

CHAPTER 21 RESOURCE DEVELOPMENT:

SPENDING AND TAXING

LEARNING GOALS:

Have students develop an understanding of:

- climate change, and how individuals and groups are affected by government policy.
- the role of fiscal policy tools in directing change toward a more sustainable economy and society and the importance of preserving the commons.
- how social movements influence government policy which benefits the living standards of average Canadians.

SUCCESS CRITERIA:

I will know I am successful when I can:

- Define the concept of “the commons” and explain why it is important to preserve it.
- Identify individuals or groups who benefit from climate change policy and those who may be disadvantaged.
- Assess the appropriateness of government deficits and debt in addressing climate change.
- Analyse the benefits of using government budgets (taxing and spending tools) to tackle climate change.
- Identify specific government initiatives to meet climate change goals and assess the advantages and disadvantages of each.
- Identify various grassroots environmental initiatives and assess their success in bringing about social and policy change.

RESOURCES:

- [Nick Hanauer on inequality](#)
- [Could Fighting Global Warming Be Cheap and Free?](#)
- [Building a Green Economy](#)
- [CBC podcast form Ideas-Surviving Post-Capitalism: Coping, hoping, doping & shopping](#)
- [Newspaper article about austerity](#)—Paul Krugman
- Forget Adam Smith, Whatever Works [Business Week 2008 how gov’t can direct bailouts and public investment to direct the economy](#)
- [Climate hotmap](#)

CHAPTER 21

Fiscal policy is a tool to steer economic growth

Deficits provide public investment & better paid jobs

Deficits portrayed as bad to shift to private sector (austerity)

Lower tax agenda to justify decreased spending and public investment

Class warfare of those who benefit most from public investment vs. private wealth



key ideas

- The tragedy of the commons in one minute
- Ending the tragedy of the commons
- Marilyn Waring

MINDS ON:



The Tragedy of the Commons Explained in One Minute

Ending the tragedy of the commons

Discussion:

- What are our shared resources?
- How has/ will global climate change affect our ability to meet our needs?
- How might global climate change affect how resources are used/shared?

ACTION:

Debate team carousel reading

- [Krugman Fighting climate change could be cheap and free](#)
- [Building a Green Economy](#)
- CBC podcast from Ideas [Surviving Post-Capitalism: Coping, hoping, doping & shopping](#)
- Newspaper article about austerity [Paul Krugman NYT The Story of our Time](#)
- [Business Week 2008 how gov't can direct bailouts and public investment to direct the economy costs of global](#)
- [Climate change](#)

OR

- Using data from this [link](#) below, have students graph the debt to GDP ratio of various countries.
- Using this [article](#), summarize the importance of Debt to GDP ratio.

OR

- Have students work in groups to participate in a city budget simulation drive.google.com/file/d/0B8xtbETpdxBgRjhjWXdfdnZQeFk/view?usp=sharing
- Show the following [video](#) and have students reflect on their group choices. What do their choices say about what they value? What economic perspectives are reflected in your choices?
- Follow-up discussion on public services, public investment and trade offs (use economic/political/historical perspective). How do your choices reflect societal values? Do they focus on shared resources, or individual resources?

CONSOLIDATION:

Summative options:

- Formal debate (see topics below + privatising Hydro, increasing the gas tax, nationalising the oil industry)

OR

- RAFT

Role (Which stakeholder perspective do you represent?)	Audience (Who is/are the person/people who you wish to communicate with?)	Format (What is the best method for communicating this information?)	Topic (Which specific issue will you address?)
<ul style="list-style-type: none"> • Consumer • Worker • Recent graduate • Journalist • Indigenous rights advocate 	<ul style="list-style-type: none"> • Peers • Government • Local community • Labour organization 	<ul style="list-style-type: none"> • Infographic • Blog • Video news report • Cartoon • Editorial • Letter to the editor 	<ul style="list-style-type: none"> • Carbon Tax • Subsidies for R & D into green energy • Public transportation investment • Subsidies for CO2 reductions

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Knowledge Define the commons and explain why its preservation is important to various stakeholders and the role of grassroots organisations in affecting social, political and economic change.</p>	<p>Defines commons and explain why its preservation is important to various stakeholders with limited effectiveness.</p>	<p>Defines commons and explain why its preservation is important to various stakeholders with some effectiveness.</p>	<p>Defines commons and explain why its preservation is important to various stakeholders with considerable effectiveness.</p>	<p>Defines commons and explain why its preservation is important to various stakeholders with a high degree of effectiveness.</p>
<p>Thinking Analyse the role of government fiscal policy, deficits and debts in reaching climate change goals and suggest relevant, credible solutions to environmental issues through the use of government fiscal policies.</p>	<p>Analyses the role of government fiscal policy, deficits and debts in reaching climate change goals and suggests relevant, credible solutions to environmental issues through the use of government fiscal policies with limited effectiveness.</p>	<p>Analyses the role of government fiscal policy, deficits and debts in reaching climate change goals and suggests relevant, credible solutions to environmental issues through the use of government fiscal policies with some effectiveness.</p>	<p>Analyses the role of government fiscal policy, deficits and debts in reaching climate change goals and suggests relevant, credible solutions to environmental issues through the use of government fiscal policies with considerable effectiveness.</p>	<p>Analyses the role of government fiscal policy, deficits and debts in reaching climate change goals and suggests relevant, credible solutions to environmental issues through the use of government fiscal policies with a high degree of effectiveness.</p>
<p>Communication Clearly communicate through chosen role the importance of fiscal policy in addressing climate change goals.</p>	<p>Clearly communicates through chosen role the importance of fiscal policy in addressing climate change goals with limited effectiveness.</p>	<p>Clearly communicates through chosen role the importance of fiscal policy in addressing climate change goals with some effectiveness.</p>	<p>Clearly communicates through chosen role the importance of fiscal policy in addressing climate change goals with considerable effectiveness.</p>	<p>Clearly communicates through chosen role the importance of fiscal policy in addressing climate change goals with a high degree of effectiveness.</p>
<p>Application Apply the concepts of deficit and debt and government fiscal policy to an environmental, social and political issue.</p>	<p>Applies the concepts of deficit and debt and government fiscal policy to an environmental, social and/or political issue with limited effectiveness.</p>	<p>Applies the concepts of deficit and debt and government fiscal policy to an environmental, social and/or political issue with some effectiveness.</p>	<p>Applies the concepts of deficit and debt and government fiscal policy to an environmental, social and/or political issue with considerable effectiveness.</p>	<p>Applies the concepts of deficit and debt and government fiscal policy to an environmental, social and/or political issue with a high degree of effectiveness.</p>

EXPECTATIONS:

CGC1D

- C3.1 explain the meaning and geographic significance of the commons (i.e., common-pool resources such as water, fish, fishing grounds, forests, common pastures) and the global commons (i.e., the atmosphere, the oceans, outer space, and Antarctica)
- C3.2 analyse the impacts of human activities on the commons

CHC2D

- D2.3 identify some reform movements that developed during this period, and explain their goals

CIE3M1

- B1.1 explain the concepts of scarcity and opportunity costs, and analyse how individuals, governments, and organizations apply these concepts as they make economic choices
- B3.1 compare how different economic systems (i.e., market, mixed, traditional, command) answer the three fundamental economic questions about production (i.e., what, how, and for whom to produce)
- B3.2 analyse how different political-economic systems (e.g., capitalism, socialism) respond to challenges associated with stability and variability
- B3.3 analyse how governments in Canada prioritize competing economic goals when responding to economic challenges
- C1.4 analyse how, in a market system, different stakeholders value public and collective goods
- C1.5 explain the causes of Canadian government intervention in market systems
- D2.1 analyse government policy initiatives in Canada that respond to scarcity
- E2.2 explain why governments provide financial support to corporations, non-governmental organizations, and other groups

CLN4U

- C4.3 assess the strengths and weaknesses of current laws for protecting the rights of individuals and various groups (e.g., indigenous peoples) from the impact of human activities that cause changes to the natural environment

HFA4U

- analyse the relationship between various economic, social, and political factors and food supply and production in a particular region or regions (e.g., debt-repayment requirements, demand for cash crops, oil prices, free-trade agreements, trade embargos or bans, controls on fishing and hunting, import-export restrictions to prevent or control outbreaks of disease)

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HFA4C

- explain the effect of various economic, social, and political factors (e.g., debt-repayment obligations, demand for cash crops, oil prices, free trade agreements, trade embargos or bans, controls on fishing and hunting, import-export restrictions designed to prevent or control outbreaks of disease) on food supply and production

HZT4U

- analyse how theories of social and political philosophy (e.g., libertarianism, egalitarianism)
- are adopted and realized in contemporary political policy making (e.g., concerning the distribution of wealth), and how the adoption of a particular theory makes a difference to political and social practices

SCH4U

- F1.1 evaluate, on the basis of research, the effectiveness of government initiatives or regulations (e.g., the Great Lakes Action Plan), and the actions of individuals (e.g., use of public transportation), intended to improve air and water quality, and propose a personal action plan to support these efforts

SNC1D

- B1.2 evaluate the effectiveness of government initiatives in Canada (federal, provincial, municipal), and/or the efforts of societal groups or non-governmental organizations, such as Aboriginal communities, environmental groups, or student organizations, with respect to an environmental issue that affects the sustainability of terrestrial or aquatic ecosystems

SNC2D

- D2.9 compare different perspectives and/or biases evident in discussions of climate change in scientific and non-scientific media

SVN3M

- B1.1 analyse, on the basis of research, social and economic issues related to a particular environmental challenge