

CHF

Whose Decision is it Anyway?



Lesson 2: Whose Decision is it Anyway?

Description

3x40 minute lessons

Children of all ages can develop their questioning, analyzing, and debating skills which will help them with their reading and writing skills. Students begin by learning how a chocolate bar connects them to many different places in the world. Students will then debate on issues relating to cocoa bean production in a rural community in Ghana. Finally, students will compare Ghana and Canada's role in the global economy through a research project.

Subjects

Drama and Dance (Grades 4, 5 & 6), Social Studies (Grades 5 & 6), Science and Technology (Grades 4, 5 & 6)

See the Curriculum Connections section for detailed links to courses and expectations.

Materials Needed

Paper	String
Marker	Tape/Push pins
World map or globe	Chocolate bar
Atlases	Picture of/actual ingredients
Internet	(will vary depending on the chocolate bar used)

Note: This lesson is easier to do with an LCD Projector and computer, but can be done without.

Student Handout ([BLM 2.1](#)) signs for Ghanaian Elders and North American "Experts"

Student Handout ([BLM 2.2](#)) debate information for Group A Ghanaian Elders

Student Handout ([BLM 2.3](#)) debate information for Group B North American Chocolate Company

Student Handout ([BLM 2.4](#)) debate information for Group C Ghanaian Elders

Student Handout ([BLM 2.5](#)) debate information for Group D North American Chocolate Company

Student Worksheet ([BLM 2.6](#)) Ghana on the World Market

Student Worksheet ([BLM 2.7](#)) Canada on the World Market

Student Slideshow ([BLM 2.8](#)) ingredients used in Chocolate making

Note: French BLMs/Student Sheets can be found [here](#).

Lesson Preparation

1. Look up the countries that produce all of the ingredients in the chocolate bar you will use in Part 1. Explore the following CIA website: <https://www.cia.gov/library/publications/the-world-factbook/fields/2049.html> for a list of exports by country. You can access this page by visiting www.cia.gov and clicking on “World Factbook.” From there select the country you want to research. Try to find as many ingredients in your chocolate bar as possible. Write a list of ingredients and country of origin.
2. Collect photos ([BLM 2.8 Ingredient Slideshow](#)) or bring in the actual ingredients from the chocolate bar used in this lesson for Part 1.
3. Photocopy [BLM 2.1](#) to be used as the signs in the debate. Photocopy enough of BLM 2.2-2.5 so each student receives only one sheet and the groups are as even as possible (i.e. 4 different sheets and 24 students = 6 copies of each sheet). Photocopy [BLM 2.6](#) and [BLM 2.7](#) so that each student receives one copy of each.
4. Review the [Interesting Facts](#), [Country Information](#), [Country Maps](#), and [Resource section](#) in the [Teacher Resource file](#). The resources found under the Country Information can be used to give students further information about Ghana (such as maps, statistics, flags, histories, etc.).

Teaching/Learning

Part 1: Connecting Local to Global

1. Show the students the chocolate bar and ask them where they can buy it and where they think it comes from.
2. Make a list of ingredients with the students (ex: cocoa, sugar, flour, corn syrup, nuts, raisins, coconut, etc.). Samples of the ingredients can be brought in allowing the children to taste, feel and smell them and/or the [BLM 2.8 Ingredient Slideshow](#) can be shown if using an overhead projector. ***Be aware of any student allergies to the ingredients.***
3. Write the ingredients on individual pieces of paper. Pin the words up around the world map and attach a string to each word. Join the string to the country that grows the ingredient using tape or push pins. Count how many countries are involved in making one chocolate bar.
4. Discuss the idea of interdependence between countries for food and why certain countries produce certain foods. Discussion can also be around trade, labour and prices. For example, what would happen if Ghana decided it was not going to sell

any more cocoa beans to North America? What would happen if Ghana was hit by a drought and cocoa plants did not produce the same amount of beans? Can you think of any reasons why the price of cocoa might go up or down?

Part 2: The Debate

1. Set up your classroom with chairs and a table for each debating team. Ensure chairs of the debating teams face the audience. Clearly display each group's name by using the signs from [BLM 2.1](#)
2. Divide the class into 4 groups. Each of the four groups will represent A, B, C or D. Give each student a copy of their respective information sheet ([BLM 2.2](#) Group A Elders; [BLM 2.3](#) Group B Chocolate Company; [BLM 2.4](#) Group C Elders; [BLM 2.5](#) Group D Chocolate Company)
3. Allow the students time to read over their information sheets within their respective groups. Give them at least 10 minutes to prepare their arguments to support their perspective.
4. Group A - Ghanaian Elders, present their perspective (at least 5 minutes). Then Group B - Chocolate Company, present their perspective (at least 5 minutes). They can read the statements directly from their fact sheets if they need to. Designate a timekeeper. For older grades, the debate can continue with multiple turns by each side and improvisation of new ideas and counter responses.
5. Group C and D (both the Ghanaian Elders and the Chocolate Company) are then judges (the audience) and have 5 minutes after the debate to discuss and decide which decision would be "best" for the community. Have students explain their reasons for their decision.
6. Repeat steps 4 & 5 above to enable Group C and D to present their debate. Both A and B groups act as the judges.

Part 3: Researching Ghana and Canada in the Global Economy

1. Students can work in small groups or in pairs performing research to learn about Ghana and Canada's role in the global economy. Depending on the grade, Canada's role can be broken down and researched by the roles of the different provinces and then compared to Ghana (e.g. to meet grade four curriculum expectations).
2. Research can be started in class and continued at home. Allow students access to atlases, internet, the library, etc. to research natural resources, agriculture, economy, manufactured goods and other aspects of trade relating to Ghana.
3. Have students complete both of the worksheets, Ghana on the World Market

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([BLM 2.6](#)) and Canada on the World Market ([BLM 2.7](#)).

4. As an alternative, the class can be divided into pairs of students, each with a different focus (e.g. one pair researches on Ghana, and all other groups research on a different province in Canada). Have each group of students create a brochure or poster to advertise the resources and products of that country (or province) that may be of interest to the global market. All groups can then present their findings to each other and compare the research found between Canada and Ghana.

Sample answers to [BLM 2.6](#) Ghana on the World Market are provided below.

Details in answers will vary depending on the sources used for research. Retrieved on February 17, 2009 from <https://www.cia.gov/library/publications/the-world-factbook/geos/gh.html> and <http://www.ghana.gov.gh/>

1. Natural Resources

- Gold, timber, diamonds, bauxite, manganese, fish, rubber, hydropower, petroleum, silver, salt, limestone

2. Agriculture

- Cocoa - this is two thirds of the export revenue for Ghana.
- Other agricultural products include - rice, coffee, cassava (tapioca), peanuts, corn, shea nuts, bananas; timber

3. Industry/Manufactured Goods

- Textiles, steel (using scrap), tires, oil refining, flour milling, beverages, tobacco, simple consumer goods, car/truck/bus assembly, tourism

4. Cultural Resources (Religion, Languages, etc.)

- Religions — Christian 68.8%, Muslims 15.9%, Traditional 8.5% (2000 census)
- English is the official language.
- Local languages include - Asante, Ga, Ewe, Dagbani, Hausa

5. Type of Government

- Constitutional Democracy
- The president and vice president are elected on the same ticket by popular vote for four-year terms (eligible for a second term)

6. Economics

- The unit of currency is the cedi
- 1 Ghanaian Cedi = 0.00009178 Canadian Dollar
- 1 Canadian Dollar (CAD) = 10,896.2 Ghanaian Cedi (GHC)
- see <http://www.oanda.com/convert/classic> for updated currency conversion
- GDP per capita (PPP) - \$1,500 (2008 est.)

7. Major trading partners:

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- Netherlands 11%, UK 9%, US 5.9%, France 6.2%, Germany 4.6%, Belgium 4.4%, (2007)

8. Imports

- capital equipment, petroleum, foodstuffs

Sample answers to BLM 2.7 Canada on the World Market are provided below.

Details in answers will vary depending on the sources used for research. Retrieved on February 17, 2009 from <https://www.cia.gov/library/publications/the-world-factbook/geos/ca.html> and

<http://www.elections.ca/content.asp?section=gen&document=part1&dir=ces&lang=e&anchor=3&textonly=false#3>

1. Natural Resources

- iron ore, nickel, zinc, copper, gold, lead, molybdenum, potash, diamonds, silver, fish, timber, wildlife, coal, petroleum, natural gas, hydropower

2. Agriculture

- wheat, barley, oilseed, tobacco, fruits, vegetables; dairy products; forest products; fish

3. Industry/Manufactured Goods

- transportation equipment, chemicals, processed and unprocessed minerals, food products, wood and paper products, fish products, petroleum and natural gas

4. Cultural Resources (Religion, Languages, etc.)

- Languages - English 59.3%, French 23.2% (both official); other 17.5%

- Ethnic Groups - British Isles origin 28%, French origin 23%, other European 15%, Amerindian 2%, other, mostly Asian, African, Arab 6%, mixed background 26%

- Religions - Roman Catholic 42.6%, Protestant 23.3% (including United Church 9.5%, Anglican 6.8%, Baptist 2.4%, Lutheran 2%), other Christian 4.4%, Muslim 1.9%, other and unspecified 11.8%, none 16% (2001)

5. Type of Government

- Constitutional monarchy that is also a parliamentary democracy and a federation

- The prime minister is popularly elected at least every five years

- 4 main political parties: the Liberal party, the Conservative party, the Bloc Québécois, and the New Democratic party.

6. Economics

- The unit of currency is the Canadian dollar.

- GDP per capita (PPP) - \$40,200 (2008 est.)

7. Major trading partners:

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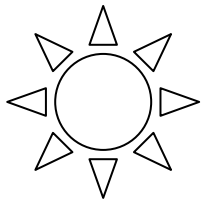
- Export Partners - US 78.9%, UK 2.8%, China 2.1% (2007)
- Import Partners - US 54.1%, China 9.4%, Mexico 4.2% (2007)

8. Imports

- Imports include machinery and equipment, motor vehicles and parts, crude oil, chemicals, electricity, durable consumer goods

Extension Activities

- Have students bring in empty food containers that list the ingredients of the food. Perform the steps from Part 1 of this lesson using string and a map to show the interconnectedness of countries and the foods they produce.
- Research activities to extend the learning begun with the debate related to conditions in Ghana and Canadian partnership programs that are in place there.
- Guest speakers with current information/videos/slides/artefacts may be available. Visit www.chf-partners.ca and click on the teacher icon. Order your own video *Nalogu: Everyone Lends a Hand* which describes Nalogu, a village in Northern Ghana. Presentations on Ghana available in some Canadian cities.
- Learning Stations, as available, for background information: library books, pictures from Ghana and Canada (agriculture, natural resources, flags, etc.), musical tapes/CDs of Ghanaian and Canadian music and internet sites for computer research.



Whose Decision is it Anyway?

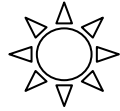
Ghanaian

Elders

North

American

“Experts”



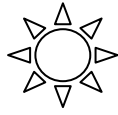
Group A: Elders Value the Environment

The farmers in a village in Ghana have been farming the same way for many generations. They farm corn, groundnuts, soybeans and cocoa beans. They know that it is good to have different kinds of crops because the plants give back nutrients to the earth. There is a large chocolate company from North America that wants the farmers to grow only cocoa beans. Some of the younger farmers think they will make more money if they sell to the big company. Some of the older farmers think it is not a good idea because it is not as good for the land and they will not have the groundnuts, soybeans and corn for their families' meals.

The people from the North American chocolate company want the farmers to grow cocoa for the people who eat chocolate in Canada and the United States. They know the cocoa will be cheap for the company to buy from the farmers, and they will be able to sell it for a lot of money as chocolate in Canada and the United States.

The elders are the people in the community who are wise and understand the needs of their people. There is going to be a debate in the community. You, the elders of the community, need to convince the "judges" that:

1. Growing corn, soybeans and groundnuts as food for the community, as well as cocoa, is very important for their nutrition. Also, if many crops are produced, they can be sold locally to buy items to meet the needs of the families in the community.
2. The soil will not be as healthy if only one crop is grown on the farms (this is called monoculture).
3. The farmers will not be able to make their own decisions if the North American company is the boss.
4. The soil will become polluted because the North American company wants them to use chemical fertilizers to grow the cocoa.
5. Money is not the only thing that matters.



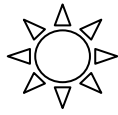
Group B: North American Chocolate Company Representatives

The people from the North American chocolate company want the farmers from a village in Ghana to grow the cocoa for the people who eat chocolate in Canada and the United States. They know the cocoa will be cheap for the company to buy from the farmers, and they will be able to sell it as chocolate for a lot of money to stores in Canada and the United States.

The farmers in the village in Ghana have been farming the same way for many generations. They farm corn, groundnuts, soybeans and cocoa. They know that it is good to have different kinds of crops because the plants give back nutrients to the earth. There is a large chocolate company from North America that wants the farmers to grow only cocoa. Some of the younger farmers think they will make more money if they sell to the big company. Some of the older farmers think it is not a good idea because it is not as good for the land and they will not have the groundnuts and corn for their families' meals.

The people from the North American chocolate company have come to a village in Ghana to try to convince the farmers to only grow cocoa on their farms. There is going to be a debate in the community. You need to convince the "judges" who make the decisions, that:

1. The farmers will make more money growing only cocoa instead of soybeans, corn and groundnuts.
2. The company will give the farmers fertilizers to make the cocoa grow faster.
3. The farmers will not have to make all the decisions if the North American company tells them what to do.
4. The farmers will not have to take the cocoa to the local market to sell because trucks will come into the village to transport the cocoa to North America.
5. They can use the money they earn to buy food at the market.



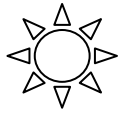
Group C: Elders Value the Environment

The farmers in a village in Ghana have been farming on small farms for many generations. They farm corn, groundnuts, coffee and cocoa. They know that the trees in the forests around their farms take up a lot of space. They also know that the trees help to hold the soil from erosion, and help to keep the moisture in the earth. There is a large chocolate company from North America that wants to cut down the forest to make more farming land to grow cocoa. Some of the younger farmers think they will make more money if they grow more cocoa to sell to the big chocolate company. Some of the older farmers think it is not a good idea because it is not very good for the land. They are afraid that, after a few years, the soil will be eroded and the farmland will not be good enough to grow any more crops.

The people from the North American chocolate company want the farmers to grow cocoa for the people who eat chocolate in Canada and the United States. They know the cocoa will be cheap for the company to buy from the farmers, and they will be able to sell it for a lot of money to the stores in Canada and the United States.

The elders are the people in the community who are wise and understand the needs of their people. There is going to be a debate in the community. You, the elders of the community, need to convince the "judges" that:

1. The trees have helped the soil from being eroded by the wind and the rain and has ensured that the fertile soil produces crops for food and income for their families.
2. The trees help hold moisture in the earth, even when there is not much rain.
3. After a few years, the farms will not even be able to grow the cocoa crops.
4. The North American chocolate company is more concerned with making lots of money than preserving the land, farms and local incomes in Ghana.
5. Money is not the only thing that matters.



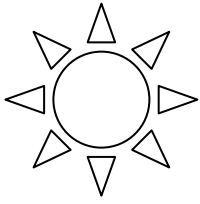
Group D: North American Chocolate Company Representatives

The people from a North American chocolate company want to cut down the trees near some cocoa farms in Ghana so the Ghanaian farmers can grow more cocoa for the people who eat chocolate in Canada and the United States. They know the cocoa will be cheap for the chocolate company to buy from the farmers, and they will be able to sell it as chocolate for a lot of money to the stores in Canada and the United States.

The farmers in a village in Ghana have been farming on small farms for many generations. They farm corn, groundnuts, soybeans and cocoa. They know that the trees in the forests around their farms take up a lot of space. They also know that the trees help to hold the soil from erosion, and help to keep the moisture in the earth. Some of the younger farmers think they will make more money if they grow more cocoa to sell to the big chocolate company. Some of the older farmers think it is not a good idea because it is not very good for the land. They are afraid that, after a few years, the soil will be eroded and the farm land will not be good enough to grow any more crops.

You represent some people from a North American chocolate company who has come to Ghana to try to convince the farmers to cut down the forest around their farms, and grow more cocoa that the company can buy and sell. There is going to be a debate in the community. You need to convince the “judges” that:

1. By cutting the trees, there will be more land available to grow cocoa on.
2. The trees can be sold for lumber and firewood.
3. The farmers can use fertilizers if the soil loses its nutrients.
4. Other farmers can grow the corn, groundnuts and coffee so these farmers can grow the cocoa.
5. The farmers will earn more money if they grow cocoa than if they grow corn and groundnuts.



Whose Decision is it Anyway?

Name: _____

Ghana — On the World Market

Using the internet or other reference materials, conduct research on Ghana to find out its role as a world trading partner. Complete research about Ghana on the following topics.

1. Natural Resources

2. Agriculture

3. Industry/Manufactured Goods

4. Cultural Resources (Religion, Languages, etc.)

5. Type of Government:

6. Economy:

7. Major trading partners:

8. Imports:

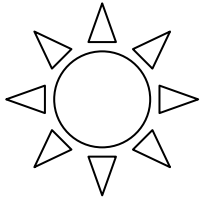
Possible websites for information:

www.cia.gov (click on World Factbook)

www.ghana.gov.gh

www.infoplease.com/ipa/A0107584.html

www.oanda.com/convert/classic



Whose Decision is it Anyway?

Name: _____

Canada — On the World Market

Using the internet or other reference materials, conduct research on Canada to find out its role as a world trading partner. Complete research about Canada on the following topics.

1. Natural Resources

2. Agriculture

3. Industry/Manufactured Goods

4. Cultural Resources (Religion, Languages, etc.)

5. Type of Government

6. Economy

7. Major trading partners:

8. Imports:

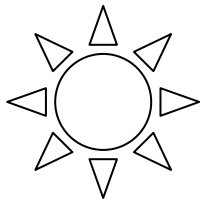
Possible websites for information:

www.infoplease.com/ipa/A0107386.html

www.cia.gov (click on World Factbook)

www.elections.ca

http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1198865.stm



Qui décide en bout de ligne ?

Les aînés
ghanéens

Les
« experts »
nord-
américains

Qui décide en bout de ligne ?

BLM 2.2

Groupe A : Les Aînés attachent beaucoup d'importance à l'environnement

Les agriculteurs d'un village du Ghana ont cultivé la terre de la même manière pendant de nombreuses générations. Ils cultivent du maïs, des arachides et des fèves de soja et de cacao. Ils savent qu'il est bon d'avoir différentes sortes de cultures parce que les plants redonnent des nutriments à la terre. Il y a une grande entreprise nord-américaine qui voudrait que les agriculteurs ne cultivent que des fèves de cacao. Certains agriculteurs parmi les jeunes pensent qu'ils gagneront plus d'argent s'ils vendent à la grosse entreprise. D'autres agriculteurs plus anciens pensent que ce n'est pas une bonne idée parce que ce n'est pas bon pour la terre et qu'ils n'auront plus d'arachides, de fèves de soja, ni de maïs pour nourrir leurs familles.

Le fabricant de chocolat nord-américain voudrait que les agriculteurs fassent pousser du cacao pour approvisionner le marché du chocolat au Canada et aux États-Unis. Il sait que ça lui reviendra moins cher d'acheter auprès des agriculteurs et qu'il pourra ensuite le vendre très cher sous la forme de chocolat au Canada et aux États-Unis.

Dans une communauté, les aînés sont ceux qui sont les plus sages et qui comprennent les besoins de leur peuple. Il y aura un débat dans la communauté. Vous, les aînés de la communauté, devez convaincre les « juges » que :

1. Pour nourrir la communauté, il est important de planter du maïs, des fèves de soja et des arachides, mais aussi du cacao. De plus, si la récolte est vraiment importante, elle peut être vendue localement pour permettre d'acheter des articles en fonction des besoins des familles au sein de la communauté.
2. La terre va s'appauvrir si on cultive toujours la même chose dans les fermes (cela s'appelle la monoculture).
3. Les agriculteurs ne pourront plus prendre leurs propres décisions si c'est la grosse entreprise nord-américaine qui décide.
4. La terre sera polluée à cause des engrais chimiques que l'entreprise nord-américaine souhaite utiliser pour faire pousser du cacao.
5. Il n'y a pas que l'argent qui compte.



Qui décide en bout de ligne ?

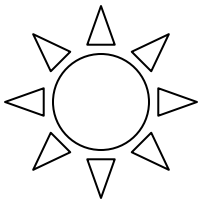
Groupe B : Les représentants d'une entreprise de chocolat de l'Amérique du Nord

Le fabricant de chocolat nord-américain voudrait que les agriculteurs fassent pousser du cacao pour approvisionner le marché du chocolat au Canada et aux États-Unis. Il sait que ça lui reviendra moins cher d'acheter auprès des agriculteurs et qu'il pourra ensuite le vendre très cher sous la forme de chocolat au Canada et aux États-Unis.

Les agriculteurs d'un village du Ghana ont cultivé la terre de la même manière pendant de nombreuses générations. Ils cultivent du maïs, des arachides et des fèves de soja et de cacao. Ils savent qu'il est bon d'avoir différentes sortes de cultures parce que les plants redonnent des nutriments à la terre. Il y a une grande entreprise nord-américaine qui voudrait que les agriculteurs ne cultivent que des fèves de cacao. Certains agriculteurs parmi les jeunes pensent qu'ils gagneront plus d'argent s'ils vendent à la grosse entreprise. D'autres agriculteurs plus anciens pensent que ce n'est pas une bonne idée parce que ce n'est pas bon pour la terre et qu'ils n'auront plus d'arachides, de fèves de soja, ni de maïs pour nourrir leurs familles.

Le fabricant de chocolat nord-américain est venu dans un village ghanéen pour essayer de convaincre les agriculteurs de ne faire pousser que du cacao dans leurs fermes. Il y aura un débat dans la communauté. Vous devez convaincre les « juges » qui prennent les décisions que :

1. Les agriculteurs gagneront plus d'argent s'ils ne cultivent que du cacao et non plus des fèves de soja, du maïs ou des arachides.
2. Le fabricant de chocolat donnera de l'engrais aux agriculteurs pour faire pousser le cacao plus vite.
3. Les agriculteurs n'auront pas à prendre de décision si le fabricant de chocolat nord-américain leur dit quoi faire.
4. Les agriculteurs n'auront pas à vendre le cacao sur le marché local étant donné que des camions vont venir dans le village pour transporter le cacao vers l'Amérique du Nord.
5. Ils peuvent utiliser l'argent qu'ils gagnent pour acheter de la nourriture au marché.



Qui décide en bout de ligne ? ^{BI 2.4}

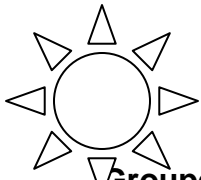
Groupe C : Les Aînés attachent beaucoup d'importance à l'environnement

Les agriculteurs d'un village du Ghana ont cultivé la terre de la même manière pendant de nombreuses générations. Ils cultivent du maïs, des arachides et des fèves de soja et de cacao. Ils savent que les arbres dans les forêts autour de leurs fermes prennent beaucoup de place. Ils savent également que les arbres sont utiles pour empêcher l'érosion et conserver l'humidité dans la terre. Il y a un grand fabricant de chocolat nord-américain qui voudrait couper les arbres de la forêt afin d'augmenter la production du cacao. Certains agriculteurs parmi les jeunes pensent qu'ils gagneront plus d'argent s'ils vendent à la grosse entreprise. D'autres agriculteurs plus anciens pensent que ce n'est pas une bonne idée parce que ce n'est pas bon pour la terre. Ils ont peur qu'après quelques années, la terre soit appauvrie et qu'elle ne soit plus bonne pour les cultures.

Le fabricant de chocolat nord-américain voudrait que les agriculteurs fassent pousser du cacao pour approvisionner le marché du chocolat au Canada et aux États-Unis. Il sait que ça lui reviendra moins cher d'acheter auprès des agriculteurs et qu'il pourra ensuite le vendre très cher sous la forme de chocolat au Canada et aux États-Unis.

Dans une communauté, les aînés sont ceux qui sont les plus sages et qui comprennent les besoins de leur peuple. Il y aura un débat dans la communauté. Vous, les aînés de la communauté, devez convaincre les « juges » que :

1. Les arbres sont utiles pour éviter l'érosion de la terre à cause du vent et de la pluie. Ils garantissent également que la terre fertile produise des récoltes pour nourrir et faire vivre la famille.
2. Les arbres sont utiles pour conserver l'humidité dans la terre, même lorsqu'il ne pleut pas beaucoup.
3. Après quelques années, les fermes ne pourront même plus cultiver du cacao.
4. Le fabricant de chocolat nord-américain s'intéresse plus à son profit qu'à la préservation de la terre, des fermes et des revenus locaux du Ghana.
5. L'argent n'est pas la seule chose qui compte.



Qui décide en bout de ligne ? BLD 2.5

Groupe D : Les représentants d'une entreprise de chocolat de l'Amérique du Nord

Le fabricant de chocolat nord-américain voudrait couper les arbres près de certaines fermes de cacao au Ghana pour permettre aux agriculteurs ghanéens de faire pousser plus de cacao pour approvisionner le marché du chocolat au Canada et aux États-Unis. Il sait que ça lui reviendra moins cher d'acheter auprès des agriculteurs et qu'il pourra ensuite le vendre très cher sous la forme de chocolat au Canada et aux États-Unis.

Les agriculteurs d'un village du Ghana ont cultivé la terre de la même manière pendant de nombreuses générations. Ils cultivent du maïs, des arachides et des fèves de soja et de cacao. Ils savent que les arbres dans les forêts autour de leurs fermes prennent beaucoup de place. Ils savent également que les arbres sont utiles pour empêcher l'érosion et conserver l'humidité dans la terre. Certains agriculteurs parmi les jeunes pensent qu'ils gagneront plus d'argent s'ils vendent à la grosse entreprise. D'autres agriculteurs plus anciens pensent que ce n'est pas une bonne idée parce que ce n'est pas bon pour la terre. Ils ont peur qu'après quelques années, la terre soit appauvrie et qu'elle ne soit plus bonne pour les cultures.

Vous représentez les personnes qui travaillent pour le fabricant de chocolat nord-américain, venu au Ghana pour essayer de convaincre les agriculteurs de couper les arbres de la forêt afin de faire pousser plus de cacao que le fabricant de chocolat pourra acheter puis revendre. Il y aura un débat dans la communauté. Vous devez convaincre les « juges » que :

1. En coupant les arbres, on disposera de plus de terre pour cultiver du cacao.
2. Les arbres peuvent être vendus comme bois de charpente et de chauffage.
3. Les agriculteurs peuvent utiliser des engrais si la terre perd ses nutriments.
4. D'autres agriculteurs peuvent cultiver du maïs, des arachides et du café, donc les premiers peuvent continuer à faire du cacao.
5. Les agriculteurs gagneront plus d'argent s'ils cultivent du cacao que s'ils cultivent du maïs et des arachides.

Nom: _____

Le Ghana sur le marché mondial

À l'aide de l'Internet ou d'autres outils de référence, effectuez des recherches sur le Ghana pour connaître son rôle en tant que partenaire commercial mondial. Complétez vos recherches sur le Ghana dans les domaines suivants :

1. Les ressources naturelles
2. L'agriculture
3. L'industrie/les produits manufacturés
4. Les ressources culturelles (les religions, les langues, etc.)

5. Le type de gouvernement

6. L'économie

7. Les principaux partenaires commerciaux :

8. Les importations :

Sites Internet pour référence éventuelle :

www.cia.gov (World Factbook)

www.ghana.gov.gh

www.infoplease.com/ipa/A0107584.html

www.oanda.com/convert/classic

Nom: _____

Le Canada sur le marché mondial

À l'aide de l'Internet ou d'autres outils de référence, effectuez des recherches sur le Canada pour connaître son rôle en tant que partenaire commercial mondial. Complétez vos recherches sur le Canada dans les domaines suivants :

1. Les ressources naturelles
2. L'agriculture
3. L'industrie/les produits manufacturés
4. Les ressources culturelles (les religions, les langues, etc.)

5. Le type de gouvernement

6. L'économie

7. Les principaux partenaires commerciaux :

8. Les importations :

Sites Internet pour référence éventuelle :

www.infoplease.com/ipa/A0107386.html

www.cia.gov (World Factbook)

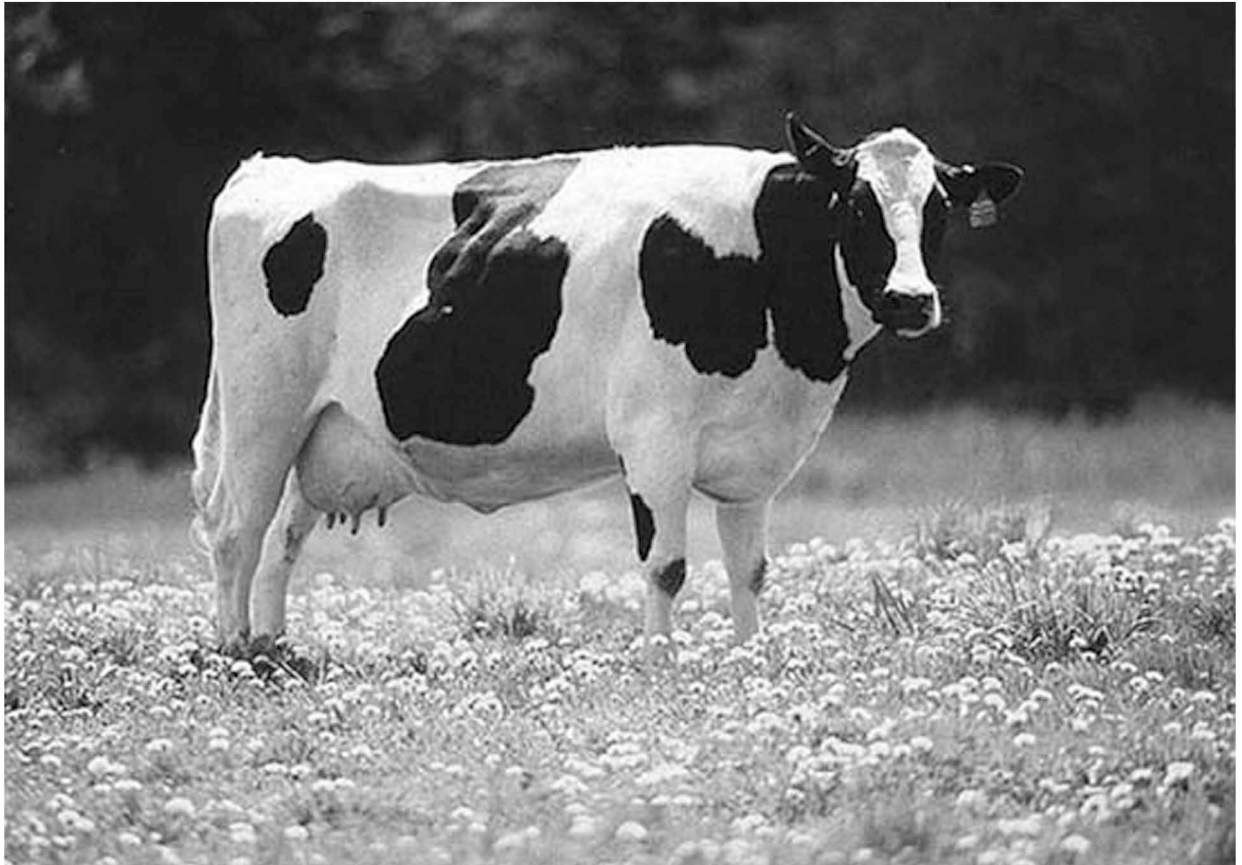
www.elections.ca

http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1198865.stm











Assessment

Each student's contributions can be observed and recorded anecdotally by the teacher. A rubric is provided that can be used for assessment/evaluation purposes by the teacher.

Whose Decision is it Anyway?

Student's Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Thinking	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
Communication	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences and purposes with some effectiveness	Communicates for different audiences and purposes with considerable effectiveness	Communicates for different audiences and purposes with a high degree of effectiveness
Application	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness
	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness