



SPARK QUESTIONS IN SOCIAL STUDIES 20

project AGRICULTURE Activity	20-1 SOCIAL STUDIES *Corresponding 20-2 outcomes also apply
	CONCEPTUAL KNOWLEDGE
SPARK LEARNING SOURCE How should the global food supply be protected? The food system is changing in the context of globalization.	2.1 Appreciate that nations and states pursue national interest (TCC, GC, PADM) 2.2 Sppreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM) 2.4 Explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)



This SPARK learning source can be used to introduce the connections between the concepts of food sovereignty and nationalism in Social Studies 20-1 and 20-2. Students can be encouraged to identify questions for further inquiry that focus on the extent to which the food supply is a national or global concern. To what extent should food sovereignty, which focuses on local farming and sustainability, drive decisions about the food system in Alberta and/or in Canada?



A LEARNING EXPERIENCE FOR SOCIAL STUDIES 20

project AGRICULTURE Activity	20-1 SOCIAL STUDIES *Corresponding 20-2 outcomes also apply
LEARNING SOURCE What's the trade-off with food production in a globalized world?	CONCEPTUAL KNOWLEDGE 2.1 Appreciate that nations and states pursue national interest (TCC, GC, PADM) 2.2 Appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM) 2.4 Explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)
BUILD COMPETENCIES Trade perspectives    	PROCEDURAL KNOWLEDGE S.1 Develop skills of critical thinking and creative thinking: - Evaluate ideas and information from multiple sources - Determine relationships among multiple and varied sources of information - Evaluate the logic of assumptions underlying a position - Analyze current affairs from a variety of perspectives S.7 Apply the research process: - Draw pertinent conclusions based on evidence derived from research - Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry - Select and analyze relevant information when conducting research S.8 Demonstrate skills of oral, written and visual literacy: - Communicate effectively to express a point of view in a variety of situations - Use a variety of oral, written and visual sources to present informed positions on issues



This **LEARNING SOURCE** and **BUILD COMPETENCIES** activity can meet specific learning outcomes in the Social Studies 20-1 and 20-2 curriculum. Students can focus on current trade issues and supply management from the perspective of competing interests. Ask students to investigate how nationalism affects trade negotiations between governments and analyze perspectives from supply managed agricultural industries.



A LEARNING EXPERIENCE FOR SOCIAL STUDIES 20

project AGRICULTURE Activity	20-1 SOCIAL STUDIES *Corresponding 20-2 outcomes also apply
CONCEPTUAL KNOWLEDGE	
LEARNING SOURCE How does the global context of agriculture affect our food supply?	2.1 Appreciate that nations and states pursue national interest (TCC, GC, PADM) 2.2 Appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM) 3.1 Appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM) 3.4 Analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
PROCEDURAL KNOWLEDGE	
BUILD COMPETENCIES Global food security   	S.1 Develop skills of critical thinking and creative thinking: - Evaluate ideas and information from multiple sources - Determine relationships among multiple and varied sources of information - Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue - Evaluate the logic of assumptions underlying a position - Assemble seemingly unrelated information to support an idea or to explain an event - Analyze current affairs from a variety of perspectives S.7 Apply the research process: - Develop, express and defend an informed position on an issue - Draw pertinent conclusions based on evidence derived from research - Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry - Select and analyze relevant information when conducting research S.8 Demonstrate skills of oral, written and visual literacy: - Communicate effectively to express a point of view in a variety of situations - Use a variety of oral, written and visual sources to present informed positions on issues



This **LEARNING SOURCE** and **BUILD COMPETENCIES** activity can meet specific learning outcomes in the Social Studies 20-1 and 20-2 curriculum. Have students examine examples of global issues affecting the food supply through the lens of nationalism and internationalism. How do these competing concepts affect involvement of governments and countries in addressing global food needs and waste issues?