used by pro-globalisation arguments. Write the facts, opinions, arguments for the statement in the left column and the ones against the statement in the right column.

Arguments for:	Arguments against:
<i>'Trade and growth first, labour standards will follow.'</i>	
<i>'Jobs in trade are better than the alternatives.'</i>	
<i>'Improving labour standards is hidden protectionism.'</i>	

<i>'Strengthening rights will cut jobs.'</i>	
<i>'More secure jobs undermine flexibility'</i>	
<i>'Monitoring labour standards throughout supply chains is asking the impossible.'</i>	

Statements are from *Trading Away Our Rights: women working in the global supply chain*

WHAT CAN WE DO?

Purpose: This lesson is intended to give students the outlet to inform their fellow students about the injustices they have experienced and learned about. It is also intended to tie in with World Food Day. It will also introduce students to the summative task

Objectives: Students will:

- Discuss the issues covered in class thus far
- Draw their own conclusions, opinions and connections between the Industrial Revolution and an industry currently under scrutiny by the Make Trade Fair campaign.
- Develop informed opinions about the current model of globalisation
- Create a plan to organize World Food Day in their school.

Resources:

- Final Assignment sheet (attached)
- Presentation Rubric (attached)
- World Food Day kit (available at www.oxfam.ca)
- Hunger Banquet Guide and Resources (available at <http://www.oxfam.ca/get-involved/fundraise-for-oxfam/hungry-for-change>)
- Committee action plans (attached)

Modifications for Exceptional Students and ESL/ELD students:

- Students could work with a dictionary, or with students who speak the same language
- Students could be given a vocabulary sheet.
- Students could be given the opportunity after class to ask for clarification from the teacher.
- Students should be put on committees where their particular expertise will be most beneficial. For instance, if a student has difficulties reading, but has artistic ability, he/she could be put on the committee for posters.

Expectations:

CO1.03 – describe the development of modern urbanization (e.g., development of administrative, commercial, and industrial towns and cities; issues of inner cities and suburbia; issues of law, order, and infrastructure; cycles of construction and destruction of the urban landscape).

CO2.01 – describe factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., exploration; economic gain; modern technologies and inventions; demographic pressures; religious, dynastic, and national ambitions);

CO2.02 – analyse the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; introduction of new foods, materials, products, and ideas; destruction of cultures through disease and policy; revival of commitment to indigenous cultural identities);

CO2.03 – demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations (e.g., historical interpretations of imperialism, including “modern world system”, Whig, Marxist, and modernist; the process of decolonization; growth of multinational corporations; “Hollywoodization”).

CC1.01 – demonstrate an understanding of the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present (e.g., developments in religion, changing views of the universe, consequences of technological advances, demographic changes, medical discoveries, social reform);

CC1.02 – identify forces that have facilitated the process of change (e.g., increase in literacy, humanism and liberalism, scientific revolutions) and those that have tended to impede it (e.g., rigid class or caste systems, reactionary and conservative philosophies, traditional customs);

- CC1.04** – evaluate key elements and characteristics of the process of historical change (e.g., the ideas, objectives, and methods of the people involved; the pace and breadth of the change; the planned versus spontaneous nature of the change).
- CC3.01** – demonstrate an understanding of the importance of chronology as a tool in analysing the history of events in the West and the rest of the world since the sixteenth century (e.g., by tracing the expansion of political enfranchisement, military technological innovation, agricultural and scientific developments);
- CC3.02** – explain how viewing events in chronological order and within a specific period provides a basis for historical understanding;
- CC3.03** – explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis (e.g., Gutenberg’s printing press and the Protestant Reformation, land redistribution by the conquistadors and contemporary Latin American social inequality, social Darwinism and modern hypotheses of racial superiority, the Long March and the victory of Chinese communism).
- CH4.01** – analyse a variety of forms of human servitude (e.g., slavery, indenture, gender role restrictions);
- SEV.01** – demonstrate an understanding of diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;
- SEV.02** – analyse significant economic developments in the West and the rest of the world since the sixteenth century;
- SE1.02** – describe key social developments that have occurred as a result of Western technological innovations (e.g., print and market-place revolutions, industrialization, urbanization, demographic changes);
- SE2.01** – describe key elements of pre-industrial economies (e.g., subsistence and capitalist agriculture, cottage industries, guild institutions, commercial entrepôts);
- SE2.02** – explain how the first and second industrial revolutions affected the economies of the West and the rest of the world (e.g., unprecedented increase in material wealth, creation of large factories and industrial cities, increase in resource and market imperialism, rise of consumerism);
- HI1.01** – formulate significant questions for research and inquiry, drawing on examples from Western and world history (e.g., What were the effects of the Seven Years’ War? Why did the French execute their king? How did the atomic bomb change the nature of war?);
- HI1.03** – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).
- HI2.03** – identify and describe relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);

Lesson Plan:

Time:	Activity:	Note:
10 minutes	Review the table from the day before. What is the general consensus about the current model of globalisation? If it is flawed, why? Do these flaws make the concept of a global market impossible? If yes, why? If no, what would be needed to make it better? If the students say there is nothing wrong with the current model of globalisation, ask them about the statistics from the globalisation scavenger hunt. Do they see these statistics being resolved in the future?	This discussion is intended to point out that the notion of a global market is not necessarily wrong, but that the current model relies heavily on exploiting the people working at the bottom end of the supply chain.
25 minutes	<p>Workstations: Divide students into three groups. Each group will be at a separate workstation where there will be information on the Coffee Trade, the Food Trade and Trade Campaigns. All this information is available at</p> <p>http://www.oxfam.org/en/campaigns/trade http://www.oxfam.org/en/campaigns/trade/about http://www.oxfam.org/en/development/ethiopia-starbucks-campaign-anatomy-win http://www.oxfam.org/en/campaigns/agriculture/food_prices</p> <p>Give students a copy of the final assignment.</p> <p>Have students address the attached questions. They will then create a presentation that draws connections between the Industrial Revolution and their particular industry.</p>	<p>This will give students the opportunity to look more in depth at one particular aspect of the global supply chain. It will also give them the chance to form their own opinions about whether the comparison is fair or not.</p> <p>This will serve as a summative task.</p>
15 minutes	<p>Ask students what can be done to change the injustices in the current model of globalisation. Write their ideas on the board.</p> <p>Introduce Oxfam's World Food Day. Ask if the class would like to organize the event for the school.</p>	This should not be forced on the students, but it is our hope they will be excited about helping to remedy the injustices they have learned about
15 minutes	<p>Form committees for the following areas:</p> <ul style="list-style-type: none"> • Advertisement • Finances • Location and permission from the administration • Contact group with Oxfam and local press • Information: representatives for the rest of the school. 	<p>This will give students an opportunity to organize, plan and advertise WFD in their own way. The teacher's role will now be that of advising and coordinating the committees.</p> <p>Give each committee an Action Plan sheet.</p>

Final Assignment:

This is your chance to really apply the knowledge you have gained over the last five lessons. As a group, you need to research your industry (coffee, food or garment). You will be required to give a 15-20 minute presentation that includes:

- A description of your industry
- Its importance to Canadian society
- The countries involved in this industry
- Why Oxfam considers this an unfair trade
- The arguments for and against the current model of globalisation
- Where your opinion lies on the issue
- Ways this industry could be improved
- Various organizations attempting to promote change on that issue
- What we can do as students and citizens of developed nations to affect change
- You will also be required to draw comparisons between your industry and the Industrial Revolution or other historical turning points
- Multi-media (posters, skits, tables, graphs, pictures, maps, etc)
- Guiding questions
- References to the issues discussed in class

Be sure to research this issue well. Also, use your creativity to develop a presentation that is interesting and informative.

As a group, you will be required to keep a log of everyone's roles in the presentation. You will submit this along with your research notes after the presentation.

Due: _____

Presentation Rubric:

Name: _____

Group members: _____

Presentation Title: _____

Date: _____

	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding	<p>Significantly increases audience understanding and knowledge of topic.</p> <p>Effectively argues position with clear thesis statement which is developed throughout the presentation.</p>	<p>Increases audience understanding and awareness of most points.</p> <p>Clear thesis statement; but is not fully developed in the presentation.</p>	<p>Raises audience understanding and knowledge of some points.</p> <p>Thesis statement is present but is weak or lacks development.</p>	<p>Fails to increase audience understanding or knowledge of topic.</p> <p>Thesis statement absent.</p>
Thinking and Inquiry	<p>Opinion is supported by relevant facts and statistics with clear analysis.</p> <p>Conclusions are strongly supported by the content of the presentation.</p> <p>Major ideas summarized and audience left with full understanding of presenters' position.</p>	<p>Evidence largely based on either opinion without evidence or fact without analysis.</p> <p>Conclusions are related to content of the presentation, but are not fully supported by it.</p> <p>May need to refine summary or final idea.</p>	<p>Evidence not adequately supported.</p> <p>Weak examples, facts, and/or statistics, which do not clearly support the subject or remain without analysis.</p> <p>Conclusion is weak or not tied to the presentation.</p> <p>Major ideas are not summarized or final idea is weak.</p>	<p>Evidence is very weak or no support of subject through use of examples, facts, and/or statistics.</p> <p>Insufficient support for ideas or conclusions.</p> <p>Absence of major ideas or final ideas.</p>

Communication	<p>Appearance is relaxed, confident and in control.</p> <p>Works in tandem with other members of the group.</p> <p>Maintains eye contact with audience.</p> <p>Pace and volume are appropriate and consistent.</p> <p>Tone holds audience's interest.</p>	<p>Appears somewhat confident, but nervous at times.</p> <p>Works well with other members of the group.</p> <p>Fairly consistent eye contact with audience.</p> <p>Occasional lapses in pace and/or volume.</p> <p>Tone is satisfactory.</p>	<p>Appears nervous and self-conscious.</p> <p>Some tension with group members.</p> <p>Occasional eye contact with audience.</p> <p>Uneven volume and/or pace are too fast or too slow.</p> <p>Tone lacks variation.</p>	<p>Nervousness is obvious and debilitating.</p> <p>Working against group members.</p> <p>No effort to make eye contact with audience.</p> <p>Low volume and/or slow or quick pace take away from ideas.</p> <p>Tone is monotonous.</p>
Application	Clear purpose and subject	Has some success defining purpose and subject.	Attempts to define purpose and subject.	Subject and purpose are not clearly defined.

Comments: _____

Committee Action Plan:

1. What is our task?
2. What are the steps needed to complete our task?
3. What materials do we need to complete this task?
4. Who should we approach for resources, permission, information, etc?
5. Should we have a chairperson and sub-committees?
6. What is our deadline?
7. How often should we meet?