

Curriculum Connections for the Learn Alberta Jean Vanier Resource for 10-1/10-2 Social Studies

This chart is intended for teachers of Alberta’s Grade 10 Social Studies Programs of Study. It provides curriculum connections for some of the resources from *L’Arche* Canada on Canadian humanitarian Jean Vanier’s social vision. The resources are described, located and connected directly to the various knowledge, skills and values outcomes mandated in Alberta’s *Grade 10 Social Studies Programs of Study*. (<http://www.learnalberta.ca/content/ssjv/index.html>)

Online Learn Alberta resource on Canadian humanitarian Jean Vanier’s social vision: *BELONGING: The Search for Acceptance* (Video Clips and Teacher’s Guide)

Resource	Description	Location/Access	Social 10-1 Connections	Social 10-2 Connections
<p>1. <i>Belonging, the Search for Acceptance</i>: 5 Short Video clips + complementary 50 page <i>Teacher’s Guide</i> with questions for discussion and extended inquiry.</p> <p>*(<i>Teacher’s Guide</i> updated 2012)</p>	<p>1. Documentary film—4 of the short clips pertain closely to Alberta Education Social Studies 10-1 and 10-2 (The 3rd clip which deals with relationships and bullying but not with global perspectives is omitted in this table.) Each clip is framed by the social vision of Canadian humanitarian Jean Vanier (specific clip details follow below).</p> <p>2. <i>Teacher’s Guide</i> features:</p> <ul style="list-style-type: none"> • a brief history of Canadian social justice leader, Jean Vanier • a brief description of <i>L’Arche’s</i> model of community: including people of differing 	<p>http://www.learnalberta.ca/content/ssjv/index.html (video)</p> <p>http://www.learnalberta.ca/content/ssjv/documents/belongingStudyGuide.pdf</p>	<p>10-1 General Outcomes</p> <p>1. Students will explore the impacts of globalization on their lives.</p> <p>2. Students will assess economic, environmental and other contemporary impacts of globalization.</p> <p>3. Students will assess their roles and responsibilities in a globalizing world.</p> <p>In addition,</p>	<p>10-2 General Outcomes</p> <p>1. Students will explore the impacts of globalization on their lives.</p> <p>2. Students will understand economic, environmental and other impacts of globalization.</p> <p>3. Students will examine their roles and responsibilities in a globalizing world.</p> <p>In addition,</p>

	<p>abilities.</p> <ul style="list-style-type: none"> • individual/group questions for discussion for each video segment • extended individual and group reflection questions • community building activities (application) • major research (inquiry) assignments • Appendices for student Leadership development and for use in Student Retreats 		<p>activities outlined in the <i>Teacher's Guide</i> address Skills & Processes S1 - S9, outlined in the Social Studies 10-1 Program of Studies.</p>	<p>activities outlined in the <i>Teacher's Guide</i> address Skills & Processes S1 - S9, outlined in the Social Studies 10-2 Program of Studies.</p>
<p>1a) Jean Vanier and Belonging: Introduction (1st clip)</p>	<p>This introductory clip highlights the changing nature of our global world post 9-11, with a focus on our basic human need to belong, to find identity in a community and culture.</p> <p>- It highlights this human necessity in light of some of the fragmenting tendencies inherent in a globalized world, which subsequent videos then explore: the costs of capitalism, (illegal) immigration & refugees.</p> <p>-Vanier questions the role of culture in the face of globalization: "Is culture the dangerous thing?" Is there a place for communal culture in a globalized world?</p>	<p>http://www.learnalberta.ca/content/sjv/belonging.html?index=1</p>	<p>10-1 Specific Outcomes:</p> <p>1.3 appreciate how identities and cultures shape, and are shaped by, globalization.</p> <p>2.2 exhibit a global consciousness with respect to the human condition.</p> <p>3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization.</p> <p>3.2 recognize and</p>	<p>10-2 Specific Outcomes:</p> <p>1.3 appreciate how identities and cultures shape, and are shaped by, globalization.</p> <p>2.2 exhibit a global consciousness with respect to the human condition.</p> <p>3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization.</p> <p>3.2 recognize and</p>

	-Clip includes glimpses of <i>L'Arche</i> in France, which Vanier founded and where he lives (a model of living together in community with differences) as one model in which people move from loneliness to togetherness, individualism to community.		appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment.	appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment.
1b) Belonging and Work: Am I What I Do? (2nd clip)	<p>This video clip questions the ethical and moral tensions inherent in globalization's capitalistic drive and pressures:</p> <ul style="list-style-type: none"> - It features candid interviews with executives who grapple with choices between moving up in the "market" and values that were non-market driven: family, identity and personal fulfillment. -It questions globalization's trend of creating "homeless" executives, moving for career advancement and the challenge this corporate culture poses to putting down roots in a community. <p><i>Hook:</i> the vignette of the refugee with the empty briefcase. "Who would you be without your 'briefcase'?"</p> <ul style="list-style-type: none"> -The clip also examines the benefits and challenges of globalized competition (11:00 in video) – does it 	http://www.learnalberta.ca/content/sjv/belonging.html?index=2	<p>10-1 Specific Outcomes:</p> <p>2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism</p> <p>3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment</p> <p>4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities.</p>	<p>10-2 Specific Outcomes:</p> <p>3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization</p> <p>3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment</p> <p>4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities.</p>

	<p>produce a pyramid culture with many at the bottom still enslaved to serve those on top?</p> <p>Discussion primer: is globalization just a new Imperialism and what are the common threads between the two, based on power dynamics? What does Vanier suggest about power structures in a community? (8:03 onwards in clip) How do we contend with these power dynamics in our globalized world?</p>			
<p>1d) Uprootedness and New Belonging: Stories of Refugees (4th clip)</p>	<p>The other face of globalization: welcoming the world</p> <p>a) Refugee status: story of Felix. Discussion primer: irony that many countries created by and welcoming immigration have turned “cold-hearted” towards their refugees of necessity. (1:19 onwards)</p> <p>b) Is there such thing as an “illegal immigrant” in our globalized world? Refugees, people without rights?</p> <p>c) Benjamin, Mexican children’s rights activist: story of finding Canada and the need to escape (2:45 onwards)</p> <p>d) The case of the “professional” immigrant – someone who has fled identity and role in society for safety</p>	<p>http://www.learnalberta.ca/content/sjv/belonging.html?index=4</p>	<p>10-1 Specific Outcomes:</p> <p>4.2 recognize and appreciate the importance of human rights in determining quality of life. 4.3 accept political, social and environmental responsibilities associated with global citizenship. 4.7 evaluate relationships between globalization and democratization and human rights 4.9 explore multiple perspectives</p>	<p>10-2 Specific Outcomes:</p> <p>4.2 recognize and appreciate the importance of human rights in determining quality of life. 4.3 accept political, social and environmental responsibilities associated with global citizenship 4.7 analyze relationships between globalization and democratization and human rights. 4.9 explore multiple perspectives</p>

	(5:22 onwards) e) Muslims in the West, post 9-11 – a two-way exchange (6:27)		regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing the opportunities and challenges presented by globalization.	regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization.
1e) Understanding Conflict: A Search for Belonging (5 th clip)	<p>Unity of Humanity: building communities despite difference.</p> <p>Discussion points (connections to land are paralleled through comments by 3 individuals):</p> <p>a) Aboriginal peoples of North America: identity connected with land: have we addressed this as a nation?</p> <p>b) Palestinian immigrant-connections to land</p> <p>c) A rabbi's reflection on shared history and connections to the land.</p> <p>- Hook: Does our sense of belonging deny the possibility of justice for others?</p> <p>- importance of understanding others' perspectives, forgiveness, in building relationship, growing towards being a compassionate community-- How do we do this?</p>	http://www.learnalberta.ca/content/sjv/belonging.html?index=5	<p>2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada)</p> <p>3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development.</p> <p>4.4 explore various understandings of</p>	<p>2.10 examine the consequences of imperialism in Canada for Aboriginal Peoples (<i>Indian Act</i>, consequences of residential schools, social impact on Indigenous peoples).</p> <p>3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development).</p>

	- Our choices--being with those with whom we have similarities? Or learning to live together with those who are different from us?		quality of life	
2. On <i>Becoming Human</i> (16 Audio Clips + Questions for Students + <i>Teacher's Guide</i> + Transcript) Date: 2008/2009 <u>Target audience: Academically sophisticated students able to grasp ideas presented in audio clips up to 6 min. in length</u>	<p>1. 16 short audio clips from Jean Vanier's 1998 CBC Radio Massey Lecture series, which highlight the following aspects of civic responsibility/global citizenship:</p> <ul style="list-style-type: none"> - belonging and being a part of a human community - seeking the common good in society - building a healthy society - moving beyond fear to trust and inclusion <p>2. Questions for Students -- discussion/reflection questions for each audio clip (19 page PDF)</p> <p>3. <i>Teacher's Guide</i> (72 page PDF) with additional resources for group discussion/reflection, independent research projects and extended application activities.</p> <p>4. A transcript of all of the audio clips is included for convenience (9 page PDF).</p>	http://www.learnalberta.ca/content/sjv/becomingHuman.html?index=1	<p>10-1 Specific Outcomes:</p> <p>3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development).</p> <p>3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world.</p> <p>4.2 recognize and appreciate the importance of human rights in determining quality of life.</p>	<p>10-2 Specific Outcomes:</p> <p>3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development).</p> <p>3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world.</p> <p>4.2 recognize and appreciate the importance of human rights in determining quality of life.</p>

<p>3. Jean Vanier interview</p> <p>(filmed in France for Alberta Education)</p> <p>Date: 2008</p>	<p>Short video clips feature Canadian humanitarian Jean Vanier’s response to questions related to Alberta’s 10-1 and 10-2 Social Studies Programs of Study. Vanier describes his vision for a just and inclusive society, for strong community and for active citizenship.</p> <p>Useful material for individual or extended research projects on Vanier’s social vision.</p>	<p>http://www.learnalberta.ca/content/sjv/interview.html?index=1</p>	<p>10-1 Specific Outcomes:</p> <p>4.3 accept political, social and environmental responsibilities associated with global citizenship.</p> <p>4.4 explore various understandings of quality of life.</p> <p>4.7 evaluate relationships between globalization and democratization and human rights.</p>	<p>10-2 Specific Outcomes:</p> <p>4.3 accept political, social and environmental responsibilities associated with global citizenship.</p> <p>4.4 explore various understandings of quality of life.</p> <p>4.7 analyze relationships between globalization and democratization and human rights.</p>
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This chart was prepared by L’Arche Canada Educational Initiatives. Additional recent (2013) short Vanier video clips on global connections (for “WE Day”), citizenship, leadership, bullying, and belonging, related to Alberta’s 10-1/10-2 Social Studies Programs of Study may be accessed at www.larche.ca/en/education . Comments may be sent to education@larche.ca .