

**Financial Literacy Lesson Plan:**  
**HZT 4U1 – Grade 12 University Philosophy**

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*Prepared for: Ontario Ministry of Education & Ontario Philosophy Teachers' Association*

<p><b>Connections to Financial Literacy</b></p> <p><i>Financial literacy knowledge and skills addressed and assessed in this lesson:</i></p> <ul style="list-style-type: none"> <li>• consumer awareness</li> <li>• social, ethical and environmental implications of financial decisions</li> <li>• active citizenship</li> <li>• understanding the economy</li> </ul>	
<p><b>Unit: Ethics and/or Social and Political Philosophy</b>  <b>Lesson Title: <i>Philosophers Round Table Simulation</i></b></p>	<p><b>Grade 12 University Philosophy</b>  <b>HZT 4U1</b></p>
<p><b>Curriculum Expectations</b></p>	<p><b>Learning Goals</b></p>
<p><b><u>Strand: Ethics</u></b>  <b><i>Overall Expectation:</i></b>  <b>ETV.01</b> – demonstrate an understanding of the main questions, concepts, and theories of ethics  <b>ETV.03</b> – illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life</p> <p><b><i>Specific Expectation:</i></b>  <b>ET1.04</b> – demonstrate how the moral problems and dilemmas that occur in everyday contexts can be effectively analyzed using a variety of different philosophical theories</p> <p><b><u>Strand: Social and Political Philosophy</u></b>  <b><i>Overall Expectation:</i></b>  <b>PPV.03</b> – identify instances of theories of social and political philosophy that are presuppositions in everyday life</p> <p><b><i>Specific Expectation:</i></b>  <b>PP1.04</b> – analyze how theories of social and political philosophy are adopted and realized in contemporary political policy making, and how the adoption of a particular theory makes a difference to political and social practices  <b>PP1.05</b> – demonstrate an understanding of how particular philosophical theories have influenced the development of subjects such as political science, economics, or law</p>	<p>At the end of this lesson, students will know, understand and/or be able to <i>explore philosophically</i> the following questions:</p> <ol style="list-style-type: none"> <li>1. What factors should we consider before purchasing products?</li> <li>2. What impact do our consumer choices have on others and ourselves?</li> <li>3. What responses do philosophers give to financial issues and questions?</li> </ol>

## Instructional Components and Context

### Readiness

- Students need to know the following **before** the lesson:
  - Specific examples of contemporary sweatshops
  - Specific examples of corporations with a history of questionable labour practices
  - Specific examples of stores in Canada that sell goods made from sweatshops
  - Specific examples of unfair labour practices in Canada
  - Specific Canadian labour laws and policies that address sweatshops and more generally, codes of labour practice
  - Various responses of philosophers' and philosophical schools of thought to the issue of sweatshops (see Appendix for initial diagnostic subtask)

### Terminology

- ethics
- morals
- moral agent
- ethical absolutists, universalists and relativists
- virtue ethics
- egoism
- social and political philosophy
- ideologies
- egalitarianism
- liberal individualism
- categorical imperative
- utilitarianism
- democracy
- capitalism
- justice
- distributive justice
- economic laissez-faire
- free trade zones
- corporation
- globalization
- exploitation
- slavery
- human rights
- fair trade
- deregulation
- privatization

### Materials

Teacher requires:

- Video Clip (either saved electronically or downloaded via internet)
- AV Cart equipped with video projection unit and speakers
- Handouts: self-assessment, rubrics (2), scavenger hunt activity, round table simulation assignment, philosopher list, sweatshop fact sheet

Student requires:

- Class notes
- Completed Scavenger Hunt activity
- Cue cards

## Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

## Connections

Explicitly label:

**A for L** Assessment **for** learning

**A as L** Assessment **as** learning

**A of L** Assessment **of** learning



Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

## Whole Class

- ⇒ **Direct Instruction: Socratic Dialogue, Guided Exploration**
- ⇒ **Cooperative Strategies: Discussion, Numbered Heads**

## Groups

- ⇒ **Activity-Based Strategy: Retelling**
- ⇒ **Cooperative Strategy: Discussion**

## Description

1. Teacher takes attendance and ensures all students are attentive.
2. HOOK: Teacher prompts students with probing Socratic questions about their favourite clothing brands, when and where they are made and how much they think it costs to manufacture them.
3. HOOK: Teacher plays video clip (see Appendix 1.1).
4. Teacher leads a brief discussion about the contents of the video clip with students in order to stimulate a guided exploration and model critical thinking, as well as media literacy skills.
5. Teacher instructs students to take out completed “Scavenger Hunt” (Appendix 1.2) and “Sweatshop Fact Sheet” (Appendix 1.3)
6. Teacher uses Numbered Heads to create random student groups with a maximum of 4 persons per group.
7. Teacher instructs students to share and retell their research findings in aforementioned groups.

1. N/A
2. Assessment as learning.
3. Differentiated instruction (visual and auditory learners).
4. Assessment for learning.
5. Assessment for learning.
6. N/A
7. Differentiated instruction (inter-personal intelligence).

## **IMPORTANT:**

The diagnostic subtasks (Appendix 1.2, 1.3 & 1.4) should be distributed to and completed by students in advance of this lesson. Overall, *this lesson is intended to be the first component of a three-part series*. Part one (this lesson plan in its entirety) is the first “round table simulation” in which half of the class presents. Part two is the second “round table simulation” where the other half presents. Lastly, part three the whole class participates in a culminating debate activity.

## Action!

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

### Whole Class

- ⇒ **Activity-Based Strategy:** Simulation
- ⇒ **Arts-Based Strategy:** Role Playing
- ⇒ **Cooperative Strategy:** Round Table

### Description

1. TRANSITION: Teacher instructs students to return to their seats and to retrieve cue cards for round table simulation.
2. Teacher displays class list complete with groups and individual student philosopher roles on projection screen. No two students are permitted to select the same philosopher. Selections are done in advance by drawing lots. (**NOTE:** Due to time constraints, this lesson should be repeated on the following class. Thus, a total of two separate round tables simulations will occur. Accordingly, half the class will participate in the first round table while the other half observes. This will be repeated during the next class, but in reverse. However, this schema is open for modification depending on class size; for example, if it is a small group, a teacher may wish to run only one session).
3. Teacher instructs students to arrange classroom desks in a circle so that all round table participants can clearly see one another.
4. Teacher instructs students to sit a desk, and retrieve "Round Table Assignment," clarifying expectations and fielding student questions (Appendix 1.5). Ideally, no two participating students are sitting next to one another.
5. Teacher sits in a desk located either at the top or bottom of the circle (imagine twelve and/or six o'clock positioning).
6. Teacher instructs observers to take notes as the latter will be used to help prepare them for the culminating whole class debate (Appendix 1.8). Teacher will also suggest students reinforce their observations by researching further information at home using the internet about today's specific philosophers.
7. Teacher informs students they have two minutes to prepare for the round table, and then opens promptly the floor for discussion and moderates for approximately 40 minutes.

1. N/A
2. Differentiated instruction (visual-spatial intelligence).
3. Differentiated instruction (bodily-kinesthetic intelligence).
4. N/A
5. N/A
6. Assessment of learning.
7. Assessment of learning.

## Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

### Whole Class

⇒ **Activity-Based Strategy: Debates**

### Groups

⇒ **Independent Learning Strategy: Reflection**

### Description

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1. TRANSITION: Once the round table is complete, teacher instructs role players to independently complete their self-assessment reflections (Appendix 1.7). Teacher will simultaneously project the latter onto screen and guide students through the reading.</li><li>2. Students record their answers on self-assessment sheet and submit at the end of class.</li><li>3. Teacher instructs remaining students to complete their notes for today's round table, and instructs them to continue researching at home via the internet for more information about today's philosophers. Teacher uses rubric (Appendix 1.6) to assess individual student responses and simulation performance.</li><li>4. Teacher instructs role players to submit self-assessment reflection.</li><li>5. Teacher reminds class that both round table simulations will guide and inform the ensuing debate that will take place the day following the final simulation.</li><li>6. Teacher instructs students to reassemble classroom desks as per normal arrangement.</li></ol> | <ol style="list-style-type: none"><li>1. Differentiated instruction (intrapersonal intelligence); assessment as <i>and</i> for learning.</li><li>2. Differentiated instruction (verbal-linguistic intelligence, interpersonal intelligence); assessment for <i>and</i> of learning).</li><li>3. N/A</li><li>4. N/A</li><li>5. N/A</li><li>6. N/A</li></ol> |
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## **Bibliography**

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- Development and peace*. (2011). Retrieved from <http://www.devp.org/devpme/main-eng.html>
- Financial literacy in the ontario curriculum*. (2011, July 12). Retrieved from <http://www.edu.gov.on.ca/eng/surveyLiteracy.html>
- Fried, L., Pomakov, S., & Wallace, D. Ontario Ministry of Education, Public district school board writing partnership. (2002). *Course profile: philosophy: questions & theories: grade 12: hzt 4u*. Retrieved from <http://csc.immix.ca/storage/126/1283541250/HZT4UP.pdf>
- Klein, N. (2000). *No logo: taking aim at the brand bullies*. Toronto: Knopf Canada.
- Metaphysics Research Lab. (2011). E. Zalta (Ed.), *Stanford Encyclopedia of Philosophy* Retrieved from <http://plato.stanford.edu/>
- No sweat apparel*. (2011). Retrieved from <http://www.nosweatapparel.com/index.html>
- Norris, T. (2011). *Consuming schools: commercialism and the end of politics*. Toronto: University of Toronto Press.
- Ontario Ministry of Education, (2000). *Social sciences and the humanities: the ontario curriculum, grades 11-12*. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssstudies1112curr.pdf>
- Ontario Ministry of Education, (2010). *Growing success: assessment, evaluation and reporting in ontario school, first edition, covering grades 1-12*. Toronto: Queen's Printer for Ontario.
- Ontario Ministry of Education, (2011). *Financial literacy, grades 9-12: scope and sequences of expectations* . Retrieved from <http://www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf>
- Ontario Ministry of Education, The Ontario Curriculum Unit Planner. (2002). *Teaching/learning companion*. Retrieved from <http://www.ocup.org/resources/documents/companions/telrsta2002.pdf>
- Ontario Ministry of Education, Working Group of Financial Literacy. (2010). *A sound investment: financial literacy education in ontario schools*. Retrieved from [http://www.edu.gov.on.ca/eng/Financial\\_Literacy\\_Eng.pdf](http://www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf)
- Ontario student debating union*. (2011). Retrieved from <http://osdu.on.ca/>
- Peled, M. S. (2011). China blue [Television series episode]. In Fifer, S. (Executive Producer), *China Blue*. Washington D.C.: Independent Television Service.
- Stickney, J., Anderson, S. L., Jopling, D. A., Martyr-Andre, J., Oja, L., Quejada, E., & Wilson, A. (2011). *Philosophy: thinkers, theories & questions*. (1 ed.). Toronto: McGraw-Hill Ryerson.
- Sweatshops: exploitation is never in fashion [Television series episode]. (2002). In *Street Cents*. Toronto: Canadian Broadcast Corporation.
- United students against sweatshops: organizing for student and worker power!* (2011, January 1). Retrieved from <http://usas.org/>

## APPENDIX

- 1.1: *Video clip*. Taken from documentary film *The Corporation* (2003: Dir. M. Achbar and J. Abbott) found on *You Tube* <http://youtu.be/H3m5lq9FHDo>
- 1.2 Class Handout. *Scavenger Hunt*. Created by J. Longo (2011).
- 1.3 Class Handout. *Sweatshop Fact Sheet: Resource Guide*. Created by J. Longo (2011).
- 1.4 Class Handout. *Round Table Simulation: Philosophers' List*. Created by J. Longo (2011).
- 1.5 Class Handout. *Round Table Simulation Assignment*. Created by J. Longo (2011).
- 1.6 Class Handout. *Round Table Simulation Rubric*. Created by J. Longo (2011).
- 1.7 Class Handout. *Round Table Simulation: Self-Assessment Reflection*. Created by J. Longo (2011).
- 1.8 Class Handout. *Debate Rubric*. Created by J. Longo (2011).

**Appendix #: 1.2**

**Initial Subtask Diagnostic Activity**

**SCAVENGER HUNT**

To help prepare you for our upcoming “Philosopher’s Round Table,” **your task is to research information about the following topics using the internet.** Be sure to cite your sources.

You are encouraged to conduct research using a wide variety of sources including but not limited to: newspapers, news agencies, magazines, NGO’s, non-profit agencies, corporate websites and other relevant websites relating to the following topics:

<b>List 5 specific examples of contemporary sweatshops:</b>
1.
2.
3.
4.
5.
SOURCE:

<b>List 5 specific examples of corporations with a history of questionable labour practices:</b>
1.
2.
3.
4.
5.
SOURCES:

<b>List 5 specific examples of stores in Canada that sell goods allegedly made in sweatshops:</b>
1.
2.
3.
4.
5.
SOURCES:

<b>List 5 specific examples of unfair labour practices in Canada:</b>
1.
2.
3.
4.
5.
SOURCES:

<b>List 1 specific Canadian labour law and 1 specific Canadian labour policy:</b>
1. Law:
2. Policy:
SOURCES:

## Appendix #: 1.3

### Initial Subtask Diagnostic Activity

## Sweatshop Fact Sheet: Resource Guide

*“Since making financial decisions has become an increasingly complex task in the modern world, people need to have knowledge in various areas and a wide range of skills in order to make informed decisions about financial matters. They need to be aware of risks that accompany various financial choices. They also need not only to develop an understanding of world economic forces, but also to become aware of ways in which they themselves can respond to those influences and make informed choices. It is therefore essential that financial literacy be considered an important attribute of a well-educated population so that Ontarians may continue to prosper in the future.”* (From the Preface of *Financial Literacy: Scope and Sequence of Expectations: Grades 9-12 Resource Guide* by Ontario Ministry of Education, 2011)

**In order to make informed consumer decisions, here is a list of websites that will assist you to learn more about how the things we buy are made:**

(Source: <http://www.nosweatapparel.com>)

#### **Sweatshop Information / Corporate Responsibility and Consumer Action / Social Change**

Sweatshop Free America  
Consumer Protection Attorney  
Sweat Free Communities  
[www.solidaritycenter.org](http://www.solidaritycenter.org)  
[www.behindthelabel.org](http://www.behindthelabel.org)  
[www.ethicalconsumer.org](http://www.ethicalconsumer.org)  
[www.coopamerica.org](http://www.coopamerica.org)  
[www.coopamerica.org/sweatshops/index.html](http://www.coopamerica.org/sweatshops/index.html)  
[www.asyouow.org](http://www.asyouow.org)  
[www.sweatshops.org](http://www.sweatshops.org)  
[www.abolishsweatshops.org](http://www.abolishsweatshops.org)  
[www.corpwatch.org](http://www.corpwatch.org)  
[www.consumerwatchdog.org](http://www.consumerwatchdog.org)  
[www.corpreform.org](http://www.corpreform.org)  
[www.cleanclothes.org](http://www.cleanclothes.org)  
[www.responsibleshopper.org](http://www.responsibleshopper.org)  
[www.nosweat.org.uk](http://www.nosweat.org.uk)  
[www.nclnet.org](http://www.nclnet.org) (National Consumers League)  
[www.laborrights.org](http://www.laborrights.org)  
[www.maquilasolidarity.org](http://www.maquilasolidarity.org)  
[www.usasnet.org](http://www.usasnet.org) (United Students Against Sweatshops)  
[www.workersrights.org](http://www.workersrights.org) (Worker Rights Consortium (WRC))  
[www.nlcnet.org](http://www.nlcnet.org) (National Labor Committee)  
[www.sweatshopwatch.org](http://www.sweatshopwatch.org)  
[www.socialinvest.org](http://www.socialinvest.org)  
[www.irrc.org](http://www.irrc.org) (Investor Responsibility Research Center)  
[www.bsr.org](http://www.bsr.org) (Business for Social Responsibility)  
[www.shareholderaction.org](http://www.shareholderaction.org)  
[www.labor-religion.org](http://www.labor-religion.org) (New York State Labor-Religion Coalition)  
[www.iccr.org](http://www.iccr.org) (Interfaith Center on Corporate Responsibility)  
Human Rights for Workers  
([senser.com](http://senser.com))

[www.publicinvestment.org](http://www.publicinvestment.org) (Council For Responsible Public Investment)  
[www.slavestofashion.org](http://www.slavestofashion.org)  
[Interrupcion.net](http://Interrupcion.net)  
[www.business-humanrights.org](http://www.business-humanrights.org) (Business & Human Rights Resource Centre)  
[www.laborrightsblog.typepad.com](http://www.laborrightsblog.typepad.com) (International Labor Rights Fund Blog)

#### **Ethical Shopping (Environmental / Union / Fair Trade Stores / Indie)**

[www.globalsistergoods.com](http://www.globalsistergoods.com)  
[www.ethicalsuperstore.com](http://www.ethicalsuperstore.com)  
[www.killercotton.com](http://www.killercotton.com)  
[www.shopequita.com](http://www.shopequita.com) (Equita - Essentials for Ethical Living)  
[www.theorganicwinecompany.com](http://www.theorganicwinecompany.com)  
[www.globalexchange.org](http://www.globalexchange.org)  
[www.equalexchange.com](http://www.equalexchange.com)  
[www.unionlabel.org](http://www.unionlabel.org)  
[www.aficio.org](http://www.aficio.org)  
[www.uniteunion.org](http://www.uniteunion.org)  
[www.getethical.com](http://www.getethical.com)  
[www.ethicalshopper.com](http://www.ethicalshopper.com)  
[www.goodhumans.com](http://www.goodhumans.com)  
[www.tenthousandvillages.com](http://www.tenthousandvillages.com)  
[www.justuscoffee.com](http://www.justuscoffee.com)  
[www.worldshops.org](http://www.worldshops.org)  
[www.marketplaceindia.com](http://www.marketplaceindia.com)  
[www.stayhuman.com.au](http://www.stayhuman.com.au)  
[www.simpleletter.com](http://www.simpleletter.com)  
[www.powells.com](http://www.powells.com)  
[www.taraluna.com](http://www.taraluna.com)  
[www.hempstores.com](http://www.hempstores.com)  
[www.punkrocksweatshop.org](http://www.punkrocksweatshop.org)  
[www.greatgreengoods.com](http://www.greatgreengoods.com)  
[stores.ebay.com/thefairtrader](http://stores.ebay.com/thefairtrader)  
[www.newdream.org](http://www.newdream.org) (New American Dream)  
[www.southendpress.org](http://www.southendpress.org)  
[www.ethicalfashionshow.com](http://www.ethicalfashionshow.com)  
[www.torontothebetter.net](http://www.torontothebetter.net) (Toronto Progressive Business Directory)

[www.ecobaby.co.uk](http://www.ecobaby.co.uk) (Ecobaby Natural Baby Products)  
[www.UnionShirtSupply.com](http://www.UnionShirtSupply.com)

#### **Public Interest / Globalization and Justice Issues**

[www.citizen.org](http://www.citizen.org)  
[www.anotherworldispossible.com](http://www.anotherworldispossible.com)  
[www.globalexchange.org](http://www.globalexchange.org)  
[www.cei.org](http://www.cei.org) (Competitive Enterprise Institute)  
[www.justicewithoutborders.com](http://www.justicewithoutborders.com)

#### **Civil Rights / Human Rights / Activism**

[www.amnesty.org](http://www.amnesty.org)  
[www.globalizethis.org](http://www.globalizethis.org)  
[www.aclu.org](http://www.aclu.org) (American Civil Liberties Union)  
[www.hrw.org](http://www.hrw.org) (Human Rights Watch)  
[www.hrweb.org](http://www.hrweb.org)  
[www.iabolish.com](http://www.iabolish.com) \*\*Recommended!  
[www.oxfamamerica.org](http://www.oxfamamerica.org)  
[www.freetheslaves.net](http://www.freetheslaves.net)  
[www.antislavery.org](http://www.antislavery.org)  
[www.worldadvocacy.com](http://www.worldadvocacy.com)  
[www.worldcampaign.net](http://www.worldcampaign.net)  
[www.pucl.org](http://www.pucl.org) (People's Union for Civil Liberties)  
[www.lccr.org](http://www.lccr.org) (Leadership Conference on Civil Rights)  
[www.chn.org](http://www.chn.org) (Coalition on Human Needs)  
[www.unhcr.ch](http://www.unhcr.ch) (United Nations High Commissioner for Human Rights)  
[www.lchr.org](http://www.lchr.org) (Lawyers Committee on Human Rights)  
[www.hrcr.org](http://www.hrcr.org) (Human and Constitutional Rights)  
[www.hrusa.org](http://www.hrusa.org) (Human Rights Resource Center)  
[www.minorityrights.org](http://www.minorityrights.org)  
[www.witnessforpeace.org](http://www.witnessforpeace.org)  
[www.adl.org](http://www.adl.org) (Anti-Defamation League)

[www.unitedagainsthate.org](http://www.unitedagainsthate.org)  
[www.workingforchange.com](http://www.workingforchange.com)  
[www.antiracismnet.org](http://www.antiracismnet.org)  
[www.naacp.org](http://www.naacp.org)  
[www.refugees.org](http://www.refugees.org)  
[www.pdhre.org](http://www.pdhre.org) (People's Movement for Human Rights Education)  
[www.irtfcleveland.org](http://www.irtfcleveland.org) (InterReligious Task Force on Central America (Ohio))  
[www.futureoftheunion.com](http://www.futureoftheunion.com)  
[www.ehrcweb.org](http://www.ehrcweb.org) (European Human Rights Centre (EHRC))  
[www.nominetwork.org](http://www.nominetwork.org) (Nomi Network to eradicate Sexual Slavery))

#### **Economics / Sustainable Development / Fair Trade Promotion**

[www.slowmoneyalliance.org](http://www.slowmoneyalliance.org) (Nurture Capital Resource)  
[www.ifc.org](http://www.ifc.org) (International Finance Corporation)  
[www.laane.org](http://www.laane.org) (Los Angeles Alliance for a New Economy)  
[www.newecon.org](http://www.newecon.org) (New Economy Information Service)  
[www.fairtradefederation.org](http://www.fairtradefederation.org)  
[www.fairtrade.net](http://www.fairtrade.net)  
[www.transfairusa.org](http://www.transfairusa.org)  
[www.transfair.ca](http://www.transfair.ca)  
[www.fairtrade.org.uk](http://www.fairtrade.org.uk)  
[www.ifat.org](http://www.ifat.org) (International Federation for Alternative Trade)  
[www.shared-interest.com](http://www.shared-interest.com)

[www.urbanecology.org](http://www.urbanecology.org)  
[www.faireconomy.org](http://www.faireconomy.org)  
[www.ufenet.org](http://www.ufenet.org) (United for a Fair Economy)  
[www.resurgence.org](http://www.resurgence.org)  
[www.dollarsandsense.org](http://www.dollarsandsense.org) (The Magazine of Economic Justice)

#### **Journalism and Online News**

[www.weholdthesetruths.org](http://www.weholdthesetruths.org)  
[www.alternet.org](http://www.alternet.org)  
[www.publiceye.org](http://www.publiceye.org)  
[www.internews.org](http://www.internews.org)  
[www.counterpunch.org](http://www.counterpunch.org)  
[www.LATNN.com](http://www.LATNN.com)  
[www.thestranger.com](http://www.thestranger.com)  
[www.briarpatchmagazine.com](http://www.briarpatchmagazine.com)  
[www.indymedia.org](http://www.indymedia.org)  
[www.igc.org](http://www.igc.org)  
[www.fair.org](http://www.fair.org)  
[www.mediachannel.org](http://www.mediachannel.org)  
[www.whisperedmedia.org](http://www.whisperedmedia.org)  
[www.freemedianetwork.org](http://www.freemedianetwork.org)  
[www.democracynow.org](http://www.democracynow.org)  
[www.adbusters.org](http://www.adbusters.org)  
[www.zmag.org](http://www.zmag.org)  
[www.globalissues.org](http://www.globalissues.org)  
[www.michaelmoore.com](http://www.michaelmoore.com)  
[www.witness.org](http://www.witness.org)  
[www.thisisdemocracy.org](http://www.thisisdemocracy.org)  
[www.commondreams.org](http://www.commondreams.org)  
[www.truthout.org](http://www.truthout.org)

[www.headonradionetwork.com](http://www.headonradionetwork.com) (with Bob Kincaid)  
It Takes a Village Radio Show (with Carla Kjellberg)  
[www.whatnowtoons.com](http://www.whatnowtoons.com) (Progressive Political Cartoons by Keith Tucker)

#### **Children / Child Labor**

[www.americanhumane.org](http://www.americanhumane.org)  
[www.childrensrights.org](http://www.childrensrights.org)  
[www.freethechildren.org](http://www.freethechildren.org)  
[www.unicef.org](http://www.unicef.org)  
[www.stopchildlabor.org](http://www.stopchildlabor.org)  
[www.globalmarch.org](http://www.globalmarch.org)  
[www.crin.org](http://www.crin.org) (Child Rights Information Network)  
[www.cwla.org](http://www.cwla.org) (Child Welfare League of America)

#### **Education**

[www.globalvillageschool.org](http://www.globalvillageschool.org)  
[www.bridges4edu.org](http://www.bridges4edu.org)  
[www.see-educoop.net](http://www.see-educoop.net)  
[www.civnet.org](http://www.civnet.org)  
[www.edugate.org](http://www.edugate.org)  
[www.arc.org](http://www.arc.org) (Applied Research Center)  
[positive-youthfoundation.com](http://positive-youthfoundation.com)

#### **Canadian Law and Policy**

Ontario Employment Standards Act  
Ontario Human Rights Code

## Appendix #: 1.4

### Initial Subtask Diagnostic Activity

## Round Table Simulation: Philosopher List

To help prepare you for our upcoming “Philosopher’s Round Table,” **your task is to research information about the following philosophers and thinkers using the course textbook, class notes, the library and the internet.**

The purpose of this list is to provide you with a wide variety of options from which to choose when deciding what philosopher you want to “be” during our round table.

This list is not exhaustive, nor does it reflect all possible options. However, it does address most of the individual philosophers and thinkers, and also philosophical concepts studied in class. So, if you wish to explore a philosopher/thinker not on the list, you must get teacher approval before you start your research. Likewise, the expectation is that your choice reflects an individual whose contribution to ethics, morality and economics is significant.

No two students may select the same philosopher. Hence, you may find it helpful to select at least two alternate choices in the event that your first selection is taken by a classmate during our random draw.

**Choose only 1 individual from the following list and research their views on ethics, morality, social and political philosophy and economics:**

- Socrates
- Plato
- Aristotle
- Buddha
- Jesus Christ
- Confucius
- Mohandas Gandhi
- Epicurus
- St. Thomas Aquinas
- Jeremy Bentham
- John Stuart Mill
- Immanuel Kant
- Niccolo Machiavelli
- Thomas Hobbes
- John Locke
- Karl Marx
- Jean-Jacques Rousseau
- Charles Taylor
- Mary Wollstonecraft
- Adam Smith
- John Rawls
- Hugo Grotius
- Peter Singer
- Immanuel Kant
- Robert Nozick
- Milton Friedman
- John Maynard Keyes
- Simon de Beauvoir
- Hannah Arendt
- Noam Chomsky

**Appendix #: 1.5**  
**Summative Activity**

**Round Table Simulation Assignment**

***A Round Table is...***

- ❖ an information-sharing strategy that is used to generate multiple answers to a question
- ❖ an opportunity for students to respond to questions and communicate their research findings to an audience of their peers
- ❖ a way to encourage students to take turns, listen actively, and add information to build on the ideas of others

***A Simulation is...***

- ❖ a model or set of circumstances that replicates real or hypothetical conditions through which students respond and act as though the situation were real
- ❖ a way to allow students to explore through *role play* information, ideas, concepts and theories from their class
- ❖ an opportunity to explore alternatives, solve problems and incorporate values as well as in the decision making process

**YOUR TASK IS TO...**

- ❖ Select a philosopher and/or thinker from the attached list and sign up on the designated class sheet
- ❖ Research your selected philosopher's views on ethics, morality and economics
- ❖ Research information about sweatshops and labour practices in general
- ❖ Prepare notes for a round table and communicate your findings as the philosopher of your choice via role play in a class setting

**THE FOCUS AND LEARNING GOALS ARE...**

- ❖ Demonstrate knowledge and understanding of various philosophical responses to unfair labour practices such as sweatshops
- ❖ Answer philosophically from the perspective of your chosen philosopher questions such as: What factors should we consider before purchasing a product? What impact do our consumer choices have on others and ourselves? and How should we shop?

***Evaluation: Refer to attached rubric***

**Appendix 1.6**

**ROUND TABLE SIMULATION RUBRIC**

<b>Achievement Categories</b>	<b>Below 49% (Level R)</b>	<b>50-59% (Level 1)</b>	<b>60-69% (Level 2)</b>	<b>70-79% (Level 3)</b>	<b>80-100% (Level 4)</b>
<b>Knowledge &amp; Understanding</b>	shows an insufficient degree of understanding of philosophical and financial ideas/concepts/information	shows a passable degree of understanding of philosophical and financial ideas/concepts/information	shows a moderate degree of understanding of philosophical and financial ideas/concepts/information	shows a considerable degree of understanding of philosophical and financial ideas/concepts/information	shows a high to very high degree of understanding of philosophical and financial ideas/concepts/information
<b>Thinking</b>	uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with insufficient effectiveness	uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with passable effectiveness	uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with moderate effectiveness	uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with considerable effectiveness	uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with a high to very high degree of effectiveness
	organizes researched philosophical and financial ideas and information coherently with insufficient effectiveness	organizes researched philosophical and financial ideas and information coherently with passable effectiveness	organizes researched philosophical and financial ideas and information coherently with moderate effectiveness	organizes researched philosophical and financial ideas and information coherently with considerable effectiveness	organizes researched philosophical and financial ideas and information coherently with a high to very high degree of effectiveness
<b>Communication</b>	contributes philosophical and financial information with insufficient effectiveness	contributes philosophical and financial information with passable effectiveness	contributes philosophical and financial information with moderate effectiveness	contributes philosophical and financial information with considerable effectiveness	contributes philosophical and financial information with a high to very high degree of effectiveness
	uses philosophical language with insufficient effectiveness	uses philosophical language with passable effectiveness	uses philosophical language with moderate effectiveness	uses philosophical language with considerable effectiveness	uses philosophical language with a high to very high degree of effectiveness

<b>Application</b>	applies creative role playing skills (e.g., historical costume, realistic speech and responses, character consistency) with insufficient effectiveness	applies creative role playing skills (e.g., historical costume, realistic speech and responses, character consistency) with passable effectiveness	applies creative role playing skills (e.g., historical costume, realistic speech and responses, character consistency) with moderate effectiveness	applies creative role playing skills (e.g., historical costume, realistic speech and responses, character consistency) with considerable effectiveness	applies creative role playing skills (e.g., historical costume, realistic speech and responses, character consistency) with a high to very high degree of effectiveness
	applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with insufficient effectiveness	applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with passable effectiveness	applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with moderate effectiveness	applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with considerable effectiveness	applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with a high to very high degree of effectiveness

**Teacher Comments:**

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**Appendix #: 1.7**  
**Summative Activity**

**Round Table Simulation: Self- Assessment Reflection**

**Rate your own performance in today's Round Table Simulation assignment honestly and the best of your ability by answering the following questions:**

1. What strengths did my performance contain?

2. What areas of improvement do I need to address?

3. What should I do next time I participate in a round table to be more successful?

4. Which philosophers' viewpoint did I most agree with, and why?

5. Alternatively, which philosophers' viewpoint did I least agree with, and why?

**Appendix# 1.8: Summative Assessment**

**DEBATE RUBRIC**

<b>Achievement Categories</b>	<b>Below 49% (Level R)</b>	<b>50-59% (Level 1)</b>	<b>60-69% (Level 2)</b>	<b>70-79% (Level 3)</b>	<b>80-100% (Level 4)</b>
<p><b>Knowledge &amp; Understanding</b></p> <p><i>Knowledge of facts and terms</i></p> <p><i>Understanding of relationships among concepts, principles and theories</i></p>	<p>Demonstrates very limited knowledge of facts and terms</p> <p>demonstrates very limited understanding of relationships among concepts, principles, and theories</p>	<p>Demonstrates limited knowledge of facts and terms</p> <p>demonstrates limited understanding of relationships among concepts, principles, and theories</p>	<p>Demonstrates some knowledge of facts and terms</p> <p>demonstrates some understanding of relationships among concepts, principles, and theories</p>	<p>Demonstrates considerable knowledge of facts and terms</p> <p>demonstrates considerable understanding of relationships among concepts, principles, and theories</p>	<p>Demonstrates thorough and insightful knowledge of facts and terms</p> <p>demonstrates thorough and insightful understanding of relationships among concepts, principles, and theories</p>
<p><b>Thinking</b></p> <p><i>Research and inquiry skills (e.g. analyzing and evaluating information; selecting strategies and resources; forming conclusions)</i></p> <p><i>Organization of ideas and information</i></p>	<p>applies very few of the skills involved in a research/inquiry process</p> <p>organizes relevant and significant ideas and information from research with insufficient effectiveness</p>	<p>applies few of the skills involved in a research/inquiry process</p> <p>organizes relevant and significant ideas and information from research with passable effectiveness</p>	<p>applies some of the skills involved in a research/inquiry process</p> <p>organizes relevant and significant ideas and information from research with moderate effectiveness</p>	<p>applies a considerable number of the skills involved in a research/inquiry process</p> <p>organizes relevant and significant ideas and information from research with considerable effectiveness</p>	<p>applies a thorough number of the skills involved in a research/inquiry process</p> <p>organizes relevant and significant ideas and information from research with a high to very high degree of effectiveness</p>
<p><b>Communication</b></p> <p><i>Communication of information and ideas</i></p>	<p>communicates information and ideas with very limited clarity</p>	<p>communicates information and ideas with limited clarity</p>	<p>communicates information and ideas with some clarity</p>	<p>communicates information and ideas with considerable clarity</p>	<p>communicates information and ideas with a high degree of clarity, and confidence</p>

<p><b>Communication cont...</b></p> <p><i>Communication for different audiences and purposes</i></p> <p><i>Communication of introduction, body and conclusion in a logical and organized manner</i></p>	<p>communicates with a very limited sense of audience and purpose</p> <p>uses an engaging introduction, informative body, and thoughtful conclusion to structure the speech with insufficient effectiveness</p>	<p>communicates with a limited sense of audience and purpose</p> <p>uses an engaging introduction, informative body, and thoughtful conclusion to structure the speech with passable effectiveness</p>	<p>communicates with some sense of audience and purpose</p> <p>uses an engaging introduction, informative body, and thoughtful conclusion to structure the speech with moderate effectiveness</p>	<p>communicates with a clear sense of audience and purpose</p> <p>uses an engaging introduction, informative body, and thoughtful conclusion to structure the speech with considerable effectiveness</p>	<p>communicates with a strong sense of audience and purpose</p> <p>uses an engaging introduction, informative body, and thoughtful conclusion to structure the speech with a high to very high degree of effectiveness</p>
<p><b>Application</b></p> <p><i>Application of ideas and skills in familiar contexts</i></p> <p><i>Application of oral communication techniques (e.g., rhetorical devices, transitional words/phrase; summary of key points; voice projection; gestures; timing; body language; eye contact; question and answer</i></p>	<p>applies ideas and skills in familiar contexts with very limited effectiveness</p> <p>applies oral communication techniques with insufficient effectiveness</p>	<p>applies ideas and skills in familiar contexts with limited effectiveness</p> <p>applies oral communication techniques with passable effectiveness</p>	<p>applies ideas and skills in familiar contexts with moderate effectiveness</p> <p>applies oral communication techniques with moderate effectiveness</p>	<p>applies ideas and skills in familiar contexts with considerable effectiveness</p> <p>applies oral communication techniques with considerable effectiveness</p>	<p>applies ideas and skills in familiar contexts with a high degree of effectiveness</p> <p>applies oral communication techniques with a high to very high degree of effectiveness</p>

**Teacher Comments:** \_\_\_\_\_

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