

LEARNING EXPERIENCE FIVE

Guiding Question: What's the trade-off with food production in a globalized world?

This Learning Source provides starting points and information to investigate: • Globalization and trade tariffs and quotas • Agricultural supply and demand • Economic partnerships • Issues associated with trade and global policies, including NAFTA/USMCA • Trade liberalization and protectionism	Build Competencies: Trade perspectives Students write a position statement on current trade policy, values and positions taken by governments and agricultural producers. This handout includes activities that support competencies and literacy, and weblinks to online resources that can support student learning. 	 Assess Look for evidence of understanding of the following concepts: • Economic globalization • Trade liberalization • International agreements • Government policy and impact on quality of life and prosperity For a formative assessment, ask students to identify trade and globalization vocabulary and create a glossary of these terms, using either images, quotations, media excerpts or their own examples to illustrate each term.
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Additional information and discussion questions are provided in the carousel slide for this guiding question in the **food DEMOCRACY** section of the **LEARN** webpage.

Click on the carousel slide to open and explore the following content.

- **21st century supply and demand** infographic and information
- **The complexities of globalization** information



Additional Research or Background Sources

Consult teacher or student background sources such as the examples that follow to further explore, enrich or expand activities for this guiding question. Student research sources are also provided in **Build Competencies** handouts.

The Alberta government provides resources related to trends in agri-food exports at <https://open.alberta.ca/publications/trends-in-alberta-agri-food-exports>. General information on trade agreements can be found in the March 2019 publication *Trends no. 15. Trade agreements and agri-food trade*, found at <https://open.alberta.ca/dataset/835fbc5f-5e70-44ce-a92b-6e0e71958339/resource/3c80e08d-c328-48d6-8567-684a57333270/download/trends-in-alberta-agri-food-exports-no-15.pdf>.

The Agri-Food Statistics Update is designed to provide commentary on current issues, trends and new developments related to agriculture and the food and beverage processing industries. Collected from a variety of sources, the Statistics and Data Development Unit monitors statistical indicators of agri-food activity for Alberta. These publications can be accessed at <https://open.alberta.ca/publications/agri-food-statistics-update-alberta-agri-food-exports>.

These Alberta resources may be more suitable for teacher background.

Agriculture and Agri-Food Canada provides information on Canada-United States bilateral trade at www.agr.gc.ca/eng/industry-markets-and-trade/international-agri-food-market-intelligence/united-states-and-mexico/canada-united-states-bilateral-trade/?id=1453911839961.

The Canadian government also provides information on the CUSMA agreement at www.international.gc.ca/trade-commerce/trade-agreements-accords-commerciaux/agr-acc/cusma-aceum/index.aspx?lang=eng.



The government of Canada provides a website on the Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP) with numerous resources, including an introductory video. Students can indicate the economic sector and region to access information on the benefits of the agreement. The website can be found at www.international.gc.ca/trade-commerce/trade-agreements-accords-commerciaux/agr-acc/cptpp-ptpgp/index.aspx?lang=eng#.

Dairy Farmers of Canada provides additional information and perspectives that deal with supply management, trade issues and the global food supply and deregulation. Information can be accessed in question and answer format at www.mycanadianmilk.ca/questions and in an opinion piece on the renegotiation of NAFTA at www.mycanadianmilk.ca/issues/renegotiation-of-nafta

. Additional links to perspectives from other supply managed industries are provided in the **Build Competencies** activities.

> EXTEND LEARNING

Challenge students to work in small groups to conduct an online or print media search, looking for articles, images, stories or opinion pieces that deal with trade and agriculture. Have each group find at least two examples.

Set up a **research board** — either online or physically in the classroom — and have students post their examples. Identify connections between these examples and concepts related to economics and trade, such as:

- ◆ Food security
- ◆ Tariffs
- ◆ Quotas
- ◆ Supply and demand
- ◆ Liberalization
- ◆ Protectionism
- ◆ Economic growth



Find **Social Studies 9** and **Social Studies 10-1/10-2** learning outcomes supported by this learning experience on the following page.

Use this activity to focus on trade issues in agriculture, encouraging students to assess the extent to which these trade issues are affected by, or affect, globalization. Have students identify examples of trade liberalization and protectionism in these learning sources, as well as additional sources they find on current trade agreements.

Grade 9 students can be asked to consider how trade agreements are examples of economic partnerships, focusing on the economic relationship that they represent between Canada and the United States. Have them identify the role that governments play in these agreements.

After completing activities in this learning experience, have students reflect on the advantages and disadvantages of varying degrees of government involvement and responsibility. What are the perspectives that shape different opinions about such involvement?



Look on the **VIEW** webpage for video interviews with Alberta farmers about economic aspects of farming and trade. As students watch the video, ask them to identify perspectives shared by farmers.



LEARNING EXPERIENCE FIVE: LEARNING OUTCOMES AND COMPETENCY MAP

project AGRICULTURE Activity	GRADE 9 SOCIAL STUDIES	10-1 SOCIAL STUDIES *Corresponding 10-2 outcomes also apply
	CONCEPTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE
LEARNING SOURCE What's the trade-off with food production in a globalized world?	9.2.6 Assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues: How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? (PADM, ER)	3.2 Recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM) 3.6 Analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC) 3.9 Analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC) 4.8 Analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
	PROCEDURAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
BUILD COMPETENCIES Trade perspectives     	9.S.1 Develop skills of critical thinking and creative thinking: - Access diverse viewpoints on particular topics by using appropriate technologies - Assemble and organize different viewpoints in order to assess their validity 9.S.7 Apply the research process: - Integrate and synthesize concepts to provide an informed point of view on a research question or an issue - Develop a position supported by information gathered during research 9.S.8 Demonstrate skills of oral, written and visual literacy: - Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration	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 S.7 Apply the research process: - Draw pertinent conclusions based on evidence derived from research - Demonstrate proficiency in the use of research tools and strategies to investigate issues - 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 - Compose, revise and edit text