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## INTRODUCING RELATED ISSUE 3

### SHOULD INTERNATIONALISM BE PURSUED?

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#### RELATED ISSUE 3 AT A GLANCE

By exploring whether international approaches benefit nations and nation-states, how these approaches affect foreign policy, and whether they help resolve contemporary global issues, **Related Issue 3** focuses on whether internationalism should be pursued. This exploration, analysis, and evaluation extends students' understandings of how nations and nation-states are linked through internationalism and whether — and how — international efforts can improve the human condition.

Students' exploration, analysis, and evaluation of internationalism will touch on a variety of issues, including how internationalism affects nations, nationalism, and national interests; how foreign policy can promote internationalism; how world organizations affect nationalism; and whether international efforts are always the most effective way of addressing contemporary global issues such as conflict, poverty, debt, disease, the environment, and human rights.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the related-issue question — Should internationalism be pursued? — and to complete the challenge for this related issue, they will also be working toward developing their response to the key issue question: To what extent should we embrace nationalism?

#### QUICK LESSON PLANNER — RELATED ISSUE 3

##### NOTES

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The general and specific outcomes — values and attitudes, knowledge and understanding — emphasized in each chapter are listed in the curriculum congruence chart (pp. 28–35), but all general and specific outcomes for each related issue are reflected to varying degrees in every chapter of each related issue.
3. Skills and processes outcomes are listed in the curriculum congruence chart (pp. 36–55).
4. IQ stands for “inquiry question.”
5. Strategies for differentiating instruction are discussed on pages 71 to 74.

<b>Related Issue 3</b> Should internationalism be pursued?		
<b>General Outcome</b> Students will assess impacts of the pursuit of internationalism in contemporary global affairs.		
<b>Chapter 9 — National Interest and Foreign Policy</b> <b>Chapter Issue — Does involvement in international affairs benefit nations and nation-states?</b>		
Lesson	Lesson Focus	Estimated Time
<b>1</b> Introduction to Related Issue 3 Introduction to Your Challenge (pp. 196–199)	<b>Related Issue Opener</b> Introduce Related Issue 3  <b>Your Challenge</b> Discuss expectations for the challenge for Related Issue 3	75 minutes
<b>2</b> Introduction to Chapter 9 Motives of Nations and Nation-States (pp. 199–206)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism”  <b>IQ 1: What motivates nations and nation-states to become involved in international affairs?</b> Explore motives of nations and nation-states, as well as understandings of national interest	75 minutes
<b>3</b> Failed States GeoReality Motives and the Responses of Nations and States (pp. 207–211, 213)	<b>The View from Here</b> Three views on failed states  <b>GeoReality</b> Botswana and Zimbabwe — Similar Geography, Different Results  <b>IQ 2: How do the motives of nations and nation-states shape their responses to the rest of the world?</b> Explore motives of nations and nation-states and how these motives shape their responses to the world  <b>Taking Turns</b> Discuss whether isolationism is a valid response to the world	75 minutes
<b>4</b> Motives and the Responses of Nations and States (continued) Understandings of Internationalism (pp. 212–216)	<b>IQ 2: How do the motives of nations and nation-states shape their responses to the rest of the world? (continued)</b> Continue exploring motives of nations and nation-states and how these motives shape their responses to the world  <b>IQ 3: What are some understandings of internationalism?</b> Explore various understandings of internationalism	75 minutes
<b>5</b> Benefits of Internationalism Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 217–221)	<b>Making a Difference</b> Clara Hughes — Supporting Children’s Right to Play  <b>IQ 4: How does internationalism benefit nations and nation-states?</b> Explore benefits of internationalism  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Skill Builder to Your Challenge</b> Select Artifacts	75 minutes

Chapter 10 — Foreign Policy and Internationalism		
Chapter Issue — Should foreign policy promote internationalism?		
Lesson	Lesson Focus	Estimated Time
6 Introduction to Chapter 10 Foreign Policy (pp. 222–226)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism”  <b>IQ 1: How do countries set foreign policy?</b> Explore factors that influence the development of foreign policy	75 minutes
7 Internationalism and Foreign Policy (pp. 227–232)	<b>IQ 2: How can nation-states promote internationalism through foreign policy?</b> Explore how peace and peacekeeping, and international law and agreements, can promote internationalism	75 minutes
8 Foreign Aid and Internationalism (pp. 233–237)	<b>IQ 2: How can nation-states promote internationalism through foreign policy? (continued)</b> Explore how foreign aid can promote internationalism  <b>Making a Difference</b> Jenna Hoyt — The Power of One  <b>The View from Here</b> Three views on foreign aid as a tool for promoting internationalism  <b>IQ 3: How does Canadian foreign policy promote both national interest and internationalism?</b> Explore the process of balancing national interest and internationalism	75 minutes
9 Canadian Foreign Policy, National Interest, and Internationalism  Impact Think . . . Participate . . . Research . . . Communicate . . .  Skill Builder (pp. 238–243)	<b>IQ 3: How does Canadian foreign policy promote both national interest and internationalism? (continued)</b> Explore banning landmines as an example of balancing national interest and internationalism  <b>Impact</b> Canada and Peacekeeping — Myth and Reality  <b>Taking Turns</b> Discuss whether national interest should be the focus of foreign policy  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Skill Builder to Your Challenge</b> Create Headlines	75 minutes

<b>Chapter 11 — Internationalism and Nationalism</b>		
<b>Chapter Issue — Does promoting internationalism affect nationalism?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>10</b> Introduction to Chapter 11 Changing World Conditions (pp. 244–248)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism”  <b>IQ 1: How have changing world conditions promoted internationalism?</b> Explore the relationships between changing world conditions and internationalism	75 minutes
<b>11</b> Effects of the United Nations on Nationalism (pp. 249–254)	<b>IQ 2: How has the United Nations affected nationalism?</b> Explore how the United Nations has affected nationalism	75 minutes
<b>12</b> Effects of International Organizations on Nationalism (pp. 255–258)	<b>IQ 3: How have various international organizations affected nationalism?</b> Explore how economic and regional organizations affect sovereignty and nationalism  <b>The View from Here</b> Two views on the World Trade Organization	75 minutes
<b>13</b> Effects of International Organizations on Nationalism (continued) Think . . . Participate . . . Research . . . Communicate . . . Skill Builder (pp. 259–263)	<b>IQ 3: How do the responses of various international organizations affect nationalism? (continued)</b> Continue to explore how international organizations affect sovereignty and nationalism  <b>Making a Difference</b> Mary Simon — A Life Devoted to Activism  <b>Taking Turns</b> Discuss how much sovereignty Canada should give up to pursue internationalism  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Skill Builder to Your Challenge</b> Create Two Diary Entries	75 minutes

<b>Chapter 12 — Internationalism and Global Issues</b> <b>Chapter Issue — How effectively does internationalism address contemporary global issues?</b>		
<b>Lesson</b>	<b>Lesson Focus</b>	<b>Estimated Time</b>
<b>14</b> Introduction to Chapter 12 Contemporary Global Issues (pp. 264–269)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism”  <b>IQ 1: What are some contemporary global issues?</b> Explore how climate change, the spread of disease, and access to water affect everyone	75 minutes
<b>15</b> International Responses to Contemporary Global Issues (pp. 270–275)	<b>IQ 2: How have people used internationalism to address contemporary global issues?</b> Explore how internationalism has been used to address contemporary global issues	75 minutes
<b>16</b> International Responses to Contemporary Global Issues (continued) (pp. 276–279)	<b>IQ 2: How have people used internationalism to address contemporary global issues? (continued)</b> Continue exploring how internationalism has been used to address contemporary global issues  <b>Making a Difference</b> Sheila Watt-Cloutier — Defending the Right to Be Cold	75 minutes
<b>17</b> Effectiveness of Internationalism Think . . . Participate . . . Research . . . Communicate . . .  Skill Builder (pp. 280–285)	<b>IQ 3: How effective is internationalism in addressing contemporary global issues?</b> Explore different points of view and perspectives on whether internationalism is an effective way of addressing contemporary global issues  <b>Taking Turns</b> Discuss whether internationalism is the only way to address global issues  <b>The View from Here</b> Three views on whether the UN will remain a useful tool for dealing with global issues  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Skill Builder to Your Challenge</b> Write a Letter and Put It All Together	75 minutes
<b>18</b> Your Challenge Presentations	<b>Your Challenge Presentations</b> Opportunities for students to present their challenges	75 minutes

## LESSON 1

### INTRODUCTION TO RELATED ISSUE 3

**Related-issue question:** Should internationalism be pursued?

This lesson introduces Related Issue 3 and its challenge: create a time capsule to be opened 100 years from now. Students will begin to plan how they will respond to the challenge as they examine some aspects of internationalism.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible 3.9.1, Thinking about My Time Capsule
- Reproducible 3.9.2, Your Challenge 3 — Checklist for Success
- Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric

Prepare a sheet of chart paper.

### RESOURCES

*Understanding Nationalism*, pages 196–199

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.ifrc.org/index.asp?navid=01](http://www.ifrc.org/index.asp?navid=01)

This is the web site of the International Federation of Red Cross and Red Crescent Societies, the world's largest international humanitarian organization.

[www.olympic.org/uk/index\\_uk.asp](http://www.olympic.org/uk/index_uk.asp)

The international Olympic Movement was founded to help build a peaceful world by educating youth through sport practised without discrimination.

[www.pacmusee.qc.ca/memoire/index\\_a.html](http://www.pacmusee.qc.ca/memoire/index_a.html)

The Virtual Museum of Canada and the Montréal Museum of Archaeology and History maintain a collection of artifacts that symbolize the values, lifestyles, inventions, and events of the 20th century.

### ASSESSMENT AND EVALUATION ACTIVITIES

This lesson introduces students to the challenge for Related Issue 3. Continue monitoring students to identify their learning abilities and preferences.

### PRIOR LEARNING

Students will build on their understandings of nationalism and their current knowledge of internationalism.

## TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the organization chart on page 196 of *Understanding Nationalism*. Use the chart to briefly review what students have studied to this point in the course and to encourage them to relate this learning to the key course issue: To what extent should we embrace nationalism? Ask students to consult the notes they have been keeping in "My Journal on Nationalism." Then ask volunteers to explain to the class their understandings, conclusions, or current points of view on the first two related-issue questions:

- Should nation be the foundation of identity?
- Should nations pursue national interest?

Point out that students are now halfway through the course, and ask volunteers to explain whether and how their understandings of nationalism have changed since the course began. Ask each to explain the reasons for her or his response.

2. Write the word "international" in the middle of a concept web on a sheet of chart paper. Ask students what the word means. You may wish to refer them to the glossary definition and description on page 397 of *Understanding Nationalism*. Remind students that they have encountered the word "international" many times in the first eight chapters of *Understanding Nationalism*.

Ask volunteers to go to the sheet of chart paper and add phrases that include "international" to the web. In each case, encourage them to add a brief explanation or example to illustrate the phrase. Students may suggest

- international organizations — examples include the International Red Cross, the United Nations, the International Criminal Court, Amnesty International, and the International Olympic Committee
- international law — laws that all countries must abide by
- international peacekeeping — began with the United Nations forces that helped settle the conflict over the Suez Canal
- international community — made up of all the nations on Earth
- international borders — boundaries between countries as recognized by the international community
- international events and conflicts — the Olympic Games and World Wars I and II

Students may also suggest phrases such as "international airports," "international security," "international agreements," "international waters," "international trade," "international relations," "international threats," and "international reputation."

Save students' suggestions for use in Lesson 2.

3. Remind students that the suffix "-ism" often signals that a word refers to an ideology — a system of ideas about how society should work. To help do this, you may wish to return to the prologue (p. 1, *Understanding Nationalism*). With this information in mind, ask students to suggest meanings for the noun "internationalism." One meaning they are likely to suggest is "beliefs about how international relations should work."
4. Organize a think-pair-share activity (see p. 75) by telling students to choose a partner — or assign partners. Instruct the pairs to read the section titled "The Big Picture" (p. 197, *Understanding Nationalism*) and to jot brief notes in response to the following questions:

- What is the main idea of the section titled “The Big Picture”?
- What are some factors that have encouraged people to become more connected?
- How are national and international interests connected?
- Why might people have different ideas about what internationalism means?

Instruct the pairs to compare their notes with those of one or two other pairs. Then ask volunteers to read some of their points and guide a class discussion of these.

5. Draw students' attention to “Your Challenge” (pp. 198–199, *Understanding Nationalism*). Read aloud the introduction to the challenge. With students, discuss how they can meet the goals of this challenge — to explore and present an informed position on the question for this related issue: Should internationalism be pursued?
6. Instruct students to read the sections titled “Your Time Capsule” and “How to Complete Your Challenge” (pp. 198–199, *Understanding Nationalism*). Suggest that students look carefully at “Checklist for Success” (p. 198) and the chart titled “Your Challenge Skill Builders” (p. 199), as well as the items included in the sample time capsule on page 199.
7. Ask students to select a partner — or assign partners. Distribute a copy of Reproducible 3.9.1, Thinking about My Time Capsule, to each pair. Ask them to generate questions about the content, purpose, process, and product of the challenge.

Call the pairs together and, category by category, encourage them to take turns asking questions until all important questions have been covered. Pairs can pass if their question has already been asked and discussed.
8. Distribute copies of Reproducible 3.9.2, Your Challenge 3 — Checklist for Success, and 3.9.3, Your Challenge 3 — Evaluation Rubric. Ask students to compare these two documents. Remind them that the evaluation rubric lets them know — ahead of time — how you will evaluate their time capsules. With students, examine the criteria included in the evaluation rubric to ensure that they understand the meaning of each criterion.

Explain that, as students progress through this related issue and work on the skill builder at the end of each chapter, they can use the checklist for success to gather feedback from you or their classmates and ensure that they have met all the evaluation criteria.

#### **DIFFERENTIATING INSTRUCTION**

1. Reproducible 3.9.1, Thinking about My Time Capsule, and activities in this lesson can be completed by individuals or in pairs or small groups. In addition, you may plan for continuing assessment of students as they work alone, in pairs, or in small groups.
2. As students progress through the chapters of this related issue, be aware of their comfort level with presenting their time capsule orally — and be prepared to offer alternative suggestions to accommodate various learning styles. Possible alternatives may include pre-recording a podcast or preparing a video of a TV or radio news report.



## LESSON 2

### INTRODUCTION TO CHAPTER 9

#### MOTIVES OF NATIONS AND NATION-STATES

**Chapter-issue question:** Does involvement in international affairs benefit nations and nation-states?

**Inquiry question:** What motivates nations and nation-states to become involved in international affairs?

In this lesson, students will begin to explore the needs and motives of nations and nation-states by comparing these needs and motives with the needs and motives of individuals.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.9.4, Nation-States and Involvement in International Affairs

Post the concept web completed in Lesson 1.

Create an overhead transparency or presentation slide of Figure 9-1 (p. 200, *Understanding Nationalism*) and Figure 9-2 (p. 202).

Book an overhead projector, or a computer, and screen.

#### RESOURCES

*Understanding Nationalism*, pages 199–206

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.pbs.org/wgbh/aso/databank/entries/bhmasl.html](http://www.pbs.org/wgbh/aso/databank/entries/bhmasl.html)

This PBS site provides information about the major theories of psychologist Abraham Maslow.

[www.sshrc-crsh.gc.ca/web/winning/story\\_e.asp?story\\_id=91&subjectid=0&researcher=&university\\_id=0&province\\_id=0&keywords=](http://www.sshrc-crsh.gc.ca/web/winning/story_e.asp?story_id=91&subjectid=0&researcher=&university_id=0&province_id=0&keywords=)

An overview of continuing research on Maslow's experience with the Blackfoot peoples in the 1930s and how this influenced the development of his theories. This research is being conducted primarily at Red Crow Community College in Alberta.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities. These may include

- completing Reproducible 3.9.4, Nation-States and Involvement in International Affairs
- participating in class discussions and activities

**PRIOR LEARNING**

Students will build on their understandings of international relations among countries.

**TEACHING AND LEARNING STRATEGIES**

1. Display an overhead transparency or presentation slide of Figure 9-1 (p. 200, *Understanding Nationalism*). With students, read the caption, which explains that this was the first photograph of Earth taken from deep space. Ask students how people might have reacted when they first saw this photograph. What does Earth look like? What feelings and ideas do students have while looking at this photograph?
2. Read aloud the introductory paragraphs on page 201 of *Understanding Nationalism* or ask volunteers to do so. With the class, discuss Archibald MacLeish's comment on the photograph. Ask students how his word images — “eternal silence where it floats,” “riders on the earth together,” and “bright loveliness in the eternal cold” — convey the sense of community of all people on Earth.

Ask students to select a partner — or assign partners — and instruct them to work together to read and respond to the questions about the opening photograph on page 200. When they finish, instruct the pairs to join at least one other pair to discuss their responses. You may choose to ask a few students to share their responses with the class.

Conclude this part of the lesson by asking students what ideas this activity has given them about the relationship between nations, nation-states, and internationalism. They are likely to suggest that because nations and nation-states do not exist in isolation, all nations and countries are in some ways international. They may also suggest that the photograph in Figure 9-1 and Archibald MacLeish's words suggest that people on Earth must help one another because they are surrounded by a vast and unknown universe.
3. Draw students' attention to the key terms on page 201 of *Understanding Nationalism*, and remind them that they will find the definitions for these terms in the chapter.

Ask students to review the IQs in “Looking Ahead” and to respond to each by either recording two or three points or noting further questions. You may choose to ask them to revisit these preliminary responses at various points as they progress through the chapter and to add or revise points as required.

With students, read the instructions in “My Journal on Nationalism” (p. 201, *Understanding Nationalism*), and ask them to respond in their journals. Circulate to make sure that students are keeping up their journal entries.
4. Read aloud the IQ on page 202 of *Understanding Nationalism* — What motivates nations and nation-states to become involved in international affairs? Ask students to suggest some possible motives of nation-states. To help with this, refer them to the concept web they created in Lesson 1. What motives might cause nations and nation-states to be involved in those organizations, agreements, laws, and events?
5. To help students understand the similarities between individual and national motivations, ask two or three volunteers to describe a decision they have recently made. Examples might include a decision to go to a party, to take an extra shift at work, or to skip a family outing to finish a school assignment.

Ask the volunteers to consider the motives behind their decisions. A student may have decided, for example, to go to a party because someone he or she wanted to spend time with

was going to be there. Or the student may have been motivated by a desire to meet new people or to get out of the house for a while.

Then ask students to suggest the consequences that may have resulted from their decision. In the case of the party, for example, they may have had an opportunity to get to know someone better — but no time to study for a test.

6. With students, read page 202 of *Understanding Nationalism*, including the margin features and the caption for Figure 9-3. Display an overhead transparency or presentation slide of Figure 9-2. Ask students how Maslow's hierarchy might apply to the needs and motives of nations and nation-states. How might involvement in international affairs, for example, help a nation-state fulfil the basic survival and safety and security needs of its citizens?

Ask students to respond to the activity icon on page 202. To help students connect individual responses with national responses, ask questions like the following:

- What might happen if a nation or nation-state suddenly couldn't meet a basic survival need of its citizens?
- What kind of events might cause such a sudden change?
- How might sudden changes in one nation-state affect the rest of the international community?

7. Distribute copies of Reproducible 3.9.4, Nation-States and Involvement in International Affairs. This reproducible is based on the chart that appears in "Recall . . . Reflect . . . Respond" on page 206 of *Understanding Nationalism*.

With students, read the passage under the heading "Needs and Motives of Successful Nation-States" (p. 203, *Understanding Nationalism*), then divide the class into four groups to examine the motives of successful nation-states. Each group will focus on one of the four sections:

- Economic Stability (p. 203)
- Peace and Security (p. 204)
- Self-Determination (p. 205)
- Humanitarianism (p. 206)

Instruct the groups to read their assigned section and to record their responses in the appropriate row of the chart in Reproducible 3.9.4. Ensure that each group appoints a spokesperson, who will be responsible for presenting the group's findings to the class.

Suggest that students who are dealing with economic stability use Figure 9-4, the question in the caption for Figure 9-5, and the activity icon on page 203 to help guide their exploration of why economic stability motivates nation-states. In response to the activity icon, students may suggest that decreased exports will lead to fewer jobs, and fewer jobs mean that people have less money to spend — so fewer goods and services are produced. Reduced demand for goods and services means fewer jobs. This can damage the economic stability of a nation-state and place the economic stability of other countries at risk.

Students dealing with peace and security might use "Up for Discussion," the question in the caption for Figure 9-6, and the activity icon on page 204 to guide their exploration of how a lack of peace and security threatens both national and international interests. In response to the activity icon, for example, students may suggest that the people of Sudan can't build a successful national economy if they are not safe in their own homes and workplaces. And other countries, such as Canada, can't be safe if people elsewhere become so desperate they are ready to start a war.

Students dealing with self-determination can use the question in the caption for Figure 9-7, “Up for Discussion,” and the activity icon on page 205 to guide their exploration of why self-determination is important for the success of all nations and nation-states. In response to the activity icon, for example, students may suggest that the statements of the Tlingit Elders, such as “We will be the bosses of our land . . . and all the resources of this land,” apply not only to the Tlingit, but also to all nations and nation-states.

Students dealing with humanitarianism should consider “FYI” and the question in the caption for Figure 9-8 (p. 206, *Understanding Nationalism*) as they explore how humanitarianism motivates nation-states to become involved internationally. You may also wish to suggest to students that they re-examine Maslow’s hierarchy of human needs (p. 202, *Understanding Nationalism*) and discuss which category in this hierarchy encompasses the need to help others. Students may suggest that a global consciousness and a need to care about all people on Earth goes beyond personal or even national needs and wants.

8. Once the groups have finished exploring economic stability, peace and security, self-determination, and humanitarianism as motives of nation-states, ask the spokesperson for each group to present the findings to the class. As each spokesperson reports the group’s findings, instruct the rest of the class to record the motives and examples on their own charts.

When all the spokespeople have completed their presentations, ask each student to decide which motive they think is strongest and to provide reasons for their judgment.

9. Remind students of the challenge for this related issue and the skill builder for this chapter. Encourage them to think about the artifacts they will present and share ideas that may have emerged from this lesson.

#### **DIFFERENTIATING INSTRUCTION**

1. The sections titled “Peace and Security” and “Self-Determination” involve more reading than the sections titled “Economic Stability” and “Humanitarianism.” As a result, you may wish to ensure that struggling readers are assigned the shorter passages. Or you may include them in heterogeneous groups that include more proficient readers who can help them decode more complex text.
2. Depending on students’ needs and abilities, you may wish to create an overhead transparency of Reproducible 3.9.4, Nation-States and Involvement in International Affairs. As the group spokespersons are reporting their findings, use the transparency to model how you would make notes. You may wish to do this with the whole class or as a focused activity with a particular group.
3. Encourage interested students to conduct further research into Abraham Maslow’s involvement with the Blackfoot Nation and its effect on his theories. The web site listed in “Additional Resources” is a possible starting place. Some students might like to contact and interview one or more of the researchers at Red Crow Community College in Cardston, Alberta. These students could present their findings to the class or play an audiotape of the interview.

## LESSON 3

### FAILED STATES

#### GEOREALITY: BOTSWANA AND ZIMBABWE — SIMILAR GEOGRAPHY, DIFFERENT RESULTS

#### MOTIVES AND THE RESPONSES OF NATIONS AND STATES

**Chapter-issue question:** Does involvement in international affairs benefit nations and nation-states?

**Inquiry question:** How do the motives of nations and nation-states shape their responses to the rest of the world?

In this lesson, students will examine three points of view on what happens when countries do not meet the needs of their citizens and are, therefore, classified as failing or failed states. They will continue to explore failed states in “GeoReality” and begin to explore how motives shape the way nations and nation-states respond to the rest of the world.

### GETTING READY

Photocopy reproducibles.

- Reproducible 3.9.5, Comparing Botswana and Zimbabwe
- Reproducible 3.9.6, Possible Responses to International Affairs

Create an overhead transparency or presentation slide of Figure 9-9 (p. 208, *Understanding Nationalism*).

Book an overhead projector, or a computer, and screen.

Book time in the computer lab or library, or ensure that computers are available for research.

### RESOURCES

*Understanding Nationalism*, pages 207–211, 213

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.cia.gov/library/publications/the-world-factbook/index.html](http://www.cia.gov/library/publications/the-world-factbook/index.html)

Entries for Botswana, Zimbabwe, and Canada at the web site of the Central Intelligence Agency’s *World Factbook* include details about the countries’ geography, people, government, economy, communications, transportation, and military, as well as transnational issues including international disputes and details on refugees.

[www.fundforpeace.org/web](http://www.fundforpeace.org/web)

The Fund for Peace, a non-profit educational and research organization, produces the Failed States Index and provides it online, along with profiles of each country listed.

[www.cbc.ca/news/background/zimbabwe](http://www.cbc.ca/news/background/zimbabwe)

This in-depth report on Zimbabwe provides an excellent overview of the challenges facing this country.

**ASSESSMENT AND EVALUATION ACTIVITIES**

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

**PRIOR LEARNING**

Students will build on their understandings of the motives of nations and nation-states.

**TEACHING AND LEARNING STRATEGIES**

1. Write this statement on the chalkboard: A failed state is one that is unable to meet the needs of its citizens.

Underline the word “needs” and remind students of the previous discussion of people’s needs. Then ask students what they think the statement means. How could a state fail? Students may suggest, for example, that a failed state is not able to provide citizens with basic necessities, such as access to safe drinking water, or health care, such as vaccinations. Then ask students why they think some states fail. They may suggest that states fail because of corrupt governments, poverty, or war, or because of a history of colonialism.

The Failed States Index is maintained by the Fund for Peace. Check the most recent index to provide students with some examples. Of the 177 countries listed in the 2008 index, for example, Somalia ranked first, Iraq was fifth, Afghanistan was seventh, and Canada was 167th. Pauline H. Baker, who is quoted in “The View from Here” on page 207 of *Understanding Nationalism*, was the president of the Fund for Peace in 2008.

**More to the Story**

The Fund for Peace bases its evaluation of states at risk of failure on a number of social, economic, and political indicators.

- Social indicators include pressures from large numbers of people who don’t have access to food and water or who must flee their homes because of conflicts in the region where they live.
- Economic indicators include a decline in income and an increase in levels of poverty, rising infant mortality rates, a collapse in the national currency that causes very high inflation, and inequality in educational and job opportunities.
- Political indicators include a corrupt government, loss of public confidence in state institutions, growth of crime and failure to protect citizens from criminals, lack of health care, and rule by a dictator or the military.

2. Ask students to choose a partner — or assign partners — and instruct the pairs to work together to read “The View from Here” and to respond orally to the questions in “Explorations” on page 207 of *Understanding Nationalism*. Ask volunteers to share their responses with the class.

Although students’ responses to the questions will vary, they may answer Question 1 by saying that Pauline H. Baker believes that states fail because their citizens no longer trust their government. Baker says that citizens’ lack of trust may be the result of corruption or threats from those who are trying to take over the state or a government’s inability to maintain public services. Robert I. Rotberg believes state failure is caused by greed and fear of those who are

different, and Derek Fraser believes that failed states are those that can't control their own territory or meet their international obligations.

To help students respond to Question 2, suggest that they refer to Reproducible 3.9.4, Nation-States and Involvement in International Affairs, which they completed in the previous lesson. For each cause identified in Question 1, students may identify the following as motivations that could help overcome it:

- lack of trust in government (corruption, threats, lack of public services) — peace and security
- greed — economic stability, peace and security
- fear of those who are different — peace and security, self-determination
- failure to control their own territory — peace and security
- failure to meet international obligations — peace and security, humanitarianism

As students respond to Question 3, encourage them to connect national interests and the way these interests affect other countries. Students may suggest, for example, that failed states are a danger to successful states because they may cause wars with neighbouring countries. If this happens, Canadian Forces might be expected to help make or keep peace. This could lead to the loss of Canadian lives, as is happening in Afghanistan.

3. Distribute copies of Reproducible 3.9.5, Comparing Botswana and Zimbabwe, which is a Venn diagram (see p. 82). Tell students that they will use the reproducible to compare the countries of Botswana and Zimbabwe. Remind students that in the previous lesson they explored a number of factors that contribute to the success of nation-states.

#### **Vocabulary Tip**

Remind students of the meaning of “compare” and “contrast.”

Compare — Find similarities and differences

Contrast — Find only differences

Display an overhead transparency or presentation slide of Figure 9-9 (p. 208, *Understanding Nationalism*), and encourage students to discuss the information revealed on the map. Ask students to suggest features the two countries might have in common (e.g., they are in the same region of the continent so they may have similar climates and resources; neither has direct access to the sea; South Africa is a neighbour of both). Then ask them to note differences (e.g., Botswana is larger but Zimbabwe's population is greater; many of their neighbours are different). Note students' responses on the chalkboard and instruct them to record these similarities and differences on their Venn diagrams.

4. With students, read the introduction to “GeoReality” (p. 208, *Understanding Nationalism*) and the section titled “Similar Colonial Histories.” Ask students to note similarities on their Venn diagrams. Students may suggest that both were once British colonies and that a white minority once ran both and controlled their economies.

Then ask students to add notes on the differences to their reproducible. Suggest that they look carefully at the comparison in Figure 9-10 on page 208 of *Understanding Nationalism* to find economic and social differences.

5. Tell students to continue reading the sections titled “Quality of Life in Zimbabwe” and “Quality of Life in Botswana” (p. 209, *Understanding Nationalism*). Instruct them to add notes to their Venn diagrams to show how differences have contributed to the relative success and failure of the two states. Students may suggest, for example, that Robert Mugabe’s dictatorship in Zimbabwe has created instability and poverty, while political stability in Botswana has helped provide greater economic stability.

Draw students’ attention to Question 1 of “Explorations” and instruct students to use Reproducible 3.9.5 to help them answer this question. To respond to Question 2, students will need to be able to access the web site of the CIA’s *World Factbook* (see “Additional Resources”) or other research sources to obtain relevant information about Canada. In response to Question 3, students may suggest that Canada would gain in economic and security terms. A more successful Zimbabwe, for example, could be a better trading partner and would be less likely to need peacekeepers from Canada and other countries.

6. To introduce the concepts of isolationism, unilateralism, bilateralism, multinationalism, and supranationalism, remind students that the behaviour of individuals, groups, nations, and nation-states may often be motivated by the desire for economic stability, peace and security, self-determination, and humanitarianism.

Ask students to suggest an issue that is a challenge in their community and relate this to needs. Students may suggest, for example, a problem with waste disposal. Perhaps runoff from the community’s waste disposal site is leaking into the water supply. Ask them how this would connect to people’s needs. Or students may suggest a security issue such as bullying at school.

Then ask how students could respond to the issue. Guide them through the various possibilities represented by the concepts of isolationism, unilateralism, bilateralism, multinationalism, and supranationalism.

- a) They could choose to ignore the issue and focus on keeping themselves safe. If the water supply is contaminated, for example, they might choose to drink only bottled water. Tell them that if they made this choice they would be working in isolation. Draw students’ attention to Figure 9-12, Picturing Isolationism (p. 210, *Understanding Nationalism*) and ask them to describe possible positive and negative consequences of this action.
- b) They could try to do something about the problem on their own. They might, for example, write a letter to the mayor of the community. Draw students’ attention to Figure 9-14, Picturing Unilateralism (p. 211, *Understanding Nationalism*) and ask them to describe possible positive and negative consequences of their action.
- c) They could speak to a friend or a family member and work with that person to come up with a solution. They might, for example, research the effects of water pollution on communities and try to avoid circumstances that would put them in danger. Draw students’ attention to Figure 9-15, Picturing Bilateralism (p. 212, *Understanding Nationalism*) and ask them to describe possible positive and negative consequences of this action.
- d) They could speak to members of the community and try to persuade them to work together to solve the problem. A large group of citizens could, for example, call a community meeting to voice their concerns about the water supply. Draw students’ attention to Figure 9-17, Picturing Multilateralism (p. 212, *Understanding Nationalism*) and ask them to describe possible positive and negative consequences of this action.



- e) They could establish an organization that would oversee the situation and give that organization the power to resolve the problem. They might, for example, work to strengthen community or provincial laws and to elect a committee to oversee the cleanliness of the water supply. Draw students' attention to Figure 9-18, Picturing Supranationalism (p. 213, *Understanding Nationalism*) and ask them to describe possible positive and negative consequences of this action.
7. Distribute Reproducible 3.9.6, Possible Responses to International Affairs. With students, read the first two activities in “Recall . . . Reflect . . . Respond” on page 213 of *Understanding Nationalism*. Tell students that they will use the pinwheel organizer shown in the second activity — and on Reproducible 3.9.6 — throughout their exploration of the inquiry question: How do the motives of nations and nation-states shape their responses to the rest of the world?
- With students, read the first three paragraphs on page 210 and briefly discuss how situations faced by nation-states might resemble the community issue they discussed earlier.
- Then ask students to read “Isolationism” and “Unilateralism” on pages 210 and 211 of *Understanding Nationalism*. You may want to help students fill in the pinwheel arm for isolationism (e.g., isolationism — policy of staying completely out of world affairs; example — Japan for two centuries before 1854; possible motive — self-determination because the Japanese wanted to protect their sovereignty and did not want their affairs influenced by other countries).
- Instruct students to keep Reproducible 3.9.6 close at hand because they will continue using it in the next lesson.
8. With students, read the question in “Up for Discussion” on page 210 of *Understanding Nationalism*. To help them respond to this question, ask them to read the comments in “Taking Turns” on page 211. When students finish considering the three points of view and their own responses to the question in the feature — Is isolationism a valid response to the world? — instruct them to discuss with a partner their response to the question posed in “Up for Discussion.”
- When students finish, ask them to compare their response with that of at least one other student and to revise their response if they wish. Ask volunteers to summarize their response and guide the class through a discussion of various points of view.

#### DIFFERENTIATING INSTRUCTION

1. Record the reading passages on audiotape and set up a listening centre where struggling readers and ESL students can listen as they read along.
2. Rather than complete the Venn diagram identified in Steps 3 to 5, visual learners may prefer to respond by creating drawings. An enlarged Venn diagram could be created on chart paper for this purpose.
3. Encourage three students to roleplay the responses of the characters in “Taking Turns” (p. 211, *Understanding Nationalism*).
4. Encourage interested students to select a country listed on the Failed States Index (see “Additional Resources”) and conduct further research on it. You may also wish to encourage interested students to conduct further research into what makes states successful. Students could create a collage of their findings and post it in the classroom.
5. Ask interested students to find out about the latest developments in Zimbabwe and to prepare a brief presentation for the class.

## LESSON 4

### MOTIVES AND THE RESPONSES OF NATIONS AND STATES (CONTINUED)

#### UNDERSTANDINGS OF INTERNATIONALISM

**Chapter-issue question:** Does involvement in international affairs benefit nations and nation-states?

**Inquiry questions:** How do the motives of nations and nation-states shape their responses to the rest of the world?

What are some understandings of internationalism?

Students will continue to explore how the motives of nations and nation-states shape their responses to the world. They will also explore some understandings of internationalism.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.9.7, Reading Photographs — Figure 9-16
- Reproducible 3.9.8, Picturing Internationalism

Create overhead transparencies or presentation slides of Figures 9-17 (p. 212, *Understanding Nationalism*) and 9-18 (p. 213).

Book an overhead projector, or a computer, and screen.

Book time in a computer lab or arrange to have computers in the classroom (optional).

#### RESOURCES

*Understanding Nationalism*, pages 212–216

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.arctic-council.org](http://www.arctic-council.org)

The web site of the Arctic Council includes information about the animals, mammals, and birds that live in the Arctic, as well as about current threats to the Arctic environment.

<http://cyberschoolbus.un.org>

The United Nations offers an educational web site with a wide range of resources and five interactive video games, including a water quiz.

[www.righttoplay.com/index.htm](http://www.righttoplay.com/index.htm)

The web site of Right to Play highlights the athletes involved with the organization and the NGO's current projects.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities. These may include

- completing reproducibles
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their understanding of internationalism.

## TEACHING AND LEARNING STRATEGIES

1. Instruct students to locate their copies of Reproducible 3.9.6, Possible Responses to International Affairs, which they began working on in the previous lesson. Explain that they will use this reproducible to continue their exploration of how motives shape the responses of nations and nation-states, as well as to complete the questions in “Recall . . . Reflect . . . Respond” on page 213 of *Understanding Nationalism*.  
Briefly help students recall what they learned about isolationism and unilateralism (pp. 210–211, *Understanding Nationalism*) in the previous lesson.
2. Distribute copies of Reproducible 3.9.7, Reading Photographs — Figure 9-16. Instruct students to read the section titled “Bilateralism” on page 212 of *Understanding Nationalism* and to use the reproducible to analyze the two photographs in Figure 9-16.

### More to the Story

The photographs in Figure 9-16 were taken to illustrate a November 1981 *National Geographic* feature titled “Acid Rain — How Great a Menace?” The laboratory was in Lamira, Ohio, and the site of the experiment with the fish was in New York’s Adirondack Mountains.

When students have responded to the questions on the reproducible, ask them why they think these photographs were included in *Understanding Nationalism*. Do the photographs affect the way they think about the benefits of bilateralism? How do these photographs illustrate the benefits — and challenges — of bilateralism?

3. In response to the first activity icon on page 212 of *Understanding Nationalism*, some students may suggest that reporting annually on progress toward reducing acid rain keeps people’s attention focused on the problem. Others may suggest that the reports must be submitted more frequently than once a year if they are to have any real effect. Students may also suggest that acid rain is a problem that all countries must be concerned about.  
Instruct students to add notes on bilateralism — the name and description, examples, and motives — to their copies of Reproducible 3.9.6, Possible Responses to International Affairs.
4. With students, read the section titled “Multilateralism” (p. 212, *Understanding Nationalism*). Display an overhead transparency or presentation slide of Figure 9-17, Picturing Multilateralism (p. 212, *Understanding Nationalism*). Ask students to work in small groups to respond to the following questions:

- How is the diagram that illustrates multilateralism different from the one that illustrates bilateralism (Figure 9-15)?
- What advantages might multilateralism have over bilateralism?
- What challenges might countries taking a multilateral approach face?

Then ask students to respond to the questions in the activity icon at the bottom of page 212. Students will likely suggest that environmental concerns cross national boundaries so countries must work together to solve environmental problems. Students may suggest that persuading politicians to agree on a course of action presents difficulties.

Instruct students to add notes on multilateralism — the name and description, examples, and motives — to their copies of Reproducible 3.9.6, Possible Responses to International Affairs.

5. Display an overhead transparency or presentation slide of Figure 9-18, Picturing Supranationalism (p. 213, *Understanding Nationalism*). Ask students how this diagram differs from the one that illustrates multilateralism. Students will note that the arrows in Figure 9-18 merge into one, while those in Figure 9-17 do not.

Point out that this difference in the arrows is important, and instruct students to read the section titled “Supranationalism” (p. 213, *Understanding Nationalism*) to find out the significance of the difference. Once they have finished reading, encourage volunteers to explain the significance of the difference in the arrows in the two diagrams. They are likely to respond that working multilaterally does not require countries to give up control over their own affairs, but working supranationally often does.

Then ask students how the European Union shows both the challenges and opportunities involved in supranationalism. Students may suggest that a challenge is that member countries must give up a degree of self-determination, but that these countries may end up gaining greater power and influence in world affairs because they are acting as one with other member countries.

6. Instruct students to complete their copies of Reproducible 3.9.6, Possible Responses to International Affairs. When they have done this, they will have completed Question 2 of “Recall . . . Reflect . . . Respond” on page 213 of *Understanding Nationalism*.

With students, review the responses they have included on Reproducible 3.9.6, and ask them to scan these responses as they develop a response to Question 3 of “Recall . . . Reflect . . . Respond.” Students’ responses to this question will vary, but some may suggest that the strongest motivator is the desire for economic stability because this is the motive they have cited most often on their organizer.

7. Introduce the concept of internationalism by reading aloud the first two paragraphs on page 214 of *Understanding Nationalism* or asking volunteers to do so. Ask students how they would respond — at this point — to the question that introduces this section: What are some understandings of internationalism?

Record students’ responses on the chalkboard or a sheet of chart paper. Then ask students why some people believe it is important to embrace internationalism. Students may respond, for example, that individual countries can’t deal with international issues such as global climate change and terrorism by themselves. To succeed, all countries must think and act globally.

8. Distribute Reproducible 3.9.8, Picturing Internationalism. Divide the class into pairs or small groups, and instruct students to use the concept web on this reproducible to respond to the

activity icon on page 214. This activity icon asks students to examine the understandings of internationalism in the photo essay titled “Picturing Internationalism.”

To help them do this, you may suggest that they use as a guide the questions on Reproducible 3.9.7, Reading Photographs — Figure 9-16.

- What is happening in the photograph?
- Who is shown in the photograph?
- What does the photograph show?
- When was the photograph taken?
- Where was the photograph taken?
- Why was the photograph taken?
- What conclusion can you draw about internationalism on the basis of the evidence presented in the photograph?

Then ask students to review the reasons nations and nation-states become involved in international affairs — economic stability, peace and security, self-determination, and humanitarianism. Ask them to note how the example in each photograph might help nations and nation-states achieve their goals in these four areas.

9. Ask students to read the sections titled “The World Health Organization,” “Right to Play,” and “The Arctic Council” (pp. 215–216, *Understanding Nationalism*). Tell them to make point-form notes, as they read, about how these three organizations take an internationalist approach to world issues. With students, discuss responses to the activity icon on page 216.
10. Draw students’ attention to “FYI” on Brock Chisholm on page 215 of *Understanding Nationalism*. Ask students why Chisholm might have believed it important that children be taught to care for others. Students may say that teaching children to care for and respect the rights of others helps them become caring global citizens and this contributes to peace. Ask students whether — and how — they think the World Health Organization, the Right to Play, and the Arctic Council address the concerns of internationalists.
11. Instruct students to use the notes made in Steps 7 and 8 to complete the activities in “Recall . . . Reflect . . . Respond” on page 216 of *Understanding Nationalism*. Ask a selection of students to share their explanations and examples of what internationalism means to them.
 

Although students’ responses will vary, they may suggest examples related to human health, eradicating diseases, human rights, conflict resolution, the removal of landmines, and protecting the environment.
12. Remind students of the challenge for this related issue and the skill builder for this chapter. Encourage them to share their ideas about artifacts that could be used to explain internationalism. Record their suggestions on chart paper and post this list so that students may use it as a source of ideas.

#### **DIFFERENTIATING INSTRUCTION**

1. Lessons 3 and 4 include terms that will recur in subsequent chapters. Ask one or two students to update the concept wall by adding these terms, as well as others that they believe may be important.
2. You may wish to book time in the computer lab or arrange to have computers in the classroom so that students can visit the United Nations’ cyberschoolbus web site (see “Additional

Resources”) to take the water quiz and learn more about international issues, such as the problems facing refugees around the world.

3. Interested students may wish to explore some of the current issues affecting the Arctic. To do this, they could visit the web site of the Arctic Council (see “Additional Resources”) and other educational sites and prepare a brief presentation for the class.

## LESSON 5

### BENEFITS OF INTERNATIONALISM

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

### SKILL BUILDER TO YOUR CHALLENGE: SELECT ARTIFACTS

**Chapter-issue question:** Does involvement in international affairs benefit nations and nation-states?

**Inquiry Question:** How does internationalism benefit nations and nation-states?

Students will explore the benefits of internationalism. The lesson concludes with end-of-chapter activities and the first skill builder for the Related Issue 3 challenge.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 3.9.9, How Canada's Involvement with Other Countries Affects Me and My Community (optional)

Collect chart paper and coloured markers.

### RESOURCES

*Understanding Nationalism*, pages 217–221

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.unicef.org/crc/](http://www.unicef.org/crc/)

This UNICEF web site presents a photo essay on the legally binding United Nations Convention on the Rights of the Child.

[www.un.org/esa/socdev/unyin/](http://www.un.org/esa/socdev/unyin/)

The United Nations' Programme on Youth presents social and economic issues related to young people around the world.

[www.un.org/esa/socdev/unpfii/en/declaration.html](http://www.un.org/esa/socdev/unpfii/en/declaration.html)

A United Nations site with background and links to the Declaration on the Rights of Indigenous Peoples.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in class discussions and activities
- completing the end-of-chapter activities
- preparing for the related-issue challenge

You may also wish to evaluate selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

### PRIOR LEARNING

Students will build on their understandings of internationalism.

### TEACHING AND LEARNING STRATEGIES

1. Before students enter the classroom, write the following question on the chalkboard: Is the right to play safely a basic human right that all children should enjoy?

Once students have settled, remind them of the discussion that emerged when they responded to the question in the activity icon on page 216: Is the right to play a basic human right? Ask them if their position is influenced by the fact that they live in Canada.

#### More to the Story

The United Nations Convention on the Rights of the Child, which according to the UN is legally binding on all members, includes the following rights:

- the right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity
- the right to special care and protection and to good food, housing and medical services
- the right to be protected against cruel acts or exploitation
- the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

The convention defines a child as anyone younger than 18.

2. With students, read “Making a Difference” (p. 217, *Understanding Nationalism*). Ask them to respond to the questions in “Explorations.” In response to Question 1, students may find it helpful to examine Michaëlle Jean’s coat of arms on page 97 of *Understanding Nationalism*. In response to Question 2, they may suggest that athletes like Clara Hughes are internationalists because they are taking collective action in the face of world challenges. In response to Question 3, students may suggest that organizations like Right to Play benefit the countries where they have their headquarters by raising public awareness about international issues and by setting an example of humanitarianism for other people to follow.
3. Write the following questions on the chalkboard, then divide the class into small groups and distribute markers and a sheet of chart paper to each group. Instruct the groups to choose a recorder, then tell the groups to work together to record responses to the questions on their sheet of chart paper:
  - What is your understanding of the term “internationalism”?
  - How can internationalism benefit nations and nation-states?
  - Who should be responsible for eliminating world poverty? For ensuring that failed states become successful?

Ask the recorder to summarize the group’s responses and discuss these before moving on to consider the final inquiry question of the chapter.



4. Organize the reading of the final inquiry of Chapter 9 (pp. 218–219, *Understanding Nationalism*) as a directed reading-thinking activity (see p. 65). Begin by asking a volunteer to read aloud the inquiry question: How does internationalism benefit nations and nation-states? (p. 218, *Understanding Nationalism*). Then read aloud the paragraph that introduces the material in this section.

Ask students to scan the margin features — “Voices” and Figure 9-28 — on page 218 of *Understanding Nationalism*. Read aloud the heading “Internationalism and Peace and Security” and ask students to predict what they are likely to find out when they read this section. Note their predictions on the chalkboard. Tell students to read the section. When they have finished, ask them to discuss what they found out and to check their findings against their predictions.

Then ask students to read the title of the next section “Internationalism and Economic Stability” (p. 218, *Understanding Nationalism*). Ask them what they think they are going to find out next and why they have that opinion.

Continue predicting, reading, and checking predictions through the sections and margin features on pages 218 and 219 of *Understanding Nationalism*.
5. Ask students to select a partner — or assign partners — and instruct the pairs to review the photographs in this chapter. Are any of them as powerful as the picture of Earth featured on the opening spread (p. 200, *Understanding Nationalism*)? Ask students to select the three photographs they believe are the most powerful and to record the criteria (e.g., has an immediate impact, deals with an important issue) that they used to guide their selection. Ask volunteers to share their choices and criteria and to guide the class through a discussion of these.
6. Assign one or more of the end-of-chapter activities (p. 220, *Understanding Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Understanding Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
7. Remind students of the challenge for this related issue — creating a time capsule — and that they will need to keep the materials they create in each skill builder. They will be assembling these materials into their final product when they finish this related issue. You may choose to provide each student with a box, a large envelope, or a file folder to store in the classroom so the materials do not get lost.
8. Divide the class into small groups and ask students to turn to “Skill Builder to Your Challenge” (p. 221, *Understanding Nationalism*). With students, read the introduction aloud and ask if students have any questions.
9. Instruct the groups to work together to complete Steps 1 to 3. If you posted a list of ideas earlier, remind students that they can refer to this. As the groups work, circulate to provide help and assess students’ progress and difficulties. When the groups finish, ask each to appoint a spokesperson to report on their ideas.
10. Instruct students to complete Steps 4 and 5 individually. Let students know that if they decide to choose other artifacts as they read the next three chapters in Related Issue 3, they may revise their choices.

**POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”**

(p. 220, *Understanding Nationalism*)

**Notes**

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

**Answers**

1. Divide the class into small groups for the brainstorming session. Though students' lists of issues affecting Canada will vary and will be influenced by current events, they might include issues such as
  - Should Canadian Forces be involved in Afghanistan?
  - How should Canada respond to humanitarian crises in countries such as Sudan or Zimbabwe?
  - How should the Canadian government respond to Aboriginal peoples' desire for self-determination?
  - How should Canada respond to problems created by global climate change?
  - a) Students' answers will vary, but they should consider some or all of the following motives: economic stability, peace and security, self-determination, and humanitarianism. Their response should show their understanding of possible responses: isolationism, unilateralism, bilateralism, multilateralism, or supranationalism. Their fictional scenario should demonstrate the connection between a country's motivation and its action or response.
  - b) Students' answers should once again show their understanding of the motives of nation-states and, in this case, why acting a particular way may be the best choice. A student might suggest, for example, that Canada should resolve issues arising from Aboriginal peoples' desire for self-determination unilaterally. The motives might be self-determination and humanitarianism, as well as peace and security and economic stability, for everyone who lives in Canada.
  - c) Student responses will vary, but they may suggest that issues such as global climate change, world poverty, failed states, and responding to threats of terrorism might require international involvement.
2. Distribute Reproducible 3.9.9, *How Canada's Involvement with Other Countries Affects Me and My Community*, which reproduces the chart shown on page 220 of *Understanding Nationalism*. Students' responses may include points similar to the following.

Form of Involvement	Benefits	Costs
Peacekeeping in various places in the world	People in my community and other Canadian communities are safer when the world is at peace.	My cousin is a peacekeeper who risks being wounded or killed. It also costs money to maintain peacekeeping forces, and this money comes from taxpayers.
Participating in the Olympic Games	Any athlete from any community in Canada might be able to make the Olympic team and share in the community of athletes from all nations. This makes everyone in the community proud.	It takes years of very hard work to compete at the Olympics. Many Olympic athletes are at least partly supported by the government, which gets the money to do this from taxes.
Making trade agreements with other countries	Manufacturing companies in my community would have a larger market in which to sell their products. This would improve sales and help create jobs in the community.	Some manufacturing companies might move their factories to other countries where people are paid less than Canadians.

3. Students' responses should reflect some of the issues that underlie international involvement and that have been explored in this chapter.
- a) Students may suggest that international contributions could benefit the Kayapo because the money would enable them to buy land and protect it from miners and loggers. This would benefit other nations and nation-states because the Amazon rainforest is an international heritage and because its loss might increase global climate change.
  - b) Students may suggest that the money contributed to the Kayapo would help them achieve economic security and self-determination. The contributions would serve the humanitarian needs of both the Kayapo and the countries that help them.
  - c) Students' responses to the chapter-issue question will vary, but many are likely to agree that involvement in international affairs benefits nations and nation-states. They may cite the example of the Kayapo to say that other governments can pressure Brazil to stop allowing mining and logging in the Amazon rainforest. All countries will benefit from this because preserving the rainforest benefits everyone by helping reduce the pace of global climate change.

## LESSON 6

### INTRODUCTION TO CHAPTER 10

#### FOREIGN POLICY

**Chapter-issue question:** Should foreign policy promote internationalism?

**Inquiry question:** How do countries set foreign policy?

Students will explore some of the factors that affect the way countries develop foreign policy and how the influence of these factors has shifted.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.10.1, How Canada's Foreign Policy Decisions Affect My Life.
- Reproducible G, T-Chart

Create an overhead transparency or presentation slide of Figure 10-1 (p. 222, *Understanding Nationalism*) and Figure 10-3 (p. 225).

Book an overhead projector, or a computer, and screen.

Book time in the computer lab or library, or arrange to have computers in the classroom so that students can conduct research into the sources of food, possessions, entertainment, work, and vacations.

#### RESOURCES

*Understanding Nationalism*, pages 222–226

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.cbc.ca/news/background/cdnmilitary/peacekeeping.html](http://www.cbc.ca/news/background/cdnmilitary/peacekeeping.html)

This CBC feature explores the history of Canadian peacekeeping. The site provides links to help students explore the progress of women and First Nations in the military, the equipment used by the forces, and current peacekeeping missions.

<http://www.international.gc.ca/international/index.aspx>

The official web site of Foreign Affairs and International Trade Canada. In addition to finding out about foreign policy and global issues, students can click on Education and Youth to learn about opportunities to work and study abroad.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing the reproducibles
- participating in class discussions and activities

## PRIOR LEARNING

Students will draw on their knowledge of foreign policy and internationalism.

## TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 10-1 (p. 222, *Understanding Nationalism*). With students, read the caption, as well as the two introductory paragraphs on page 223. Discuss whether students believe that peacekeeping is part of Canadian identity. Is contributing to peacekeeping missions an important aspect of Canada's foreign policy? Why might the Canadian government have created a peacekeeping medal? Why did Calgary city officials hold a public ceremony to award the medals? Why did the Canadian government build a monument to peacekeeping? How do ceremonies, medals, and monuments affect national identity?
2. Organize a think-pair-share activity (see p. 75) to help students respond to the questions about Figure 10-1 on page 223 of *Understanding Nationalism*. Instruct pairs to read the questions about the medal ceremony and the medal, pausing after each to consider the question and to discuss their responses. Ask volunteers to share a response to each question and discuss the responses with the class.
3. Write the term "foreign policy" at the centre of a sheet of chart paper in preparation for creating a concept web. Remind students that they started to explore domestic and foreign policy in Chapter 5, and encourage students to recall what they know about the concept. How do nations and nation-states decide what their foreign policy will be? What national interests do foreign policies serve? Record these responses on the concept web. Then ask students to respond to the inquiry questions in "Looking Ahead." Add these responses to the concept web.
4. Return to the overhead transparency or presentation slide of Figure 10-1, and give students time to reconsider the photograph and to update their journals. You may wish to take this opportunity to circulate and try to determine whether some students are falling behind in their entries and need help.
5. Read aloud the section titled "How Do Countries Set Foreign Policy?" (p. 224, *Understanding Nationalism*) as far as the heading "Influences on Foreign Policy Decisions." Then divide the class into five groups and distribute Reproducible 3.10.1, How Canada's Foreign Policy Decisions Affect My Life.

Assign each group one of the topics listed in the bullets on page 224: food, possessions, entertainment, work, and vacations.

Instruct each group to fill in the appropriate section of the reproducible with examples of how Canada's foreign policy affects the choices they can — and do — make. The group focusing on food, for example, might record the foods most commonly eaten by group members. Group members could then try to determine where the food comes from. If they believe that a food — or any of its ingredients — is imported, they could try to ascertain its country or countries of origin. They could then try to state what makes it possible for this item to be a factor in their lives (e.g., a free-trade agreement).

When they finish, instruct each group to write a brief concluding statement about their findings and what these results tell them about Canada's foreign policy. The group focusing on food might conclude, for example, that Canada's foreign policy includes trade agreements

with the United States, Mexico, China, Chile, etc., and that these agreements mean that more food choices are available to Canadians year round.

Ask each group to appoint a spokesperson to share their findings with the class. You may wish to add notes about these findings to the concept web or instruct students to record the points in their notebooks. Post the concept web so that you can return to it later.

6. Remind students that they explored connections between foreign policy and national interest in Chapter 5 of *Understanding Nationalism*. Instruct students to read the sections titled “Influences on Foreign Policy Decisions” on page 224 of *Understanding Nationalism* and “Foreign Policy in Democracies” on page 225.

When students finish reading, ask them for their initial reaction to the question in “Up for Discussion” on page 224. To help students understand how complicated foreign policy decisions can be, ask them to consider the following questions:

- Why do countries make foreign policy decisions?
- How do countries make these decisions?
- What individuals and organizations might be involved in these decisions?
- How might the interests of these individuals and organizations differ?

7. Display an overhead transparency or presentation slide of Figure 10-3 (p. 225, *Understanding Nationalism*). Clarify terms that students may not be familiar with. Ask students to choose a foreign policy-related issue or event that is currently in the news (e.g., a trade relationship with another country, a reaction to conflict in another part of the world, control over the Arctic, Canadian peacekeeping or peacemaking activities, or co-operating with other countries on scientific research).

Encourage students to respond to the activity icon at the bottom of page 224. Which of the various people, groups, and factors shown in Figure 10-3 might influence Canada’s foreign policy decisions on the selected issue or event? Why would these people and groups be interested? Why would these factors matter?

8. Write this question on the chalkboard: How has globalization affected foreign policy? Instruct students to respond to the question on the chalkboard by jotting points in their notebooks as they read the section titled “Foreign Policy in a Globalizing World” (p. 226, *Understanding Nationalism*).

Students’ points will vary, but ensure that they understand that

- many people believe that the role of nation-states in international affairs is less important than it was
- the importance of the role played by multinational corporations and international business, labour, and humanitarian organizations has increased
- the boundaries between domestic and foreign policy are now blurred

Ask students to discuss and respond to the activity icon, and the question in “Up for Discussion” (p. 226, *Understanding Nationalism*). You may wish to guide the class through a discussion of selected responses.

**More to the Story**

Wilfried von Bredow, who is quoted on page 226 of *Understanding Nationalism*, also wrote: “The foreign policy of a country pursues the national interests of that country or, more precisely, what the current government perceives as the country’s national interests . . . In a democratic country, individuals and groups are invited and encouraged to take part in the process of defining national interests and setting priorities. Foreign policy decision making is not confined to a small elite of people, but open to public debate. As a result, these decisions reflect the internal differences of opinion of the various political points of view.”

9. Guide students through the questions in “Recall . . . Reflect . . . Respond” (p. 226, *Understanding Nationalism*). Students’ responses will vary, but in response to Question 1, they may suggest that foreign policy decisions are made by the government in power, that the government can be influenced by many different groups, each with its own goals and interests, and that foreign policy decisions can help resolve international issues.

Distribute Reproducible G, T-Chart, for students to use when completing Question 2. Students’ charts should include the idea that in a democracy like Canada, the government must consider the interests of many people and groups — or Canadians may vote them out of office. Students may also suggest that although foreign policy decisions in both democracies and dictatorships are made by the government, the people in a democracy vote the government into power. In a dictatorship, the people have little or no say in who will make up the government, and the only citizens who have a say in government decisions are those who have a direct connection to those in power.

Though many variations are possible in students’ responses to Question 3, students’ job descriptions should include details about the job’s responsibilities and the minister’s qualifications. These may include listening to and consulting with Canadians to ensure that foreign policy takes into account Canada’s national interest in areas such as peace and security, as well as economic stability, and so that Canadian and international interests can be balanced.

10. Revisit the concept web you created earlier and ask students whether, after reading and discussing the material in this lesson, they wish to revise any of the notes. If so, ask students to explain their reasons and make the revisions to the web. If not, ask students to explain why not.
11. Remind students of the challenge for this related issue and that the skill builder for this chapter involves creating headlines. Encourage them to start thinking about the headlines they will create. Ask volunteers to offer suggestions based on what they have read so far.

**DIFFERENTIATING INSTRUCTION**

1. Students who are falling behind with their journal entries or who are struggling with writing the entries may benefit from being paired with students who are proficient writers. Struggling students may also need one-on-one assistance from you.
2. Assign one or more students to update the concept wall with the new terms they encountered in this section.

3. To help students complete the skill builder, record suggestions for headlines on chart paper and post this prominently. As students progress through this chapter, revisit the suggested headlines from time to time and encourage students to add to the suggestions. This will provide a bank of ideas for students who may need help when completing the skill builder for the chapter and the challenge.
4. Encourage interested students to explore the web site of Foreign Affairs and International Trade Canada to find out more about its activities — travel reports, warnings, and emergency help for Canadians travelling in other countries; export and import agreements; international youth programs; and so on. Students could report to the class on the activities they found most interesting.



## LESSON 7

### INTERNATIONALISM AND FOREIGN POLICY

**Chapter-issue question:** Should foreign policy promote internationalism?

**Inquiry question:** How can nation-states promote internationalism through foreign policy?

This lesson explores how promoting peace, peacekeeping, and international law can promote internationalism. Students will also debate the role of international peacekeeping. Be aware that some students may find some of the content of this lesson disturbing.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.10.2, Comparing Foreign Policy Strategies
- Reproducible 3.10.3, Sanctions — Yes or No?
- Reproducible 3.10.4, International Agreements in the Antarctic and Arctic

Prepare an overhead transparency or presentation slide of Figure 10-5 (p. 227, *Understanding Nationalism*) and Figure 10-11 (p. 231).

Gather coloured markers or pencils.

Book an overhead projector, or a computer, and screen.

Make five signs — Strongly Agree, Agree, Disagree, Strongly Disagree, and Undecided — and post them in preparation for a modified four-corners debate.

#### RESOURCES

*Understanding Nationalism*, pages 227–232

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

Dallaire, Roméo. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Random House of Canada, 2004.

Roméo Dallaire's bestselling — and heartrending — account of the Rwanda mission and its effect on him. Note that some students may find this material disturbing.

[www.dallairemovie.com](http://www.dallairemovie.com)

The web site for a movie, *Shake Hands with the Devil: The Journey of Roméo Dallaire*, based on Roméo Dallaire's award-winning book. Students can learn more about Dallaire and the genocide in Rwanda and watch the movie's trailer. Note that some students may find this material disturbing.

[http://news.bbc.co.uk/2/low/events/crisis\\_in\\_the\\_gulf/road\\_to\\_the\\_brink/53003.stm](http://news.bbc.co.uk/2/low/events/crisis_in_the_gulf/road_to_the_brink/53003.stm)

A 1998 special report from the BBC on how UN-imposed economic sanctions affected the people of Iraq.

[www.heritage.nf.ca/environment/situation.html](http://www.heritage.nf.ca/environment/situation.html)

This web site hosted by Memorial University of Newfoundland explains how geography has contributed to the island's heritage. This page explores the Grand Banks as an aspect of Newfoundland's heritage.

[www.un.org/issues/docs/documents/losenbk.pdf](http://www.un.org/issues/docs/documents/losenbk.pdf)

This web page features a document, "Constitution of the Sea Brings Order to the Oceans," that celebrates the 20th anniversary of the 1982 adoption of the United Nations' Convention on the Law of the Sea. This document includes details about the international laws of the sea and the marine environment, as well as facts and figures about oceans.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities. These may include

- completing the reproducibles
- participating in class discussions and activities

### PRIOR LEARNING

Students will build on their understandings of foreign policy, national interest, internationalism, and peacekeeping.

### TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the inquiry question — How can nation-states promote internationalism through foreign policy? — on page 227 of *Understanding Nationalism*. Distribute copies of Reproducible 3.10.2, Comparing Foreign Policy Strategies. Explain that students will use this reproducible — or their notebooks — to make notes and formulate questions for further research as they progress through this section of the chapter.

Assign each student a partner. With students, read the first paragraph under the IQ, then display an overhead transparency or presentation slide of Figure 10-5 (p. 227). Ask a volunteer to read aloud the caption.

With students, read the activity icon on page 227 and ask the partners to discuss how the story told in the caption of Figure 10-5 is an example of international co-operation. Why might countries have agreed to sign on to the United Nations Convention on the Law of the Sea?

Students may suggest that countries signed on to the convention because they thought that a law requiring ships to rescue people — no matter what their country of origin — would make everyone travelling by sea more safe and secure.

#### **More to the Story**

When making it law that ships must help rescue people in distress on the high seas, the UN Convention on the Law of the Sea simply made official an unwritten rule that mariners had obeyed for centuries. Sailors have always gone out of their way to save the lives of others in distress. This is why, for example, the passenger ship *RMS Carpathia* responded to the distress call of the *Titanic*, even though the *Carpathia* was owned by a competing steamship line and going to the *Titanic's* rescue would delay its arrival at its destination. The rescue was also risky because of the danger of icebergs.

Ask the pairs to examine the other two photographs and captions in the photo essay on page 227 of *Understanding Nationalism* and to identify the foreign policy decisions countries would have made in each case. In response to Figure 10-6, students may suggest that the foreign policy decision involved whether to put members of a country's armed forces in harm's way. Participating countries would have decided that keeping the world peaceful was worth the risk. In response to Figure 10-7, students may suggest that the foreign policy decision involved whether to devote some money received from taxpayers to help refugees from other countries. This would mean that a government would have less money to spend on domestic programs and policies.

2. Instruct students to read the section titled "Promoting Peace" (p. 228, *Understanding Nationalism*) as far as the heading "Incentives." Ask them to think about their own actions. When making decisions, are they more likely to be influenced by the prospect of reward or punishment?
3. With students read "Incentives" and "Sanctions," as well as "FYI," the caption for Figure 10-8, and the two views on sanctions at the bottom of page 228 of *Understanding Nationalism*. Ask students how they feel about Canada's participation in the sanctions against Iraq. Are sanctions an effective way to promote international peace?

Distribute Reproducible 3.10.3, Sanctions — Yes or No? Instruct students to work with their partner to complete this worksheet. Were sanctions the best foreign policy to use in Iraq? Explain that the partners can arrive at different decisions, and remind students that there are no wrong answers as long as their responses are well-thought-out and justified.

When pairs finish, instruct them to join another pair and discuss the issue further, using their reproducible to jot notes and to arrive at a final opinion.

4. Remind students of the chapter-issue question: Should foreign policy promote internationalism? Ask volunteers to recall Canada's role in developing the concept of peacekeeping (Chapter 6, pp. 148–149, *Understanding Nationalism*). How are peacekeeping and Canada's national interest linked?

With students read the section titled "Peacekeeping and Internationalism" (p. 229, *Understanding Nationalism*) as far as the heading "Being a Peacekeeper." Guide students through a response to the activity icon that concludes this section.

5. Tell students that they will participate in a modified four-corners debate (see p. 80) when they finish reading the sections titled "Being a Peacekeeper" (p. 229, *Understanding Nationalism*) and "Questioning the Role of Peacekeeping" as far as the heading "Failure of Peacekeeping in Rwanda" (p. 230). The debate will focus on the following statement, which appears on page 229 of *Understanding Nationalism*: Peacekeepers must respect the sovereignty of the host country.

Write this statement on the chalkboard or a sheet of chart paper so students can refer to it during the debate. When students finish reading, ask them to move under the sign that best represents their position on the statement and guide students through the steps of the debate. When they have discussed and justified their positions, invite students who have been swayed by a particular argument to change position. At this point, you may wish to tell students who remain undecided that they must take a position.

You may wish to repeat the debate process by focusing on the following statements, which also appear on 229 of *Understanding Nationalism*:

- Peacekeepers must not take sides.
- Peacekeepers may use force only to defend themselves.

When the debate concludes and students return to their desks, ask them what they would find hardest about being a peacekeeper: respecting the sovereignty of the host country, not taking sides, or using force only to defend themselves. Ask them to explain their choice and whether an argument presented during the debate influenced their choice.

6. Divide the class into small groups, and instruct the groups to read the section titled “Failure of Peacekeeping in Rwanda” (p. 230, *Understanding Nationalism*). Be aware the some students may be disturbed by the content of this passage.

When the groups finish reading, instruct them to complete the activity described in the activity icon. When students finish the brainstorming session, ask if they would change any of the positions they took during the four-corners debate(s).

Instruct students to complete the first row of Reproducible 3.10.2, Comparing Foreign Policy Strategies.

7. Introduce the section titled “International Law and Agreements” (p. 231, *Understanding Nationalism*) by asking students why countries have laws and courts. Students are likely to respond that laws and courts provide stability, safety, and security for everyone.

Then instruct students to read the first two paragraphs on page 231. Ask students how international agreements and laws might help resolve conflicts among nations. What kind of conflicts among nations have they learned about so far in *Understanding Nationalism*? Why, for example, would nations need international laws to protect trade agreements? Then ask why some countries, such as the United States, might not sign on to agreements like these. Why, for example, might a country not want to abide by decisions made by the International Court of Justice?

8. With the class, read the section titled “The International Law of the Sea” (p. 231, *Understanding Nationalism*).

### **More to the Story**

According to the United Nations Division for Ocean Affairs and the Law of the Sea

- the value of ocean resources and uses — including fish and minerals — is an estimated \$7 trillion a year
- every year, more than 80 million tonnes of fish are caught around the world
- the fishing industry provides jobs for about 36 million people each year
- about 90 per cent of the world’s fisheries are controlled by coastal countries

About one-third of the Grand Banks, a rich fishing area, lies beyond Canada’s 370-kilometre zone. In recent decades, fish stocks on the Grand Banks have declined dramatically. Foreign vessels from Europe fish outside the 370-kilometre limit and sometimes ignore rules Canada has put in place to try to maintain fish stocks.

Display an overhead transparency or presentation slide of Figure 10-11, the map of the Grand Banks (p. 231, *Understanding Nationalism*). Ask students questions like the following:

- Where are the Grand Banks? Why might overfishing in one area of the Grand Banks affect fish stocks in other areas?
- How are national boundaries on land different from those at sea? How might it be difficult to tell whether a ship has crossed into Canadian waters?
- What kind of conflicts could arise over the 370-kilometre limit? What could be some consequences of these conflicts?

- Why would countries need an international body or an international agreement to settle this kind of dispute?

Then ask students to respond to the activity icon on page 231. Students may suggest that the seizure of the *Estai* was justified because this Spanish trawler was using illegal nets and because Canada has a responsibility to preserve fish stocks for both Canadian fishers and fishers from other countries. Students may suggest that the Spanish government could argue that the seizure was illegal because the *Estai* was in international waters where Canada has no jurisdiction.

9. Distribute copies of Reproducible 3.10.4, International Agreements in the Antarctic and Arctic. Write on the chalkboard the names of the seven countries — Chile, Britain, Argentina, Norway, Australia, France, and New Zealand — that claimed Antarctic territory in 1959. Ask students to work with a partner to read the first two paragraphs of the section titled “International Agreements and Antarctica” (p. 232, *Understanding Nationalism*).

Instruct pairs to turn to the map appendix to find the world political map (pp. 376–377, *Understanding Nationalism*). Tell them to locate the seven countries with Antarctic claims, label them on their reproducibles, colour them a single colour, and create a legend to show the meaning of this colour code.

Ask students to jot notes on their reproducible to explain why they think these countries claimed parts of Antarctica and why they might have signed the international agreement. Some students may suggest that the countries thought Antarctica might have oil and other mineral reserves. Other students may say that the claims were made because Antarctica is the largest unclaimed region on Earth. The international agreement may have been the only way to settle conflicts that could have led to war.

Instruct students to finish reading the section titled “International Agreements and Antarctica” and to respond to the question in the caption for Figure 10-13 and to the activity icon that concludes this section.

### More to the Story

The Antarctic Treaty protects the continent but not the seabed that surrounds it. In October 2007, Britain said it would claim a million square kilometres of seabed off the coast of Antarctica. Australia and New Zealand have laid similar claims. If Britain’s claim is recognized, the country would have rights to mineral resources off the coast of the land that they claimed. After May 2009, the UN Commission on the Limits of the Continental Shelf will rule on each country’s claim to territory in Antarctica.

10. Instruct pairs to read the section titled “International Agreements and the Arctic” (p. 232, *Understanding Nationalism*). Instruct them to return to Reproducible 3.10.4 and label the five countries with claims to the Arctic in the same way as they labelled countries with Antarctic claims — but tell them to use a different colour.

Ask students to jot notes on the reproducible to explain the differences in the way Arctic and Antarctic claims are being handled. Why might it be more difficult for countries to agree on an Arctic treaty than on an Antarctic treaty? What is different about the two regions? Students may suggest that Antarctica includes a land mass, but the Arctic does not. They may also note that the Arctic is inhabited, but the Antarctic is not, and that mineral resources have been discovered in the Arctic — but whether the Antarctic contains mineral wealth is unknown.

11. Instruct students to revisit Reproducible 3.10.2, Comparing Foreign Policy Strategies, and complete the row titled “International Law and Agreements.” When they finish, remind students that they will use this reproducible in the next lesson, so they should file it where it can be located easily.
12. Revisit the concept web you created in Lesson 6 and ask students whether, after reading and discussing the material in this lesson, they wish to revise any of the notes. If so, ask students to explain their reasons and make the revisions to the web. If not, ask students to explain why not.
13. Remind students of the related-issue challenge and of the Chapter 10 skill builder, which involves creating headlines. Encourage students to think about the headlines they will create. Ask volunteers to offer suggestions based on what they have read so far.

#### **DIFFERENTIATING INSTRUCTION**

1. Provide opportunities for students to pair up to share reading and work together to complete activities. When pairing students or forming small groups, ensure that struggling students work with more proficient students who are willing to assume mentoring roles.
2. As students complete the sections of Reproducible 3.10.2, Comparing Foreign Policy Strategies (which is also Question 1 of “Recall . . . Reflect . . . Respond” on page 235 of *Understanding Nationalism*), work one on one with selected students to discover whether they are struggling with the task. Some students may prefer to present a visual response in the form of a mind map or editorial cartoon, or to tape their response.
3. You may wish to organize a horseshoe debate (see p. 80) on whether sanctions help build peace or whether they are inhumane. Divide the class into groups and assign — or ask each group to appoint — a moderator. You might also ask students to keep a log and make an entry every time they change their position in the horseshoe, or you may ask them to pause periodically to report orally on their reasons for changing position.
4. Ask interested volunteers to find out more about the international law of the sea or to conduct research and update the class on the latest developments with respect to countries’ Arctic and Antarctic claims.

## LESSON 8

### FOREIGN AID AND INTERNATIONALISM

**Chapter-issue question:** Should foreign policy promote internationalism?

**Inquiry questions:** How can nation-states promote internationalism through foreign policy? (continued)

How does Canadian foreign policy promote both national interest and internationalism?

Students will examine the role of foreign aid and debate how much money Canada should devote to it. They will also begin exploring the challenges of balancing national interest and internationalism and examine whether Canadian peacekeeping is a myth or reality.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible P, Triangle Debate Organizer

Create overhead transparencies or presentation slides of Figures 10-17 and 10-18 (p. 237, *Understanding Nationalism*).

Book an overhead projector, or a computer, and screen.

#### RESOURCES

*Understanding Nationalism*, pages 233–237

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

#### *The Peacekeepers*

This National Film Board production (2005, 83 minutes) was filmed at UN headquarters in New York and in the Democratic Republic of Congo, where peacekeepers were trying to avert a repeat of the tragedy that took place in Rwanda. Some students may find this film disturbing.

<http://littlevoice.ca/lv>

The web site of Jenna Hoyt's Little Voice Foundation provides an overview of current projects, ways that students can get involved, and a blog written by Hoyt.

[www.interpares.ca/en/index.php](http://www.interpares.ca/en/index.php)

Inter Pares is a Canadian NGO that works with organizations dedicated to promoting social change around the world.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- completing Reproducible P, Triangle Debate Organizer
- participating in class discussions and activities

**TEACHING AND LEARNING STRATEGIES**

1. Distribute copies of Reproducible P, Triangle Debate Organizer, to help students prepare for a triangle debate (see p. 81). On the chalkboard, write this statement: Canada should contribute 0.7 per cent of its GNI to foreign aid.

Instruct students to record the statement on their organizers. Divide the class into groups of three and instruct the groups to decide who will argue in support of the statement, who will argue against the statement, and who will act as the judge. Then ask the groups to prepare for the debate by reading the section titled “Foreign Aid and Internationalism,” including “The 0.7 Per Cent Solution” and “An Internationalist Approach” (p. 233, *Understanding Nationalism*). Groups may also discuss responses to the activity icon.

Set a time limit and instruct the groups to begin their debates. You may wish to follow up by asking each judge to report who won the debate and which arguments were the most compelling.

2. Ask students to remain in their groups and to read together the section titled “Criticism of Foreign Aid Policy” (p. 235, *Understanding Nationalism*). Ask the groups to select one of the seven criticisms in the bulleted list and respond to the following questions:

- Why is this factor a problem in getting foreign aid to the people who need it?
- How would you resolve the issues governments face in trying to solve the problem?
- What evidence should you consider in trying to solve the problem?
- What is the most important change that needs to take place?
- What criteria would help guide your decision about a possible solution? Suggest to students that they review the material on developing criteria on page 6 of the prologue to *Understanding Nationalism*.
- How could you find out more about the problem?

When students finish discussing responses to these questions, ask a representative of each group to report to the class. Now that students have learned about some of challenges involved in delivering aid, ask them if they would change their response to the triangle-debate statement.

3. Draw students’ attention to “Making a Difference” (p. 234, *Understanding Nationalism*). With students, read aloud the information about Jenna Hoyt and the Little Voice Foundation. Guide students through the activities in “Explorations.”

Students’ responses will vary, but in response to Question 1, students should note that Hoyt and the foundation have helped educate 200 students and have opened a home for 30 street children. In response to Question 2, some students may suggest that providing schooling and a home for some children can be described as a success because it will change the lives of the 230 children, as well as the families and communities in which those children live. Other students may say that providing schooling and a home for these children will not make a difference because poverty is so widespread in Ethiopia. They may suggest that a much larger project, distributing assistance to many more people, is needed.

In response to Question 3, students may suggest that the point of the story is that helping even one person is better than helping none. They may suggest that if every person in every country shared the philosophy of the young man in the story, the world would be a better place.



4. Conclude this part of the lesson by asking students to identify other citizens, agencies, or groups that work to make a difference in the lives of people around the world. Ask if they would they consider volunteering or working for one of these agencies. Why or why not?
5. Ask students to complete the final row of Reproducible 3.10.2, Comparing Foreign Policy Strategies. By doing so, they will have answered Question 1 of “Recall . . . Reflect . . . Respond” on page 235 of *Understanding Nationalism*.

Ask students to respond to Question 2 of “Recall . . . Reflect . . . Respond” (p. 235, *Understanding Nationalism*). Though students’ responses will vary, their answers should show an understanding of the need to balance national interest and internationalism. As students prepare to respond to this question, you may wish to suggest that they revisit the journal notes they recorded when they were completing Chapters 9 and 10, as well as Related Issue 2, which focused on national interest.
6. Read aloud the introduction to “The View from Here” (p. 236, *Understanding Nationalism*). Ask a volunteer to read aloud the comment of each speaker or writer. Remind students of the meaning of the term “GNI,” then encourage them to respond to the first question of “Explorations.” Students may suggest that Jeffrey Sachs believes that millions of people are dying because countries are not spending 0.7 per cent of their GNI on aid to developing countries. Kimberly Bowman is concerned that too much foreign aid money goes to Canadian corporations rather than to the people who need it, and Walter Williams believes that giving more aid to African governments is the wrong way to proceed because the money is often misused.

Students’ responses to the second and third questions will vary, but their opinions should make a clear connection between the goals of foreign aid and the promotion of internationalism. You may wish to work with students to help them develop criteria they could use as a standard for judging (e.g., Are people in developing countries healthier because of foreign aid?).
7. Draw students’ attention to the IQ — How does Canadian foreign policy promote both national interest and internationalism? — that begins page 237 of *Understanding Nationalism*. Remind students that they explored national interest in Related Issue 2. You may wish to review what students learned in earlier chapters about national interest (i.e., that actions taken in the national interest are supposed to benefit the people of the nation by ensuring their economic prosperity and security and safety, and by protecting their beliefs and values, and that people’s views on the national interest can change with events and circumstances).

Ask students for their initial reaction to the IQ. Record their responses on the chalkboard. Then ask them to respond to the question in “Up for Discussion” (p. 237, *Understanding Nationalism*). Jot notes about their responses on the chalkboard.

Finally, display an overhead transparency or presentation slide of Figure 10-17 (p. 237, *Understanding Nationalism*) and ask students to respond to the question in the caption. What foreign — and domestic — policies on healthy air might serve both national and international interests?
8. Instruct students to read the rest of page 237 of *Understanding Nationalism*. To help students respond to the activity icon, display an overhead transparency or presentation slide of Figure 10-18 and work with the class to identify and explain some examples of Canada’s foreign policy.

Students' responses will vary, but they may suggest examples like the following:

1. NATO or NAFTA. These agreements support Canada's national interest because they are designed to make the country more secure and prosperous. They also help support the interests of other countries that Canada trades with.
2. NAFTA. Students may also suggest that making Canada more competitive would help make the country wealthier because its businesses would be more successful. In turn, this would help businesses in countries that Canada trades with.
3. The Kyoto Protocol. Agreements like this could lead to a safer and more sustainable world — and this benefits everyone.
4. The United Nations. Accountability would lead to more effective delivery of foreign aid and support on global issues. People in need would be more likely to get aid, and the money, goods, and services sent by Canadian governments, organizations, and individuals would be tracked and accounted for.
5. Foreign Affairs and International Trade Canada. Strengthening services offered to Canadians travelling or living outside the country would improve their safety and security and make it easier to travel or live overseas. This would improve international relations by encouraging people to find about other countries and cultures and to share information about Canada and Canadian culture.
6. Foreign Affairs and International Trade Canada. Co-ordinating systems would lead to greater efficiency when making policy and delivering programs at home and abroad. This would promote internationalism by, for example, ensuring that Canadian foreign aid is delivered efficiently.

As additional priorities, students may suggest promoting health and preventing disease, enhancing education for workers, a stronger human rights policy, and environmental protections.

9. Ask students to choose a partner or assign partners. With students, read aloud the introduction to “Impact: Canada and Peacekeeping — Myth and Reality” (p. 238, *Understanding Nationalism*). Then ask the pairs to take turns reading paragraphs aloud. When they finish reading, tell them to examine the visuals, then respond to the questions in “Explorations” on page 239.

The groups' responses to Question 1 will vary, and their choices will likely depend on their understanding of and points of view on internationalism, national identity, and national interest. Instruct students to be prepared to explain their choice. A student who recommends the second option, for example, may say that Canada's history of peacekeeping is so strong that it is part of the national identity. It is in Canadians' national interest to be peacekeepers rather than peacemakers because Canadians have an international reputation as peacekeepers and have been able to bring peace to people living in countries that were in conflict.

Students' responses to Question 2 will also depend on their understanding of and points of view on internationalism, national identity, and national interest. As students work on this question, you might suggest that they review the section on national myths in Chapter 1 (pp. 36–37, *Understanding Nationalism*). You might also suggest that students scan *Understanding Nationalism* to find quotations that support their position. Two possible quotations are, for example, included in “Impact.”

10. Conclude the lesson by revisiting the concept web you created in Lesson 6 and asking students whether, after reading and discussing the material in this lesson, they wish to revise any of the notes. If so, ask students to explain their reasons and make the revisions to the web. If not, ask students to explain why not.
11. Remind students of the related-issue challenge and of the skill builder, which involves creating headlines. Ask volunteers to offer suggestions based on what they have read so far.

#### **DIFFERENTIATING INSTRUCTION**

1. Record “Impact” on audiotape and set up a listening station where struggling readers can listen as they read along. Or pair a proficient reader with one who is less proficient. Rather than taking turns reading the feature, instruct the proficient reader to read aloud while the less proficient reader follows along.
2. Some students might prefer to create an editorial cartoon or a photo collage to illustrate their response to Question 2 of “Recall . . . Reflect . . . Respond” (p. 235, *Understanding Nationalism*) or Question 3 of “Explorations” in “The View from Here” (p. 236).
3. Encourage interested students to write the dialogue that might take place between a peace-keeper who is uncomfortable with carrying out an order and his or her commanding officer. This dialogue can become the basis of a roleplay that can be presented to the class.
4. Students who are interested in finding out more about how the Little Voice Foundation or Inter Pares promotes internationalism in its work with communities can conduct further research at the organization’s web site (see “Additional Resources”) and present their findings to the class.

## LESSON 9

### CANADIAN FOREIGN POLICY, NATIONAL INTEREST, AND INTERNATIONALISM

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

#### SKILL BUILDER TO YOUR CHALLENGE: CREATE HEADLINES

**Chapter-issue question:** Should foreign policy promote internationalism?

**Inquiry question:** How does Canadian foreign policy promote both national interest and internationalism? (continued)

Students will explore the complex process of balancing national interest and internationalism by examining the issue of landmines. The lesson concludes with end-of-chapter activities and the second skill builder of Related Issue 3.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible (optional).

- Reproducible 3.10.5, Interview with a Canadian Foreign Policy Expert

Prepare an overhead transparency or presentation slide of Figure 10-20 (p. 238, *Understanding Nationalism*) and Figure 10-22 (p. 240).

Book an overhead projector, or a computer, and screen.

Collect newspaper and magazine headlines related to foreign policy and internationalism so that students can use these as examples when creating their headlines for the time capsule. Or book time in the computer lab so that students can go online to review headlines in online newspapers (see “Additional Resources”).

Ensure that several dictionaries are available.

#### RESOURCES

*Understanding Nationalism*, pages 238–243

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.cbc.ca/news/background/cdnmilitary/peacekeeping.html](http://www.cbc.ca/news/background/cdnmilitary/peacekeeping.html)

This CBC News In Depth backgrounder explores the history of Canadian peacekeeping.

[www.unac.org/peacekeeping/en/un-peacekeeping/canada-and-un-peacekeeping](http://www.unac.org/peacekeeping/en/un-peacekeeping/canada-and-un-peacekeeping)

The United Nations Association in Canada presents a web page titled “Myths and Facts — Canada and UN Peacekeeping.”

[www.theglobeandmail.com/servlet/story/RTGAM.20070228.wxpeacekeeping28/BNStory/Afghanistan/home](http://www.theglobeandmail.com/servlet/story/RTGAM.20070228.wxpeacekeeping28/BNStory/Afghanistan/home)

A *Globe and Mail* story titled “The Myth of Canada as Peacekeeper” by Michael Valpy.

www.icbl.org

The International Campaign to Ban Landmines publishes the annual *Landmine Monitor Report*. The organization's web site also provides information on current projects and initiatives, as well as links to campaigns and legislation aimed at reducing landmines and cluster bombs.

[http://news.bbc.co.uk/2/hi/in\\_depth/7124801.stm](http://news.bbc.co.uk/2/hi/in_depth/7124801.stm)

This BBC article examines the success of the Ottawa Treaty. The article is of particular interest in that its analysis of Canadian legislation was written by a British journalist who lost his leg in a landmine explosion in Iraq in 2003.

[http://d2.dir.ac2.yahoo.com/News\\_and\\_Media/Newspapers/By\\_Region/Countries/](http://d2.dir.ac2.yahoo.com/News_and_Media/Newspapers/By_Region/Countries/)

Links to daily headlines in newspapers from Canada and many other countries.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in this lesson. These may include

- participating in class discussions and activities
- completing the end-of-chapter activities
- completing the skill builder for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

### TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 10-22 (p. 240, *Understanding Nationalism*). Draw students' attention to the legend and explain that "casualties" refers to people who are killed or injured. Ask students what the term "explosive remnants of war" might refer to.

Instruct students to examine the map and name some of the countries that did not suffer landmine casualties in 2006. To help them do this, you may wish to refer them to the world political map (pp. 376–377, *Understanding Nationalism*) in the map appendix. Ask students what many of these countries have in common. They are likely to suggest that developed countries are less likely than developing countries to have recorded landmine casualties. Ask students why this might be so.

Draw students' attention to "FYI" on page 240. Read the information aloud or call on a student to do so. Ask students whether this information helps explain the disparity in the presence of landmines in developed and developing countries. Why or why not?

2. Instruct students to work with a partner to read the sections titled "Landmines and Foreign Policy" and "The Ottawa Treaty" (pp. 240–241, *Understanding Nationalism*). Then ask the pairs to work together to respond to the two activity icons on those pages. When they finish, instruct the pairs to compare their responses with those of at least one other pair and to revise their responses if they wish.
3. Direct students' attention to "Taking Turns" (p. 241, *Understanding Nationalism*). Ask them to carefully read the words of the three students and to jot notes in response to the questions in "Your Turn." Although students' answers will vary, many may suggest that globalization has made it impossible to separate national interest from internationalism. As the world becomes more and more interconnected, no country can consider its own interests in isolation.

4. Revisit the concept web you created in Lesson 6 and ask students whether, after reading and discussing the material in this lesson, they wish to revise any of the notes. If so, ask students to explain their reasons and make the revisions to the web. If not, ask students to explain why not.
5. Assign one or more of the end-of-chapter activities (p. 242, *Understanding Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Understanding Nationalism*, it is unnecessary for every student to complete every activity. You may wish to provide class time for students to complete the activities or assign them for homework.
6. Draw students' attention to "Skill Builder to Your Challenge" (p. 243, *Understanding Nationalism*) and read the introduction with them.

To help students prepare to complete this skill builder, display a variety of newspaper headlines or instruct students to search out headlines on the Internet (see "Additional Resources"). To help students analyze the headlines, ask questions like the following:

  - Does this headline grab your attention?
  - What words did the headline writer use to grab your attention?
  - Does the headline present an action in a positive or negative light? How could you rewrite the headline to present a different slant, spin, or bias?
7. Though creating the headlines required in the Chapter 10 skill builder is an individual activity, you may wish to encourage students to work in collaborative pairs or small groups to complete this skill builder. Instruct the groups to work together to share ideas and provide feedback to one another as they complete the steps of the skill builder. As students work, circulate to provide help and assess their progress. Students may find it helpful to refer to "Critical Thinking" and "Choosing Criteria" in the prologue (p. 6, *Understanding Nationalism*) as they complete Step 1, which involves developing criteria.

#### **DIFFERENTIATING INSTRUCTION**

1. When appropriate, give students who prefer to work alone the opportunity to opt out of group activities, such as the one described in Step 2.
2. Modify the end-of-chapter activities to accommodate students' needs, interests, abilities, and learning styles. Visual learners, for example, may wish to respond to Question 4 by creating an illustration or diagram, and kinesthetic learners might create a tableau.
3. Interested students may choose a country affected by landmines and conduct research to find out why the mines are still there and what is being done to remove them. The web sites listed in "Additional Resources" provide one place to start. Once students have completed their research, suggest that they share a brief report with the class or create a display to show their findings. Ask students to comment on whether an international approach would help resolve the situation in the country they chose.
4. After students complete Question 3 of the end-of-chapter activities, challenge interested students to find out how foreign aid spending as a percentage of GNI has changed since 2004–2005, the most recent year shown on Figure 10-23. Ask students to extend the chart and present their findings to the class. This activity may appeal to students whose learning style is visual or logical-mathematical.

**POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”**

(p. 242, *Understanding Nationalism*)

**Notes**

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

**Answers**

1. You may wish to read the instructions of Question 1 step by step, pausing after each to check students' understanding and whether they have questions. You may also wish to ask students to work with a partner or in small groups to complete this activity. Circulate to help students who are having trouble. When students finish, ask volunteers to share their responses. You may choose to wrap up the activity by asking students how analyzing the parts of the issue question helped them clarify their understandings and focus their response
  - a) Suggest that students look up “should” in a dictionary. In the issue question, the word is used to mean expressing a duty or an obligation. Students should note that using “should” rather than “can” suggests that decisions *must* be made and that actions *must* be taken.
  - b) Students' responses should indicate an understanding that “foreign policy” refers to policies that guide a country's decisions about its relationships with other countries. Their views on the goals that foreign policy should promote and the role Canada's national interest should play in developing foreign policy will vary. They may, however, express goals that are similar to those set out Figure 10-18 (p. 237, *Understanding Nationalism*) and identify ways these goals promote the national interest.
  - c) Suggest that students look up “promote” in a dictionary. This verb can mean to help forward, advance, and support actively, or it can mean to publicize and sell. As alternatives to “promote,” students may suggest the verb “embrace,” which appears in the key issue question and the issue question for Related Issue 4, or “pursue,” which appears in the issue questions for Related Issues 2 and 3. They may also suggest verbs such as “support,” “show,” “contribute to,” and “shape.” When suggesting reasons “promote” was chosen, students may say that it implies action, as well as publicizing that action.
  - d) Though students' understandings of “internationalism” may vary, you may wish to suggest that they revisit Chapter 9, where this term is discussed on page 214. They may also wish to skim and scan Chapters 9 and 10 to find examples of the positive and negative effects of internationalism on Canada and on the world.

The final bulleted question in d) echoes the chapter-issue question, and students' responses to this question will vary. Those who argue that foreign policy should be used to promote internationalism may suggest that internationalism is the only option for countries in a globalizing world; those who argue against this approach may suggest that internationalism can be a negative force that draws countries into conflicts that are none of their business.

2. Distribute Reproducible 3.10.5, Interview with a Canadian Foreign Policy Expert, which students can use to plan their interview questions and responses. Suggest that students review “Powerful Questions” and “Steps in the Inquiry Process” on pages 7 and 10–11 of the prologue of *Understanding Nationalism*. Encourage students to think about the purpose and audience for the interview and to decide what kind of information they want to draw from the interview, as well as what they want their listeners to learn. They should also think about how to make the interview both interesting and informative.
3. Students’ responses may include the following:
  - a) Total spending on foreign aid increased from the 1950s through the 1990s but dropped in 2000 before rising again in 2004–2005.
  - b) The percentage of GNI devoted to foreign aid dropped sharply in 2000–2001 and started to rise again in 2004–2005. Students may also note that although the percentage dropped in 2000–2001, it rose again in 2004–2005 — but did not reach the level of 1990–1991. Still, the dollar value in 2004–2005 was higher than it was in 1990–1991.
  - c) Students are likely to suggest that Canada’s commitment to foreign aid rose until 2000–2001, when it dropped. In 2004–2005, it seemed to be starting to rise again.
  - d) Though students’ responses will vary, those who support increasing Canada’s foreign aid commitment may argue that foreign aid helps the country by promoting world peace and solidifying international relationships. Those who argue against increasing Canada’s foreign aid commitment may say that the Canadian government should focus on improving conditions in Canada (e.g., health care) before giving support to other countries.
4.
  - a) Students may respond that Laozi’s words seem to fit long-term development aid rather than emergency aid because teaching someone how to do something means that they can learn to take care of themselves. At the same time, however, some students may suggest that emergency aid in response to natural disasters such as earthquakes and tsunamis is also necessary.
  - b) Some students may say that the government should focus on providing goods because these are more tangible and effective than services. Others may say that services fill gaps that can’t always be filled by goods, such as health care and emergency services, and that countries receiving aid have different needs. Some countries may need goods, and others may need services, or a country may need goods at one time and services at another.



## LESSON 10

### INTRODUCTION TO CHAPTER 11 CHANGING WORLD CONDITIONS

**Chapter-issue question:** Does promoting internationalism affect nationalism?

**Inquiry question:** How have changing world conditions promoted internationalism?

Students will begin their exploration of Chapter 11 by examining how changing world conditions have affected internationalism and discussing some of the social effects of communication technologies.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.11.1, Anticipation Guide — Internationalism and Nationalism

Create overhead transparencies or presentation slides of Figure 11-1 (p. 244, *Understanding Nationalism*) and Figure 11-2 (p. 246).

Book an overhead projector, or a computer, and screen.

#### RESOURCES

*Understanding Nationalism*, pages 244–248

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.wto.org/english/forums\\_e/students\\_e/students\\_e.htm](http://www.wto.org/english/forums_e/students_e/students_e.htm)

This World Trade Organization site for students has information on the organization and introductory videos, as well as trade information by country.

[http://archives.cbc.ca/arts\\_entertainment/media/topics/342](http://archives.cbc.ca/arts_entertainment/media/topics/342)

Marshall McLuhan, the Man and his Message, from CBC Digital Archives includes radio and television clips featuring interviews with McLuhan.

*McLuhan's Wake*. National Film Board (2002, 93 minutes)

This film, made 20 years after Marshall McLuhan's death, uses many forms of media, including animation and special effects, to explore ways that his message lives on in the age of the Internet.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities. These may include

- completing relevant sections of Reproducible 3.11.1, Anticipation Guide — Internationalism and Nationalism
- participating in class discussions and activities

**PRIOR LEARNING**

Students will build on their understandings of internationalism, nationalism, and evolving world conditions.

**TEACHING AND LEARNING STRATEGIES**

1. Display an overhead transparency or presentation slide of Figure 11-1 (p. 244, *Understanding Nationalism*). With students, read the caption on page 244 and the introduction to the chapter on page 245. To respond to the introductory questions about Figure 11-1, organize a think-pair-share activity (see p. 75) or discuss the questions as a class. You may wish to broaden the discussion by asking questions like the following:
  - How do the photograph and cartoon represent the challenges and opportunities of international trade agreements?
  - How might the conditions that the Chinese government agreed to when it joined the WTO affect businesspeople in China?
2. Distribute Reproducible 3.11.1, Anticipation Guide — Internationalism and Nationalism. Tell students that this guide will help them think about — and form opinions on — the three inquiry questions for this chapter (p. 245, *Understanding Nationalism*). Instruct students to read each question and think about what they already know — or think they know — about possible responses to the question. Instruct them to list in the first column of the anticipation guide three topics, issues, or ideas they expect to encounter as they consider each IQ. Tell them to leave the third column blank. They will complete this column as they explore each inquiry question.
3. Direct students' attention to "My Journal on Nationalism" (p. 245, *Understanding Nationalism*). As they skim and scan *Understanding Nationalism* looking for images in response to the journal activity, remind them that images can include photographs, cartoons, symbols, posters, maps, and diagrams. Ask students whether they find it easier to express their ideas through words or images. Suggest that they use the format they are most comfortable with to make journal entries.
4. Read aloud the introductory paragraphs on page 246 of *Understanding Nationalism* as far as the heading "Global Communication." Then draw students' attention to "Voices" on page 246 of *Understanding Nationalism*. Read aloud the quotation and ask volunteers to explain Ohmae's words. Do students agree that advances in communications (e.g., television, the Internet, cellphones, and iPods) have made the nation-state irrelevant? Have these advances made internationalism more important? If so, how? If so, does this help or hurt individuals? Nations? The world? Why?

Guide the class through a brief discussion of the question in "Up for Discussion" (p. 246): If nation-states are irrelevant and unworkable, as some observers suggest, does this mean that even talking about national identity is also irrelevant?
5. Ask students to select a partner — or assign partners — and instruct them to work together to read the section titled "Global Communication" (p. 246, *Understanding Nationalism*). Pause to ask students what McLuhan meant when he said, "The old civic, state, and national groupings have become unworkable." What happens to a group when it no longer works effectively? Remind students that when McLuhan said this, he was talking about television and radio; the Internet and the World Wide Web had not yet been invented.

6. Display an overhead transparency or presentation slide of Figure 11-2 (p. 246). Ask students to look carefully at the photograph and describe the old technologies — fishing boats decorated with traditional symbols — and new technologies — cellphone — that are shown. Then ask the pairs to respond to the question in the caption. As they respond, jot notes on the chalkboard under the headings “Support” and “Threaten.” When the notes seem complete, ask students which group of arguments seems to be the strongest. Why do they think this is so? Do they think a group of older adults would respond to the question differently? Why or why not?
7. On the chalkboard, write the question “Does the Internet promote internationalism?” at the centre of a concept web. Ask students to offer their initial responses to this question and jot these on the chalkboard web. As students contribute responses, ask questions such as the following:
- What is internationalism?
  - What is the Internet?
  - What challenges does the Internet pose to internationalism? What opportunities?

### More to the Story

The Internet is a network of networks that link computers around the world. The World Wide Web was invented by Timothy Berners-Lee to allow people to easily access and link documents and communicate with one another over the Internet. In 1991, when the World Wide Web first became available, about 600 000 people used the Internet. By 2007 — and thanks largely to Berners-Lee’s invention — 1.5 billion people around the world used the Internet. Berners-Lee sees the World Wide Web as a tool for communicating. He has said, “With the Web, you can find out what other people mean. You can find out where they are coming from. The Web can help people understand each other.”

8. With students, read “The Global Village” (p. 247, *Understanding Nationalism*). Suggest that students respond first to the question in the activity icon and then to the question in the caption for Figure 11-3. Discuss the following questions with students:
- Do electronic communications like the Internet promote internationalism or do they cause people to become isolated from their own communities? Or do they do both?
  - How does the ability to communicate with people all over the world affect the ability to communicate with people in a local community?
  - What is the difference between communicating electronically and socializing in person?
- After discussing these questions, ask volunteers to go to the chalkboard and add their conclusions to the concept web that you started in Step 7.
9. Ask a volunteer to read aloud the words of Marshall van Alstyne and Erik Brynjolfsson in “Voices” (p. 248, *Understanding Nationalism*). Encourage students to compare their words with those of Tim Berners-Lee in “Voices” on page 247. How do the two views of the Internet differ?
- Then ask students to read the first two paragraphs of the section titled “Voluntary Balkanization” (p. 248, *Understanding Nationalism*). Ask students their opinion of the idea that Internet users try to connect with people who share the same values and opinions. What can happen when a large group of people share values and opinions? Do groups like these tend to

create bridges or barriers among peoples? Encourage students to support their responses by citing examples they read about in earlier chapters of *Understanding Nationalism*.

Instruct students to read the rest of the section titled “Voluntary Balkanization.” Then guide the class through a discussion of the question in “Up for Discussion.” Once again, ask volunteers to go to the chalkboard and add links to the concept web.

10. Direct students to the activities in “Recall . . . Reflect . . . Respond” (p. 248, *Understanding Nationalism*). You may wish to suggest that students use the concept web on the chalkboard as the basis for their selection of examples for Question 1. Depending on their opinion of the Internet, students may suggest that it is a change that either created a problem or made an internationalist solution possible. Some students may choose to use the same example for both problem and solution.

In response to Activity 2, students may suggest that networks already exist to deal with many recent changes in the world. You could extend this question by asking students how these networks could be improved to more effectively achieve their goals. The predictions students make in response to Activity 3 will vary, but they should show an awareness of ways that changes in the world affect the pursuit of internationalism.

11. Instruct students to return to Reproducible 3.11.1, Anticipation Guide — Internationalism and Nationalism, and complete the third column for the first inquiry question.

#### **DIFFERENTIATING INSTRUCTION**

1. Visual learners may wish to create a political cartoon or drawing to respond to questions or activities in this lesson. They could use the political cartoon in Figure 11-1 or the photographs in Figures 11-1, 11-2, and 11-3 for design and content ideas. Invite them to display the results.
2. When assigning students to groups, ensure that struggling students are included in a group with more proficient students who can support them when they run into difficulty.
3. Some students may wish to know more about Marshall McLuhan. They could use the web site or the movie listed in “Additional Resources” to find quotations and ideas to display and discuss with the class.

## LESSON 11

### EFFECTS OF THE UNITED NATIONS ON NATIONALISM

**Chapter-issue question:** Does promoting internationalism affect nationalism?

**Inquiry question:** How has the United Nations affected nationalism?

Students will explore some of the ways the United Nations has affected nationalism.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.11.2, Protecting the Common Human Heritage
- Reproducible 3.11.3, Picturing World Heritage Sites in Canada

Create an overhead transparency or presentation slide of Figure 11-5 (p. 249, *Understanding Nationalism*).

Book an overhead projector, or a computer, and screen.

So that students can explore world heritage sites, collect information on the world heritage sites listed in “World Heritage Sites around the World” in Figure 11-7 (p. 251, *Understanding Nationalism*) or book time in a computer lab with an Internet connection or your school resource centre.

#### RESOURCES

*Understanding Nationalism*, pages 249–254

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.un.org/secureworld](http://www.un.org/secureworld)

This UN site offers various versions of *A More Secure World: Our Shared Responsibility*, the report of the High-Level Panel on Threats, Challenges and Change. The site includes a brochure that summarizes the panel’s findings.

[www.responsibilitytoprotect.org/index.php](http://www.responsibilitytoprotect.org/index.php)

A project called The Responsibility to Protect: Engaging Civil Society works with governments, regional organizations, and the United Nations to protect people who are in danger from genocide, ethnic cleansing, war crimes, and crimes against humanity.

<http://whc.unesco.org>

The home page of UNESCO’s World Heritage program.

<http://whc.unesco.org/en/danger>

The UNESCO list of world heritage sites that are in danger of disappearing because of deterioration, urban development, changes in land uses, or the threat of armed conflict.

**ASSESSMENT AND EVALUATION ACTIVITIES**

You may formatively assess students' participation and achievement in a variety of activities. These may include

- completing the reproducibles
- participating in class discussions and activities

**PRIOR LEARNING**

Students will build on their understanding of internationalism and the United Nations.

**TEACHING AND LEARNING STRATEGIES**

1. With students, read the inquiry question — How has the United Nations affected nationalism? — and the introduction as far as the heading “Changing the Direction of the United Nations” (p. 249, *Understanding Nationalism*). Encourage students to comment on the need to re-evaluate the UN's approach. What evidence would students use to argue for or against making what Kofi Annan calls “radical changes” in the way the UN works? How is the world today different from the world in 1945 when the UN was founded? What has happened to the UN in the decades since 1945?  
Discuss with students the point cartoonist Sue Dewar is making in Figure 11-4 (p. 249). What was her opinion of the importance and relevance of the UN in 2007?
2. Instruct students to read the section titled “Changing the Direction of the United Nations” (p. 249, *Understanding Nationalism*). Ask them why the UN stays out of conflicts that occur within a country. Why would UN interference in conflicts within countries raise issues of national sovereignty? Encourage students to respond to the question in “Up for Discussion” on page 249.
3. Ask students to respond to the activity icon at the bottom of page 249 of *Understanding Nationalism*. Remind students that the UN was founded after World War II to try to keep peace among countries of the world. Ask them how the responsibility to protect could be viewed as a challenge to national sovereignty. Students may respond that if the UN grants itself the power to intervene without a country's permission, this could result in significant international interference in a country's affairs. Ask students how this challenge might be resolved.

**More to the Story**

In February 2008, United Nations secretary-general Ban Ki-moon announced that W. Andy Knight, a University of Alberta political scientist who specializes in armed conflict, would be the executive director of the new Global Centre for the Responsibility to Protect. Knight said that the appointment was challenging and daunting and that the weight of the responsibility is enormous: “We're talking about trying to save innocent people from being slaughtered in genocidal attacks, mass slaughter, crimes against humanity.”

4. Display an overhead transparency or presentation slide of Figure 11-5 (p. 249, *Understanding Nationalism*). Tell students that in December 2007 car bombs in Algiers killed at least 45 people including 11 employees of the UN. The first bomb exploded outside the country's Constitutional Court building and the second exploded near UN offices. The goal of the terrorist group who exploded the bombs is to overthrow the government in Algeria.

**Note:** Be sure that students understand that the goals of terrorist organizations such as al-Qaeda do not reflect the views of the larger group for whom they claim to speak. In addition, be aware that some students may find this material disturbing.

Read the caption and ask students to respond to the question in the caption. Some students may say that the terrorist group's comment suggests that internationalism does not work because the group has no fear of the international community. Others may suggest that the group's statement is proof that internationalism works because it shows that the group is fully aware of — and exploits — the links between nations, and especially modern communication technologies. Students may also suggest that terrorists would not bother to attack organizations they do not consider a threat.

5. Ask students to brainstorm to develop responses to the following questions:

- Should the international community prohibit the making and selling of nuclear weapons?
- Should the international community regulate the development of nuclear facilities for peaceful purposes, such as generating electrical power?

Jot students' responses on the chalkboard. Then ask students to work with a partner to read the section titled "Iran Challenges the UN" (p. 250, *Understanding Nationalism*). Ask students to respond to the activity icon at the bottom of the page. When they finish, revisit the responses that resulted from the brainstorming session. Ask students what points they would add to the notes on the chalkboard. Have their responses to the questions changed? If so, why? If not, why not?

6. Ask a volunteer to read the opening paragraph of the section titled "Protecting the Common Human Heritage" and the exploding concept on page 251 of *Understanding Nationalism*. Ask students how these heritage sites might relate to internationalism.

#### **More to the Story**

UNESCO explains the importance of world heritage sites to all peoples of the Earth: "Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage are both irreplaceable sources of life and inspiration . . . What makes the concept of World Heritage exceptional is its universal application. World Heritage sites belong to all the peoples of the world, irrespective of the territory on which they are located."

Then ask students to check the glossary for a definition of cultural pluralism — a belief or doctrine that holds that collectives should be encouraged to affirm and promote their unique cultural identity in a diverse society (p. 396, *Understanding Nationalism*). Remind students that they began exploring the concept of cultural pluralism in Chapter 3 (p. 69). How might world heritage sites foster cultural pluralism? How might they foster a respect for diversity?

7. Distribute Reproducible 3.11.2, Protecting the Common Human Heritage. Assign each student a partner and instruct the pair to finish reading page 251. Then ask them to select one of the sites listed in "World Heritage Sites around the World" in Figure 11-7 and respond to the questions on the reproducible.

To help them do this, distribute the information on world heritage sites you gathered or instruct students to conduct research in your school's resource centre or computer lab. The web site for world heritage sites is included in "Additional Resources."

8. With students, read the section titled “Making Difficult Choices” (p. 252, *Understanding Nationalism*). Ask students why it would be hard to decide which cultural and natural sites should be declared world heritage sites. What national and international issues might be involved in these decisions? How can anyone know what should — and should not — be preserved for future generations?

Distribute Reproducible 3.11.3, *Picturing World Heritage Sites in Canada*. Divide the class into five groups and assign one of the Canadian heritage sites shown in Figures 11-8 to 11-12 (pp. 252–253, *Understanding Nationalism*) to each group. Instruct the groups to read the section titled “World Heritage Sites in Canada” (p. 252), then respond to the questions on the reproducible. Help students get started by discussing with the class how their responses to the previous activity might help them explore these Canadian sites.

Instruct the groups to conclude by brainstorming to create a list of ideas in response to the activity icon on page 252. Encourage groups to share their suggestions — and the reasons for them — with the class.

9. In the previous step, students started to explore the issue of selecting and maintaining world heritage sites. As they read the section titled “Threats to the Common Human Heritage” (p. 254, *Understanding Nationalism*), ask who should decide whether one of these sites should be destroyed.

In response to the question in “Up for Discussion,” some students may say that the Taliban had no right to destroy the Buddha statues; others may say that this is a sovereignty issue and that governments have the right to do what they want within their borders. As students discuss this issue, encourage them to consider some of the issues involved in the debate by asking questions like the following:

- Who has the right to decide what will happen to human-made and natural sites within a country?
- Are members of the international community more qualified to judge these issues than members of a national government?
- Who are the UN officials who make decisions about what is and is not a world heritage site? What are their credentials?

To help students appreciate the complexity of these issues, remind them that when Europeans arrived in North America, they often destroyed the monuments and holy places of Indigenous peoples. Whose heritage is to be honoured? In many countries, the people who created the sites that are considered part of humankind’s cultural heritage are either no longer present or no longer in power. What happens when those in power decide that a heritage site is not worth keeping?

10. Ask students to respond to the activities in “Recall . . . Reflect . . . Respond” (p. 254, *Understanding Nationalism*).

In response to Question 1, students may suggest that the UNESCO Common Human Heritage project is intended to protect the common heritage of all peoples. They may suggest the International Atomic Energy Agency is intended to protect people against global threats.

In response to Question 2, students’ answers will vary. But they may refer to the previous discussion about who has the right to decide which ancient monuments, buildings, and natural habitats should be retained and which should be destroyed for whatever reason.



In response to Question 3, some students may argue that the UN carries internationalism too far because it tries to override the decisions of sovereign governments, such as the decision of the Afghan government to destroy the Buddha statues or the decision of the Iranian government to continue its nuclear program. Others may argue that the UN does not go far enough because, for example, it failed to protect the Buddha statues in Afghanistan and to stop Iran's nuclear program.

11. Instruct students to return to Reproducible 3.11.1, Anticipation Guide — Internationalism and Nationalism, and complete the third column for the second inquiry question.
12. Remind students of the challenge for this related issue and that the skill builder for this chapter involves creating two diary entries. Encourage them to start thinking about the international issue that will become the focus of their diary entries. Ask volunteers to offer suggestions based on what they have read so far — and note these suggestions on a sheet of chart paper that can be posted for reference.

#### **DIFFERENTIATING INSTRUCTION**

1. To help struggling readers through reading the section titled “Iran Challenges the UN,” you may wish to organize a directed reading-thinking activity (see p. 65) with a small group.
2. In response to Question 3 of “Recall . . . Reflect . . . Respond” (p. 254, *Understanding Nationalism*), some students may wish to hold a continuum or horseshoe debate (see p. 80) on the question of whether the UN carries internationalism too far or not far enough.
3. Students may be interested in investigating controversies over some world heritage sites that are in danger (e.g., the Kakadu National Park in Australia, where the government wants to allow uranium mining, or the Preah Vihear Hindu temple site, which was named a world heritage site in 2008 and is claimed by both Cambodia and Thailand).

## LESSON 12

### EFFECTS OF INTERNATIONAL ORGANIZATIONS ON NATIONALISM

**Chapter-issue question:** Does promoting internationalism affect nationalism?

**Inquiry Question:** How have various international organizations affected nationalism?

Students will explore how various international economic organizations and the European Union affect nationalism.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.11.4, Pascal Lamy and Maude Barlow on the World Trade Organization
- Reproducible 3.11.5, Views on the World Trade Organization

Create an overhead transparency or presentation slide of Figure 11-14 (p. 255, *Understanding Nationalism*), Figure 11-15 (p. 255), and Figure 11-17 (p. 258).

Book an overhead projector, or a computer, and screen.

Collect sheets of chart paper and coloured markers.

#### RESOURCES

*Understanding Nationalism*, pages 255–258

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[http://www.wto.org/english/forums\\_e/students\\_e/students\\_e.htm](http://www.wto.org/english/forums_e/students_e/students_e.htm)

The World Trade Organization site for students has information on the organization and introductory videos, as well as trade information by country.

<http://www.twinside.org.sg>

The Third World Network, an international network of organizations and individuals involved in issues related to development and the rights of peoples in developing countries, regularly reports on the need to reform the UN and the WTO.

[http://ec.europa.eu/index\\_en.htm](http://ec.europa.eu/index_en.htm)

The European Commission's web site provides news releases, photographs, and live coverage of European Union affairs.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities. These may include

- completing the reproducibles
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their understandings of the relationships between internationalism, international organizations, and nationalism.

## TEACHING AND LEARNING STRATEGIES

1. Begin by asking students to recall the names of some of the international organizations they have learned about in *Understanding Nationalism*. Students have many organizations to choose from. They may suggest, for example, the United Nations and UNESCO, which they explored in the previous lesson, the International Campaign to Ban Landmines (Chapter 10, p. 240), NATO (Chapter 9, p. 204), the Fund for Peace (Chapter 9, p. 207), and the World Health Organization (Chapter 9, p. 215). Jot their suggestions on the chalkboard.

Ask students to suggest ways that the organizations they suggested promote internationalism. Note their responses on the chalkboard. Then ask students to suggest ways that these organizations might affect nationalism. How might international organizations erode a nation-state's sovereignty? Once again, jot students' responses on the chalkboard.

Conclude the discussion by reading the two paragraphs that follow the inquiry question on page 255 of *Understanding Nationalism*. Ensure that students understand that people have differing points of view and perspectives on internationalism and how it affects nationalism.

### Vocabulary Tip

Some students may have trouble with the term "double-edged sword," which appears in the second paragraph that follows the inquiry question on page 255. This metaphorical expression has been part of English and other languages for centuries — and came into use at a time when soldiers and others carried swords whose blades were sharpened on both sides. This meant that either side of the blade could inflict injury. When the sword was swung, one side could injure an enemy, but the person wielding the sword had to be careful not to be cut by the other side.

Today, this expression often refers to an argument that can work for — and against — the person presenting the argument or to an argument that can have both positive and negative effects. Similar ideas can be expressed by terms such as "cuts both ways" and "a mixed blessing."

2. Divide the class into groups of three or four. Display an overhead transparency or presentation slide of Figure 11-14 (p. 255, *Understanding Nationalism*). Help students understand the cause-and-effect relationship behind the trickle-down effect. Ask them how, according to this theory, the wealth of people in developed countries might trickle down to people in less developed countries. Then ask the groups to discuss whether they believe that the trickle-down effect works in the real world. Encourage a spokesperson for each group to explain the group's conclusions and the reasons for them.
3. Display an overhead transparency or presentation slide of Figure 11-15 (p. 255, *Understanding Nationalism*). Ask students to describe what they see in this photograph of Vancouver's container port. Students may mention how complicated the port looks. They may note the huge cranes, the small windowed boxes at the top of the cranes, the number of containers, and the large ship.

Ask students to think about what might be missing from the photograph. Some may suggest that no workers are visible. Tell students that at one time, hundreds of thousands of

dock workers — often called stevedores or longshoremen — loaded and unloaded ships in ports around the world. Containerization has led to the disappearance of these jobs. Explain that containerization has also cut the cost of transporting goods over great distances, and that this has meant lower prices for consumers. As a result, some manufacturing jobs in Canada have gone to workers in countries where the wages paid are much lower than in Canada. This has put Canadians out of work.

4. Distribute chart paper and markers to each group and instruct the groups to read the section titled “Economic Organizations” (p. 255, *Understanding Nationalism*). When group members finish reading, instruct them to create a diagram similar to the one in Figure 11-14 — but to illustrate the trickle-down effect of containerization. They can also use their diagram to respond to the activity icon on page 255.

When the groups finish their diagrams, post them around the classroom and ask students to walk around and examine the diagrams as if they are in an art gallery. Then ask students to identify ideas that are common to most of the diagrams, as well as interesting ideas that are unique to a diagram. Discuss the responses as a class.

5. With students, turn to page 256 of *Understanding Nationalism*. Read aloud the heading and the first two sentences. Remind students that this chapter opened with visuals and discussion questions about the WTO. Tell students that the WTO began as the General Agreement on Tariffs and Trade after World War II. The GATT was created in the hope that it would help settle trade disputes between countries and keep peace in the world.

Ask students how trade and conflict might be connected. Then ask how having one organization establish and enforce trade rules might affect Canadians and their national interest. How might WTO rules affect the national interests of people in developing countries?

Read aloud the final sentence of the first paragraph, and ask students whether they agree with Pascal Lamy’s description of the benefits of membership in the WTO.

6. Distribute Reproducible 3.11.4, Pascal Lamy and Maude Barlow on the World Trade Organization. Ask students to read the rest of page 256 and to use the reproducible to respond to the activity icon. Remind students that “compare” means to find both similarities and differences. Students may suggest that both Lamy and Barlow would agree that the WTO is very powerful and that it affects national interests and nationalism. But Lamy believes the effects are positive. When identifying the key words that Lamy uses, students may include “essential,” which stresses the importance of the WTO’s work; “promote growth and development”; “improve standards of living”; and “tackle poverty reduction.”

Barlow sees the WTO’s power as negative. When identifying the key words that Barlow uses, students may include “too ‘trade restrictive’”; “strike them down”, which refers to a country’s laws, policies, and programs; “in secret”; “worldwide conformity”; and “a country is obligated to [change] its laws.”

7. To help students decide whether they support Lamy’s or Barlow’s view, you may wish to organize a brief brainstorming session in response to the question in “Up for Discussion,” as well as to questions in the caption for Figure 11-16. Remind students that they can remain undecided.
8. Read aloud the introduction to “The View from Here” (p. 257, *Understanding Nationalism*). Ask a volunteer to read aloud each comment, then ask volunteers to express in their own words the essential message of each speaker.

Explain that Aileen Kwa’s use of a soccer game to explain her view of the way the World Trade Organization works is an analogy — a device that is often used to help people understand something unfamiliar by comparing it with and connecting it to something that is familiar. Ask students why Kwa might have decided to use this particular analogy to explain her view — and whether they think the device is effective. Do Kwa’s words help students develop a clearer picture of what she means?

In response to Question 1 of “Explorations,” ask volunteers to take turns substituting the word “country” for “player” as they read aloud Kwa’s analogy. Students are likely to suggest that the main point of Kwa’s analogy is to present WTO rules as an unfair contest between powerful, developed countries and less developed countries that have little power.

You may wish to extend Question 1 by asking students to jot down the key points in the government of Canada’s description, as well as those in Kwa’s description.

Distribute Reproducible 3.11.5, Views on the World Trade Organization, to help students respond to Question 2. Before students complete the reproducible, you may wish to help them detect bias in the two views. Ask them to analyze the images used (e.g., the government description refers to “the heart” of Canada’s economy, Kwa’s description refers to “a dirty game” and “bullying”) and the values that each piece appeals to (e.g., the government refers to the system being “fairer, especially for smaller countries,” while Kwa refers to members of “the oldest team” who “push and shove the younger players”). How are the words in the descriptions designed to persuade readers to agree with that particular view?

Students’ responses are likely to be similar to the following.

<b>Government of Canada</b>	<b>Aileen Kwa</b>
Does the WTO help a country improve its economic security?	Does the WTO help a country improve its economic security?
Yes, the WTO helps a country improve its economic security because a rules-based system is fairer.	No, the WTO does not help a country improve its economic security because the rules are stacked in favour of developed countries.
Do countries gain or lose control over their national affairs?	Do countries gain or lose control over their national affairs?
Yes, countries gain control over their national affairs because the rules mean that big countries can’t push smaller countries around as easily.	It depends. Bigger countries might gain more control of their national affairs because they set the rules, but smaller countries might lose out because the bigger countries push them around.
Is joining the WTO a good or bad idea for developing countries?	Is joining the WTO a good or bad idea for developing countries?
Joining the WTO is a good idea for developing countries because disputes can be settled according to rules rather than on the basis of a country’s political or economic power.	Joining the WTO is a bad idea for developing countries because they will be bullied by developed and powerful countries.

9. Ask students to skim page 258 of *Understanding Nationalism*, including the features on this page. Ask them what they think they are likely to read about on this page. Remind them that they first read about the European Union in Chapter 9, where it was presented as an example of supranationalism. Ask students what they already know about the EU and jot their comments on the chalkboard or a sheet of chart paper.

10. Display an overhead transparency or presentation slide of Figure 11-17. Ask students
  - What is the date of the map? Why is knowing the date important?
  - What does the legend tell you about the purpose of the map?
  - Which countries are members of the European Union? Which countries are candidates (trying to become members)? Which are not members?
  - What question that is not answered by the map would you like to ask the mapmaker?

Then ask students to recall which European countries came into conflict during the 20th century. What effect might these conflicts have had on the creation of the European Union?
11. Keep the transparency of Figure 11-17 on the screen, and read aloud the first two paragraphs on page 258. Ask students to look at the map again and suggest why promoting peace, security, and justice might be important to the national interest of European countries.

Instruct students to read the rest of page 258. When they have finished, guide them through a response to the activity icon.
12. Remind students of the challenge for this related issue and that the skill builder involves creating two diary entries. Encourage volunteers to add suggestions to the list of issues that might become the focus of their diary entries.

#### **DIFFERENTIATING INSTRUCTION**

1. During the reading phase of the lesson, assign struggling students to a heterogeneous group with two or three other students. Instruct group members to take turns reading aloud and to support one another as they read sections of the passages.
2. Distribute a selection of newspaper or magazine articles or editorial cartoons that present various views on the World Trade Organization. Instruct students to identify the point of view of two or three writers or cartoonists. What reasons do the writers or cartoonists give for taking a particular point of view. What do students think of the points of view? Do they agree or not? Why?
3. Some students may enjoy creating a comic strip to illustrate the soccer game set out in Aileen Kwa's analogy (p. 257, *Understanding Nationalism*). Remind students to be respectful and to avoid stereotypes.
4. Interested students might investigate why Norway, Switzerland, Serbia, Bosnia and Herzegovina, Montenegro, Kosovo, or Albania is not a member of the European Union — and present their findings to the class.

## LESSON 13

### EFFECTS OF INTERNATIONAL ORGANIZATIONS ON NATIONALISM

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

SKILL BUILDER TO YOUR CHALLENGE: CREATE TWO DIARY ENTRIES

**Chapter-issue question:** Does promoting internationalism affect nationalism?

**Inquiry question:** How have various international organizations affected nationalism? (continued)

Students will continue to explore how international organizations affect nationalism. The lesson concludes with end-of-chapter activities and a skill builder that requires students to create two diary entries that will become part of the challenge for Related Issue 3.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible 3.11.6, Cultural and Language-Based International Organizations
- Reproducible 3.11.7, Two Diary Entries
- Reproducible 3.11.8, Creating a Visual — Does Promoting Internationalism Affect Nationalism? (optional)

Create an overhead transparency or presentation slide of Figure 11-19 (p. 259, *Understanding Nationalism*).

Book an overhead projector, or a computer, and screen.

### RESOURCES

*Understanding Nationalism*, pages 259–263

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

<http://arctic-council.org>

The web site of the Arctic Council includes details about the geography and people of the Arctic, news about current issues, and maps and photographs.

[www.itk.ca](http://www.itk.ca)

Students can learn more about Mary Simon on the web site of the Inuit Tapiriit Kanatami.

[www.tvo.org/theagenda/resources/pdf/MarySimonSpeech10\\_2A1370.pdf](http://www.tvo.org/theagenda/resources/pdf/MarySimonSpeech10_2A1370.pdf)

The text of Mary Simon's 2007 speech, titled "Inuit and the Canadian Arctic: Sovereignty Begins at Home," which she delivered to the Canadian Club of Ottawa.

[www.nato.int](http://www.nato.int)

The NATO web site includes news on current events involving the organization as well as details of its history and an e-library that includes DVDs and interactive maps.

**ASSESSMENT AND EVALUATION ACTIVITIES**

You may formatively assess students' participation and achievement in a variety of activities. These may include

- participating in class discussions and activities
- completing Reproducible 3.11.6, Cultural and Language-Based International Organizations
- completing the end-of-chapter activities
- completing the skill builder for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an evaluation rubric and distributing it to students so they know ahead of time how their work will be evaluated.

**PRIOR LEARNING**

Students will build on their understandings of the relationships between internationalism, international organizations, and nationalism.

**TEACHING AND LEARNING STRATEGIES**

1. Open this lesson by asking students to recall some of the understandings of nation — linguistic, ethnic, cultural, religious, geographic, spiritual, and political — that they explored in Chapter 1 of *Understanding Nationalism* (pp. 25–29). Ask students to name some examples (e.g., the Québécois nation, the Korean nations, First Nations). Jot their responses on the chalkboard and ask them to identify nations that are also nation-states.

Ask students what powers nations that are not nation-states have at the United Nations, or in the World Trade Organization or the European Union. How do nations that are not nation-states make their voices heard among the nation-states?

2. Distribute Reproducible 3.11.6, Cultural and Language-Based International Organizations. Tell students they will use this reproducible to summarize their discussion of their readings. Divide the class into three groups and ask members of each group to read the following passage:
  - Group 1 — “International Indigenous Peoples’ Organizations” (p. 259)
  - Group 2 — “The Arctic Council,” including Figures 11-18 and 11-19 (p. 259)
  - Group 3 — “La Francophonie,” including “Voices” (p. 260)

Explain that at this stage, the groups need not respond to “Up for Discussion” on page 259, but tell them to read their assigned section, discuss and complete the reproducible, and appoint a spokesperson to report to the class. As each spokesperson reports, instruct students to complete the appropriate section of the reproducible.

When the groups finish reporting, guide students through a discussion of the reasons for the existence of the organizations they have explored. Ask students how these organizations might be more effective than national governments at affirming and promoting their identities and resolving issues that concern them.

Then, as a class, discuss responses to the questions in “Up for Discussion” (p. 259, *Understanding Nationalism*).



**Vocabulary Tip**

Biodiversity refers to the number and variety of plants and animals in a geographic region. In sensitive ecosystems like the Arctic, any change in biodiversity can cause hardship for the people whose survival depends on these plants and animals.

3. Ask students whether they have ever considered themselves an activist or whether they know someone who is considered an activist. In what way? In what cause? What might spur them to action?
4. Ask students to turn to “Making a Difference: Mary Simon — A Life Devoted to Canada’s North” (p. 260, *Understanding Nationalism*). With students, read the feature aloud. Then display an overhead transparency or presentation slide of Figure 11-19 (p. 259). Ask students to suggest why each of these issues might be of particular concern to members of the Arctic Council. Why do they think Simon would have helped create the council? Why might members have named her the council’s first chair?

In response to Question 1 of “Explorations,” some students may argue that Mary Simon is a nationalist because she has strong connections to the Inuit and to Canada. Others may say that she is an internationalist because she is working to find solutions to issues that affect all northern peoples. And because the Arctic is in many ways a test case for issues such as global climate change, Simon’s work affects all people everywhere. Still other students may argue that Simon is both a nationalist and an internationalist.

In response to Question 2, students may say that membership in international organizations could weaken Inuit national identity because Inuit may come to feel their connections and identity are global rather than national. But membership could also strengthen national identity as Canadian Inuit become more aware of their Inuit identity and heritage when they meet and discuss issues with other Arctic peoples.

Conclude this part of the lesson by asking students about the overall impact of Simon’s work in the lives of people around the world. Ask them to consider some of the many awards she has won before they respond. Would they reconsider their original responses to being — or becoming — an activist? How? Why?

5. Instruct students to read the section titled “International Security Organizations” (p. 261, *Understanding Nationalism*). In response to the activity icon, you may wish to ask students to participate in a horseshoe debate (see p. 80) on this question: Does membership in NATO reduce a country’s sovereignty? Students may consider, for example, the effect on Canadian nationalism and sovereignty of Canada’s role as part of the NATO force in Afghanistan. Has Canada given up a degree of sovereignty for the sake of belonging to NATO?
6. Ask students to turn to “Taking Turns” (p. 261, *Understanding Nationalism*). Ask three volunteers to read Rick, Jean, and Pearl’s responses to the question — How much sovereignty should Canada give up for the sake of internationalism? After each character’s comment is read, ask another student to summarize the character’s point of view.

Ask students what issues these students are dealing with. Rick, for example, is concerned about how the Kyoto Protocol might affect his father’s job and the Canadian economy. Jean approves of Canada’s membership in la Francophonie because it helps promote Francophone identity, and Pearl is convinced that internationalism is the only hope for solving many of the world’s problems.

Encourage students to respond to the question in “Your Turn,” either orally, in writing, or a combination of both. Students’ responses may include economic, social, political, and environmental concerns. Point out that Rick, Jean, and Pearl are each talking about issues that concern them.

7. Instruct students to return to Reproducible 3.11.1, Anticipation Guide — Internationalism and Nationalism, and fill in the third column beside the last question.
8. Ask students to turn to “Skill Builder to Your Challenge: Create Two Diary Entries” (p. 263, *Understanding Nationalism*). Remind students of the challenge for this related issue — creating a time capsule — and tell them that by the end of this class, they will have chosen an issue and started to draft their two diary entries. Let students know that they can revise their drafts as they learn more about internationalism and contemporary global issues in the final chapter of Related Issue 3.
9. You may wish to work with the whole class to complete Step 1, which involves developing the criteria they will use to choose the international issue that will become the basis of their diary entries. If you have been keeping a list of issues on a sheet of chart paper, refer to these as you develop criteria.
10. With students, brainstorm to create a list of characters who might be concerned about the issue. As students make suggestions, record their responses on the chalkboard. Explain that students may choose characters from the brainstormed list or choose their own.

Then distribute Reproducible 3.11.7, Two Diary Entries, to help students plan the content of their diary entries and complete Steps 3 and 4 of the challenge. This reproducible will help students imagine themselves in the shoes of another. When they have answered the questions on the reproducible, instruct students to write a first draft of their diary entries.

**Note:** Remind students that as they write their diary entries in role, they will need to step into the shoes of each of the people they represent. They should make sure that they use respectful language.
11. Conclude the lesson by assigning one or more of the end-of-chapter activities (p. 262, *Understanding Nationalism*). You may wish to provide class time for students to complete the activities or assign them for homework.

### **DIFFERENTIATING INSTRUCTION**

1. Some students may struggle with imagining themselves in the role of another — something they need to do to complete the two diary entries for the skill builder. To support these students, you may wish to work one-on-one with an individual or a small group. You may also wish to collect students’ draft diary entries and provide them with feedback before they write their final versions.
2. Modify the end-of-chapter activities to accommodate students’ needs, interests, abilities, and learning styles. Question 2, for example, asks students to create a visual to show how one form of internationalism affects nationalism. Some students may prefer to create and present a skit that represents this, and others may prefer to explain this in writing.
3. The reproducibles provided in this lesson can be completed in small groups rather than pairs, or in pairs and small groups rather than by individuals. In addition, you may plan for continuing assessment of students as they work alone, in pairs, and in small groups.

4. Some students may be interested in finding out more about the work of organizations such as the Inuit Circumpolar Conference and la Francophonie, or in finding out about the work of other international organizations (e.g., Commission for Environmental Cooperation, Comprehensive Nuclear-Test-Ban Treaty Organization, International Council for the Exploration of the Sea).

**POSSIBLE ANSWERS TO “THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .”**

(p. 262, *Understanding Nationalism*)

**Notes**

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in “Think . . . Participate . . . Research . . . Communicate . . .”

**Answers**

1. Before students complete this activity, you may wish to help them analyze James Warburg's statement. Begin by noting the date of the statement and help students put Warburg's words in a historical context. What had happened in the world before 1959? What has happened since?
 

Students may agree or disagree with Warburg's statement for a variety of reasons. Those who agree with Warburg may cite as evidence the responsibility-to-protect movement, the creation of world heritage sites, the international treaty to ban landmines, and organizations such as the WTO and NATO. Those who disagree may cite the fact that some countries in the EU have not accepted the euro as their currency and that Iran is continuing its nuclear program despite UN condemnation.
2. To help students complete this activity, you could distribute Reproducible 3.11.8 Creating a Visual — Does Promoting Internationalism Affect Nationalism? Students' visuals should show a sense of their purpose and audience and convey a clear message in response to the chapter-issue question.
3. Remind students that when viewing a poster, they need to pay attention to the message the poster is intended to convey and the emotions it evokes in viewers. What did the creator of the original poster in Figure 11-21 want viewers to do as a result of viewing it?
 

Students' responses to the questions relating to this poster will vary, but they might suggest that they would revise the poster by creating more realistic modern images of the world's working people — including women. They might suggest adding more modern tools and technologies (e.g., computers, personal organizers) to replace the shovels and axes shown in the original. They may also suggest a new motto such as “Together we can make the world work” or “United we all stand to prosper.”

## LESSON 14

### INTRODUCTION TO CHAPTER 12 CONTEMPORARY GLOBAL ISSUES

**Chapter-issue question:** How effectively does internationalism address contemporary global issues?

**Inquiry question:** What are some contemporary global issues?

Students will explore how climate change, the spread of disease, and access to and control of water affect everyone. They will also express informed opinions on the issue of sharing Canada's water resources.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.12.1, The Spread of Disease
- Reproducible G, T-Chart (optional)

Create an overhead transparency or presentation slide of Figures 12-1 (p. 264, *Understanding Nationalism*), 12-3 (p. 266), and 12-7 (p. 268).

Book an overhead projector, or a computer, and screen.

Collect sheets of chart paper and coloured markers.

#### RESOURCES

*Understanding Nationalism*, pages 264–269

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[http://news.bbc.co.uk/hi/english/static/in\\_depth/world/2000/world\\_water\\_crisis/default.stm](http://news.bbc.co.uk/hi/english/static/in_depth/world/2000/world_water_crisis/default.stm)

This BBC site provides an overview of the world water crisis and a clickable map that directs visitors to some of the world's water flashpoints.

[www.who.int/countries/en](http://www.who.int/countries/en)

This page of the World Health Organization web site provides a statistical overview of the health situation in countries that are members of the United Nations. Included are details about disease outbreaks and health crises.

[http://unfccc.int/kyoto\\_protocol/items/2830.php](http://unfccc.int/kyoto_protocol/items/2830.php)

The Kyoto Protocol site includes details about the current status of the agreement, the measures that countries are taking to meet targets, and the results of monitoring.

## ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities. These may include

- completing the reproducibles
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their understandings of nationalism, internationalism, and global issues.

## TEACHING AND LEARNING STRATEGIES

1. Before students enter the classroom, prepare a graffiti activity (see p. 78). Write each of the following statements and questions at the top of a separate sheet of chart paper and post the sheets at four stations around the classroom:

- Canadians use much more water than people in most other countries. Should Canadians be encouraged — or forced — to reduce the amount of water they use?
- Canada has more fresh, clean water than most other countries on Earth. Should Canadians be encouraged — or forced — to share water with those who do not have enough?
- Is water a resource like oil? Should private companies be able to make huge profits from taking and selling water?
- Could access to fresh, clean water become a major source of conflict in the future?

As students enter, divide them into four heterogeneous groups and give each group a different-coloured marker. Draw students' attention to the sheets of chart paper and assign one of the questions to each group. Give the groups three minutes to brainstorm to create a list of ideas in response to their question. Instruct group members to record their names beside their responses. Then instruct the groups to rotate to the next station, taking their coloured marker with them.

When students arrive at the next station, tell group members to read the question and the responses that have already been posted, then jot alternative responses. As the groups progress through the stations, it may become more difficult to think of alternative responses. If this happens, tell the groups to record questions about the responses that have already been posted and to write their names next to the questions.

When the groups have rotated through all four stations, guide the class through a discussion of the responses and questions recorded on the sheets. Keep the sheets posted so that you can return to them later.

2. Display an overhead transparency or presentation slide of Figure 12-1 (p. 264, *Understanding Nationalism*) and read aloud the caption. Ask students what message the cartoonist is sending. What issue is he trying to encourage his audience to think about? What story is he telling? What techniques (e.g., humour, caricature, symbols, and labels) has the cartoonist used to convey his message? What clues does he give to communicate his point of view?

Ask students to select a partner — or assign partners — and instruct them to work together to read the introductory material on page 265 of *Understanding Nationalism* and to respond to the questions about the cartoon. Point out that some of the questions are similar to those in the graffiti activity, but ask students to reconsider their responses. You may wish to instruct students to record their responses in their notebooks and then ask volunteers to read aloud their entry.

3. Draw students' attention to "My Journal on Nationalism" (p. 265, *Understanding Nationalism*). Point out that this journal entry asks them to prepare a response that deals specifically with the way their ideas about internationalism have changed as they have explored issues relating to internationalism. Once students have completed their journal entries, ask volunteers whether — and how — their new entries relate to the ideas they have been working on for the challenge for this related issue.
4. Ask students to turn to page 266 of *Understanding Nationalism*, to read the inquiry question for this section of the chapter — What are some contemporary global issues? — and to examine the photograph in Figure 12-2. Guide a brief discussion of possible responses to the questions in the photo caption.

Remind students that they explored world heritage sites in Chapter 11. Ask them how the photograph represents global issues — and international responses to these issues. Then instruct students to read as far as the heading "Climate Change."
5. Read aloud the first paragraph of the section titled "Climate Change." When you reach the activity icon, display an overhead transparency or presentation slide of Figure 12-3 (p. 266, *Understanding Nationalism*). Instruct students to examine the map, then ask if they have questions. You may need to read aloud and explain the components of the legend. Guide a brief discussion of responses to the activity icon, ensuring that students understand that winds and ocean currents do not respect national boundaries.

Encourage a volunteer to read aloud the remaining paragraph on page 266 and ask students to respond to the information about the Canadian government's decision not to meet its Kyoto targets. Ask students why meeting these targets might cost the Canadian economy and Canadians \$51 billion.
6. Distribute Reproducible 3.12.1, *The Spread of Disease*, and review the questions on this reproducible. Then ask students to work with a partner to read the section titled "The Spread of Disease," including the material under the subheadings "Trying to Stop the Spread of Disease" and "Bird Flu" (pp. 267–268, *Understanding Nationalism*). As the pairs finish reading each section, instruct them to pause and respond to the related questions on the reproducible.

When the pairs finish reading, instruct them to scan their responses and discuss whether they wish to add to or revise them. Ask students how they feel about this issue. Does the possibility of a new pandemic worry them? A little or a lot? Have they ever heard their parents or others discussing the issue? Have other people's responses differed from their own? In what ways? Why?
7. Display an overhead transparency or presentation slide of Figure 12-7 (p. 268, *Understanding Nationalism*). Tell students that the United Nations General Assembly has declared March 22 World Water Day. On this day every year, countries are encouraged to focus their attention on ways of increasing the likelihood that everyone will have access to enough safe water.

Ask students to brainstorm to come up with various meanings for the slogan "Water is life."

**More to the Story**

According to the United Nations, millions of people around the world face water shortages. Every day, people struggle to satisfy their basic need for water for drinking and sanitation. Providing access to water is also fundamental for alleviating poverty, hunger, and malnutrition; reducing child mortality; and increasing gender equality. In many poor countries, women and girls must collect water for their families. This often takes hours out of a day and means that the girls have no time to go to school. Water is also needed for energy, agriculture, industry, and, in some countries, transportation.

8. Write this question on the chalkboard: Should Canada contribute safe drinking water to countries that do not have enough clean water? If you wish, distribute Reproducible G, T-Chart, and tell students to record the question on the reproducible and to label each column Yes or No. Tell students to jot notes on the T-chart as they read the sections titled “Access to Water,” “Water as a Human Right,” “Control over Water,” and “The Worldwide Water Crisis” (pp. 268–269, *Understanding Nationalism*).  
When students finish reading, guide the class through a discussion of their responses to the question.
9. Direct students’ attention to “Recall . . . Reflect . . . Respond” (p. 269, *Understanding Nationalism*) and ask them to work with their partner to complete the activities. When they finish, conduct a poll to find out how many agreed with Wendy R. Holm’s position and how many opposed it — and why.
10. Revisit some of the responses to the graffiti activity that opened the lesson and ask students whether they wish to add to or revise their positions after exploring the material in this section of the chapter.

#### **DIFFERENTIATING INSTRUCTION**

1. Ask selected students to update the concept wall. Some students may prefer to find and post a newspaper or magazine clipping that illustrates new terms and concepts they encountered in this section of the chapter.
2. Ask visual learners to create a sketch or cartoon that illustrates what may happen in — or to — Canada as the result of its vast reserves of fresh water. Suggest that they transfer their work to an overhead transparency or computer display and present it to the class. Kinesthetic and linguistic learners may prefer to create a skit or dialogue.
3. Some students may enjoy working with a partner to draft a response to Wendy R. Holm’s comment on Canadian sovereignty and management of water resources. Or you may prefer to ask them to explore various people’s responses to the issue of whether access to fresh, clean water is a basic right. Ensure that the pairs for this assignment are carefully chosen to cover a range of abilities. You may also wish to allow students to prepare an audiotape or a point-form computer software display of their position and recommendations.

## LESSON 15

### INTERNATIONAL RESPONSES TO CONTEMPORARY GLOBAL ISSUES

**Chapter-issue question:** How effectively does internationalism address contemporary global issues?

**Inquiry question:** How have people used internationalism to address contemporary global issues?

Students will explore some ways that internationalism has been used to address global issues such as poverty, hunger, disease, and debt.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.12.2, Picturing Global Issues
- Reproducible 3.12.3, Criteria for Rating the Success of International Efforts to Address Global Challenges
- Reproducible 3.12.4, Internationalism and Contemporary Global Issues

Create an overhead transparency of Reproducible 3.12.4, Internationalism and Contemporary Global Issues.

Book an overhead projector and screen.

#### RESOURCES

*Understanding Nationalism*, pages 270–275

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.oxfam.org](http://www.oxfam.org)

Oxfam International is a federation of 13 organizations that work with communities around the world to overcome the short- and long-term effects of poverty and injustice.

<http://mcc.org/alberta/programs>

The Mennonite Central Committee of Alberta responds to humanitarian crises in Canada and countries around the world.

[www.theglobeandmail.com/special/aidsinafrica](http://www.theglobeandmail.com/special/aidsinafrica)

A *Globe and Mail* special report titled “AIDS in Africa: A Turning Point,” by award-winning writer Stephanie Nolen.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students’ participation and achievement in a variety of activities. These may include

- completing the reproducibles
- participating in class discussions and activities



**PRIOR LEARNING**

Students will build on their understanding of internationalism and current global issues.

**TEACHING AND LEARNING STRATEGIES**

1. On the chalkboard, write this question: How can it be in Canada's national interest to try to solve problems in other countries?

Remind students that they have explored national interest many times — and briefly review their understandings of this term. Then guide the class through a brief discussion of this question. Some students may suggest that solving the problems of other countries is often in Canada's national interest because global issues usually affect many countries. Others may say that if Canada fails to help people in other countries, problems such as disease and climate change can spread rapidly and place Canada's national interests at risk.

2. With students, read the inquiry question — How have people used internationalism to address contemporary global issues? (p. 270, *Understanding Nationalism*) — as well as the three paragraphs that follow. Then instruct students to examine Figure 12-9. To help focus this exploration, ask questions such as the following:

- What makes poverty, hunger, disease, debt, climate change, human rights, and conflict global challenges?
- What issues of nationalism and national sovereignty might be involved in these challenges?
- How might internationalists and international organizations help people who are grappling with these challenges?

3. Distribute Reproducible 3.12.2, *Picturing Global Issues*, and draw students' attention to the photo essay titled "Picturing Global Issues" (pp. 270–271, *Understanding Nationalism*). Explain that the photographs present examples of the global challenges students will explore in this section of the chapter.

Instruct students to work with a partner to examine the photographs and read the captions. Tell the pairs to use the reproducible to summarize the content of each photo and caption and to record a recommendation for one way that the international community could help resolve the problem.

4. Organize the reading of the section titled "Internationalism and Poverty" (pp. 271–272, *Understanding Nationalism*) as a directed reading-thinking activity (see p. 65). Begin by reading aloud the heading and asking students to predict what they are likely to find out as they read this section. Note students' predictions on the chalkboard.

Then ask students to return to Figure 12-10 in the photo essay (p. 270, *Understanding Nationalism*) and point out the exploding concept "absolute poverty" (p. 271). How does the photograph illustrate the concept of absolute poverty?

Tell students to read the material on page 271. When they finish, ask them to discuss what they found out and to check their findings against their predictions.

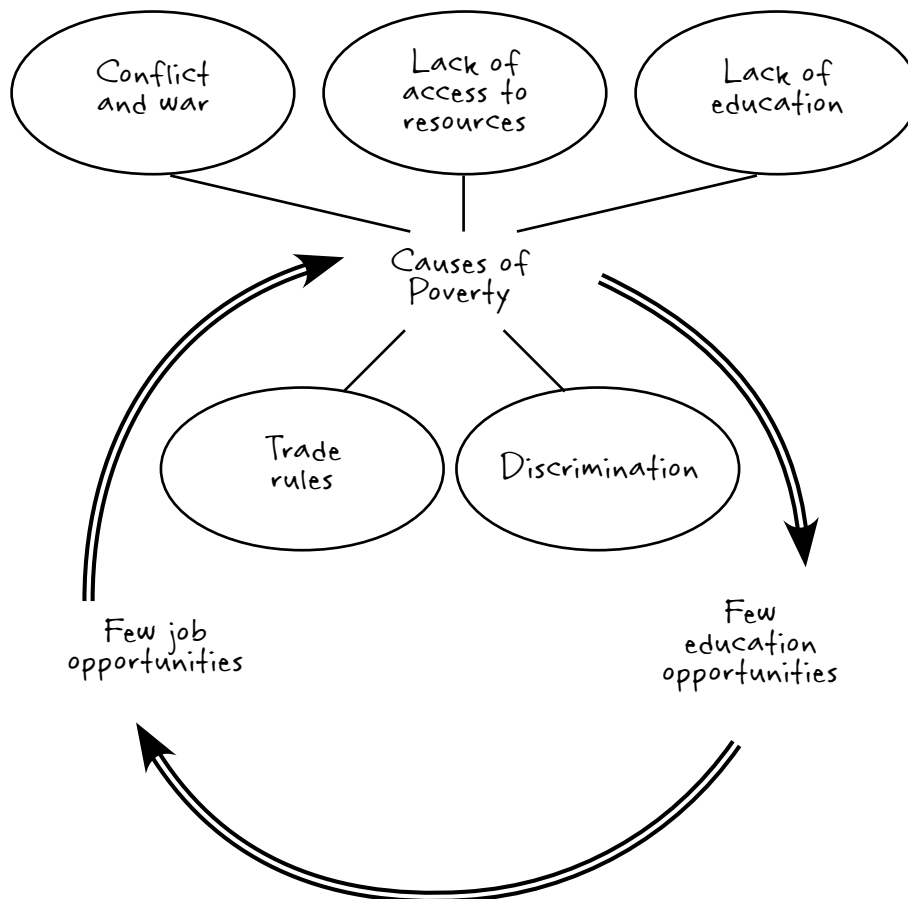
### More to the Story

Oxfam International is a partnership among 13 organizations that work with communities around the world to provide emergency aid and develop strategies to overcome the long-term effects of poverty and injustice.

In 2008, Oxfam sponsored various campaigns — to provide health and education for all people, to convince governments to contribute money to people in countries affected by rising food prices, and to raise awareness about the connection between the production of biofuels and the world food crisis. Oxfam also issued cautions about trade agreements that do not offer people in developing countries equality and fairness.

Ask a volunteer to read the title of the next section, “Causes and Effects of Poverty” (p. 272, *Understanding Nationalism*). Ask students what they think they are going to find out as they read this section and note their predictions on the chalkboard. Continue predicting, reading, and checking predictions through the paragraphs and margin features on this page.

In response to the activity icon on page 272 of *Understanding Nationalism*, students may refer to the diagram in Figure 12-17. They may suggest that people can't work and earn money because they don't have access to resources that are normally available (e.g., children may not be able to attend school because of danger, lack of money, discrimination, and so on. Without an education, people have more trouble finding jobs — and this means that they can't earn money). Students who create a diagram may use the diagram in Figure 12-17 as a model to come up with something similar to the following.



Students may suggest various actions that governments could take to help break the cycle of poverty. They may suggest, for example, that governments eliminate school fees so that more children have access to a basic education.

5. With students, revisit Figure 12-9 on page 270 of *Understanding Nationalism* and explain that they will complete jigsaw activities to explore the remaining six global challenges shown on this diagram. Refer students to “Recall . . . Reflect . . . Respond” on page 279 of *Understanding Nationalism* and explain that at the end of this process, they will have completed both activities in this feature.

Distribute Reproducible 3.12.3, Criteria for Rating the Success of International Efforts to Address Global Challenges. Ask students to suggest criteria that might be used to assess how successful international efforts have been. Jot the suggestions on the chalkboard and instruct students to choose three of these — or develop their own — and record these on the reproducible. Tell them to leave the section titled “Revised Statement” blank for now. This section is provided in case they wish to revise their criteria as they work through the jigsaw activities in this lesson and the next. Tell students that these criteria will also help them complete the final skill builder, which involves writing a letter to readers in the future.

6. Divide the class into home groups of three for a jigsaw activity (see p. 76). Assign each student in the home group the number 1, 2, or 3 to identify the expert group she or he will join. Members of each expert group will take responsibility for becoming experts on one of the following three global challenges:

- Group 1 — Internationalism and Hunger (p. 273, *Understanding Nationalism*)
- Group 2 — Internationalism and Disease (p. 274, *Understanding Nationalism*)
- Group 3 — Internationalism and Debt (p. 275, *Understanding Nationalism*)

If a group includes four students, the fourth might be assigned to work with someone who is struggling. Alternatively, the fourth student might act as a floater to help out the other three group members as necessary.

7. Distribute copies of Reproducible 3.12.4, Internationalism and Contemporary Global Issues, and explain the information you expect students to include in each column:
  - Column 1: What is the issue? — point-form explanation of the issue
  - Column 2: How have internationalists tried to resolve the issue? — point-form description of international efforts to resolve the issue
  - Column 3: How successful have international efforts been? — students’ rating of the success of the efforts on a scale of 1 to 5 and their reasons for the rating

To help familiarize students with the process, display an overhead transparency of the reproducible and model how you might fill in the first row, which deals with poverty, a topic they have already read about.

8. Instruct members of each expert group to read their assigned pages, discuss the information, and work together to ensure that everyone accurately completes the first and second columns of the appropriate section of the chart. Remind students to check the figures, margin features, and activity icons on the pages for additional information.
9. Tell students to return to their home groups and share their information with members of their home group. As they do this, the other group members should record the information in the blank sections of the first two columns of their charts. To complete the third column,

students should refer to the criteria they recorded on Reproducible 3.12.3, *Criteria for Rating the Success of International Efforts to Address Global Challenges*. By the end of this stage of the activity, the first page of Reproducible 3.12.4, *Internationalism and Contemporary Global Issues*, should be complete. With the class, review the information and give students an opportunity to add to or revise their criteria and their responses.

You may wish to collect the reproducibles, which students will need for the next lesson.

#### **DIFFERENTIATING INSTRUCTION**

1. To support struggling students, supply a list of words and phrases they can use as they complete Reproducible 3.12.4, *Internationalism and Contemporary Global Issues*.
2. Rather than filling in Reproducible 3.12.4, *Internationalism and Contemporary Global Issues*, one or more students in each expert group might locate a song about the issue assigned to the group. They could play the song for their home group. If they choose to do this, ensure that they use appropriate sources and choose songs that will not offend classmates.
3. You may wish to ask interested students to conduct further research into one of the global issues explored in this section of the chapter. You could, for example, ask them to find out what individuals can do about the issue, perhaps by joining an organization or agency working for change, and to report their findings to the class.

## LESSON 16

### INTERNATIONAL RESPONSES TO CONTEMPORARY GLOBAL ISSUES (CONTINUED)

**Chapter-issue question:** How effectively does internationalism address contemporary global issues?

**Inquiry question:** How have people used internationalism to address contemporary global issues? (continued)

Students will explore some ways that internationalism has been used to address global issues such as climate change, human rights, and conflict.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Create an overhead transparency or presentation slide of Figures 12-13 and 12-16 (p. 271, *Understanding Nationalism*).

Book an overhead projector, or a computer, and screen.

#### RESOURCES

*Understanding Nationalism*, pages 276–279

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.davidsuzuki.org/climate\\_change](http://www.davidsuzuki.org/climate_change)

David Suzuki's science-based environmental organization provides a web site with resources on climate change, including links to what NHL players are doing about global warming and a program for athletes called Play It Cool.

[www.ourclimate.ca/joomla](http://www.ourclimate.ca/joomla)

The web site of the Canadian Youth Climate Coalition details some of the ways in which young people are acting locally, provincially, federally, and internationally to address the challenges of climate change.

[www.hrw.org](http://www.hrw.org)

Human Rights Watch investigates and exposes human rights violations and holds abusers accountable by challenging governments to end abusive practices and respect international human rights law. It also attempts to enlist the public and the international community to ensure that the human rights of all people are respected.

**ASSESSMENT AND EVALUATION ACTIVITIES**

You may formatively assess students' participation and achievement in a variety of activities. These may include

- completing Reproducible 3.12.4, Internationalism and Contemporary Global Issues
- participating in class discussions and activities

**PRIOR LEARNING**

Students will build on their understandings of internationalism and current global issues.

**TEACHING AND LEARNING STRATEGIES**

1. Remind students that, in the previous lesson, they explored four contemporary global issues: poverty, hunger, disease, and debt. Instruct students to review the notes they made on Reproducible 3.12.4, Internationalism and Contemporary Global Issues. Then ask them to refer to the criteria they recorded on Reproducible 3.12.3, Criteria for Rating the Success of International Efforts to Address Global Challenges, as they respond to the following questions:
  - How effectively has internationalism addressed the global challenges of poverty, hunger, disease, and debt?
  - What makes poverty, hunger, disease, and debt global, as well as national, challenges?
  - Why is international co-operation needed to meet challenges like these?
  - Are international efforts the most effective way of meeting these challenges? If so, how? If not, why not?
2. Ask volunteers to explain whether — and why — they changed any of the criteria they recorded on Reproducible 3.12.3, Criteria for Rating the Success of International Efforts to Address Global Challenges.
3. To introduce the global challenges of climate change and conflict, display overhead transparencies of Figures 12-13 and 12-16 (p. 271, *Understanding Nationalism*). Students may wish to refer to their notes for these figures in Reproducible 3.12.2, Picturing Global Issues, which they completed during the previous lesson.

Ask a volunteer to read the caption of each photograph. Then ask what issue is addressed in each photograph. What are the international community and international organizations doing to try to resolve these issues? How successful have efforts been? What still needs to be done?
4. To introduce the challenge presented by human rights, write in the centre of the chalkboard this quotation by Louise Arbour: “There’s a critical moment in human rights history; it’s happening right now, with many tragic events coming together to give the human rights movement a real wake-up call” (from the caption of Figure 12-12, p. 270, *Understanding Nationalism*).

Ask volunteers to go to the chalkboard and add notes on Arbour’s words in response to the following questions:

  - What does Arbour mean by “a critical moment”? Why might she have used this phrase when she spoke in Afghanistan in November 2007?
  - What tragic events might she be referring to? Why might these events be a “wake-up call”?

- What does she mean by “human rights history”? What kind of record does human rights history have? How successful have past efforts been in ensuring that everyone’s human rights are respected?
  - Is internationalism the best course to pursue in trying to ensure that all people’s human rights are respected?
5. Divide the class into home groups of three for a continuation of the jigsaw activity (see p. 76) they began in the previous lesson. Assign each student in the home group the number 1, 2, or 3 to identify the expert group she or he will join. Members of each group will take responsibility for the following:
- Group 1 — Internationalism and Climate Change (p. 276, *Understanding Nationalism*)
  - Group 2 — Internationalism and Human Rights (p. 278)
  - Group 3 — Internationalism and Conflict (p. 279)

Ask students not to include “Making a Difference: Sheila Watt-Cloutier — Defending the Right to Be Cold” (p. 277, *Understanding Nationalism*) at this time.

Direct students’ attention to their partially completed copies of Reproducible 3.12.4, Internationalism and Contemporary Global Issues, which they began in the previous lesson. You may wish to quickly review the information students are expected to include in each column.

- What is the issue? — point-form information describing the issue
  - How have internationalists tried to resolve the issue? — brief point-form description of international efforts to resolve the issue
  - How successful have international efforts been? — point-form notes on students’ assessment of the success of the efforts
6. Instruct members of each expert group to read their assigned pages, discuss the information, and work together to ensure that everyone accurately completes the appropriate section of her or his chart. Remind students to check the figures, margin features, and activity icons for additional information.
7. Tell students to return to their home groups and share their information with members of their home group. As they do this, the other group members should record the information in the blank sections of their charts. With the class, review the information on the charts and give students an opportunity to add to or revise their responses.
8. Ask students to turn to “Making a Difference: Sheila Watt-Cloutier — Defending the Right to Be Cold” (p. 277, *Understanding Nationalism*). Encourage volunteers to help you read aloud the feature, then guide the class through a brief discussion of the questions in “Explorations.” Though students’ responses to Question 1 will vary, they should focus on the interconnect- edness of factors affecting the environment. In response to Question 2, students are likely to suggest a variety of actions (e.g., recycling or reducing their family’s or the school’s use of fossil fuels). You may wish to record their responses on a sheet of chart paper and post the list in the classroom. Students may add new ideas as they progress through the course.
9. Remind students that the skill builder for this chapter will ask them to choose one of the global challenges they have explored in this chapter and to write a letter explaining whether an international approach to meeting this challenge should be pursued. Record the seven global challenges on a sheet of chart paper and encourage volunteers to express their opinions

on this issue and to explain the criteria they used to make their judgments. As the volunteers respond, jot notes on the chart paper and post this as a source of ideas that students can use when writing their letters.

#### **DIFFERENTIATING INSTRUCTION**

1. Don't assume prior learning, especially if a student is struggling or is a recent arrival. For these students, you might assemble information about the global challenges of climate change, human rights, and conflict. You might also relate your own experiences with these challenges or encourage other students to talk about relevant experiences.
2. Interested students may enjoy compiling recent political cartoons that comment on the global challenges of climate change, human rights, and conflict. Students could post their cartoons on the class bulletin board.
3. Encourage students to find out about the Canadian Youth Climate Coalition (see "Additional Resources") and other Canadian organizations that are addressing the challenge of global climate change. You may wish to ask students to identify programs that the organizations operate to try to achieve their goals.



## LESSON 17

### EFFECTIVENESS OF INTERNATIONALISM

THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . .

### SKILL BUILDER TO YOUR CHALLENGE: WRITE A LETTER AND PUT IT ALL TOGETHER

**Chapter-issue question:** How effectively does internationalism address contemporary global issues?

**Inquiry question:** How effective is internationalism in addressing contemporary global issues?

Students will explore the effectiveness of internationalism in dealing with contemporary global challenges. The lesson concludes with end-of-chapter activities and a skill builder for the challenge for Related Issue 3.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible G, T-Chart
- Reproducible 3.12.5, Point-Proof-Comment Organizer — The Future of Internationalism

Create an overhead transparency or presentation slide of Figures 12-30 and 12-31 (p. 282, *Understanding Nationalism*).

Book an overhead projector, or a computer, and screen.

### RESOURCES

*Understanding Nationalism*, pages 280–285

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

[www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)

The United Nation's millennium goals.

[www.tzuchi.org/global](http://www.tzuchi.org/global)

Volunteers with the Tzu Chi Foundation offer emergency aid to victims of natural disasters and conflicts. They also offer longer-term help by rebuilding communities and providing medical education.

[www.bobgeldof.info/Charity](http://www.bobgeldof.info/Charity)

A web site that describes Bob Geldof's activities in promoting famine relief and various causes and charities in Africa.

**ASSESSMENT AND EVALUATION ACTIVITIES**

You may formatively assess students' participation and achievement in a variety of activities. These may include

- completing a visual project
- completing the reproducibles
- participating in class discussions and activities
- completing one or more of the end-of-chapter activities
- preparing for the related-issue challenge

You may also wish to summatively assess selected activities and end-of-chapter activities. If you decide to do this, consider preparing an assessment rubric and distributing it to students so they know ahead of time how their work will be evaluated.

**PRIOR LEARNING**

Students will build on their problem-solving skills, as well as their understandings of the relationships between internationalism and global issues.

**TEACHING AND LEARNING STRATEGIES**

1. With students, read the inquiry question — How effective is internationalism in addressing contemporary global issues? — at the top of page 280 of *Understanding Nationalism*. Revisit Reproducible 3.12.4, Internationalism and Contemporary Global Issues, and remind students that they included ratings of the success of international efforts on this reproducible. Ask students for a show of hands in response to the following questions:
  - How many consider internationalism to be very effective in addressing contemporary global issues? How many consider it to be somewhat effective? How many consider it to be ineffective? Ask volunteers to explain their position.

Then ask students to read the first paragraph on page 280 and to respond to the question in the activity icon. Some students may suggest that the failure to meet the UN's millennium development goals indicates that international efforts to solve the world's problems cannot succeed. There are just too many factors and competing needs, wants, and obligations, and it is just too difficult to set realistic goals or even to predict what will happen next. Other students may say the goals themselves are at fault, perhaps because they were too ambitious or not realistic enough. And still others may say that any success is a step forward — the world can keep trying and build from there.

2. Organize a think-pair-share activity (see p. 75) to explore international trade. Distribute Reproducible G, T-Chart, and instruct students to title it "Can international trade resolve global issues?" The two columns can be headed Yes and No.

Instruct students to read the rest of page 280 and page 281 of *Understanding Nationalism* as far as "Taking Turns." Tell them to pause after each paragraph or two to think about what they have read and to summarize the key ideas in a couple of points on the reproducible. When they finish, tell students to discuss their notes with a partner and to revise their notes if they wish. Finally, guide a class discussion of the information that students recorded.
3. Divide the class into groups of three and ask them to take turns reading aloud the three students' comments in "Taking Turns" (p. 281, *Understanding Nationalism*). Which of the responses most closely resembles each group member's point of view? Why? What else would each group member add? Ask volunteers to share their responses with the class.

4. With students, read the sections titled “Decline versus Change” and “Civil Society” (p. 282, *Understanding Nationalism*). Pause at the end of the paragraph containing the quotation from Kofi Annan — and draw students’ attention to the definition of civil society in the following section. Ask students whether they agree with Annan’s statement.

Then display overhead transparencies of Figures 12-30 and 12-31 (p. 282, *Understanding Nationalism*). Ask students what Cheng Yen meant when she said “the hope of humanity lies in mutual help.” How do her words echo those of Kofi Annan? How does the photograph in Figure 12-31 demonstrate mutual help and dependence on one another?

Point out to students that the Tzu Chi Foundation was one of the few relief agencies allowed into Myanmar after the May 2008 cyclone devastated parts of the country. Ask students why they think this organization was allowed in when so many other international organizations were turned away.

5. Ask a volunteer to read the introduction to “The View from Here” (p. 283, *Understanding Nationalism*). Ask students how successful they think the United Nations has been since it was founded in 1945. Then ask them whether they can suggest alternatives to the UN.

Invite three volunteers to read aloud the words of each speaker. Then ask three more volunteers to respond to Question 1 of “Explorations” by summing up each message. In response to Question 2, students who argue that a common thread runs through the messages of Gareth Evans, Srgjan Kerim, and Shashi Tharoor may say that this thread involves the necessity of an organization like the United Nations — despite its failures. Students who argue that no common thread exists may argue that Evans refers to the frustrations of reforming the UN, that Kerim expresses optimism that the UN can reform itself, and that Tharoor says that the UN is the only organization that can solve problems that cross frontiers.

To help students respond to the statement in Question 3, you may wish to organize a tag debate (see p. 80).

6. Assign one or more of the end-of-chapter activities (p. 284, *Understanding Nationalism*). You may wish to provide class time for students to complete the activities or assign them for homework.
7. Ask students to turn to the skill builder (p. 285, *Understanding Nationalism*). Remind them of the challenge for this related issue — creating a time capsule — and tell them that by the end of this class, they will have written a letter to future readers and gathered all the elements of their time capsule.
8. In response to Step 1 of the skill builder, briefly review what students have learned about the global issues of poverty, hunger, disease, debt, climate change, human rights, and conflict. For Step 2, suggest that students use as the basis of their criteria the notes they recorded on Reproducible 3.12.3, Criteria for Rating the Success of International Efforts to Address Global Challenges.
9. Distribute Reproducible 3.12.5, Point-Proof-Comment Organizer — The Future of Internationalism, for students to use as they work through Step 3. Assign students partners for the revision process described in Step 4.

#### DIFFERENTIATING INSTRUCTION

1. Some students may have trouble writing the letter required in the skill builder. These students may benefit from working with you to plan, draft, and revise their letters. In some cases, you may even wish to develop a template with blanks that students can fill in.

2. Some students may enjoy writing and presenting a dialogue between someone who believes that the UN's millennium development goals are important international targets and someone who disagrees. Remind students to use respectful language and to avoid stereotypes.
3. Modify the end-of-chapter activities to accommodate students' needs, interests, abilities, and learning styles. Rather than creating a poster in response to Question 3, for example, students might choose an issue and prepare and present a brief radio commentary on the steps that the international community should take to resolve it. They could record their commentary and present it to the class.
4. Encourage some students to find out more about Bob Geldof's work on relieving famine and poverty in Africa (see "Additional Resources"). They could report to the class on how effective these efforts have been.

**POSSIBLE ANSWERS TO "THINK . . . PARTICIPATE . . . RESEARCH . . . COMMUNICATE . . ."**

(p. 284, *Understanding Nationalism*)

**Notes**

1. No single correct answer should be expected when assessing students' responses to the end-of-chapter activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.
2. Because all curriculum outcomes are visited and revisited many times in the chapter and end-of-chapter activities, students should not be expected to complete every activity in "Think . . . Participate . . . Research . . . Communicate . . ."

**Answers**

1. Encourage students to examine all the contents of the cartoon — including the story being told, as well as the signs and labels — before they explain Trevor Ford's message and respond to the questions. In addition, ask them to consider whether the fact that Ford had lived in Zambia for more than 40 years made a difference.  
In response to a), students are likely to say that Ford's message is that the truckload of challenges faced by Africans are not likely to be helped by the United Nations' millennium development goals. In response to b), students may say that the cartoon relates to the chapter issue because it suggests that internationalism has not effectively addressed contemporary global issues — at least, those that originate in Africa.  
Students' responses to c) will vary, but ensure that they support their position by citing evidence from the chapter.
2. Although students' responses will vary, some may say that the idea of nationalism is out of date. It cannot exist in a world where internationalism is becoming ever more important because nationalism requires countries to focus on their national interest. Others may argue that as the boundaries between countries become blurred, nationalism is more important than ever because it gives people a sense of who they are and the values they share.
3. Before students begin work on their posters, remind them to use respectful and sensitive language and images and to avoid stereotypes. Tell them to plan their poster design according to their purpose, audience, and main message. Remind them that posters are often intended to

persuade viewers to agree with a message. Suggest that they begin by drawing up some rough sketches of the layout and drafts of the text content. You may wish to organize a modified carousel activity (see p. 77) for students to present their posters and statements.

4. Bob Geldof was referring to Africa when he said, “500 kilometres south of here.” Students are likely to suggest that Geldof’s message was that the world has become divided into two groups of people. One group is healthy, wealthy, and safe, while the other group suffers and often dies of want — a lack of fresh water, food, shelter, and medicine — as well as political persecution and civil wars. To Geldof, this situation is “intellectually absurd” because the world community has the means to solve these problems. He also believes that the situation is “morally repulsive” because the international community has not used its power to resolve the problems.
5. Before students begin to create their cartoons, drawings, or electronic presentations, remind them to use respectful words and images and to avoid stereotypes. Though cartoons often rely on exaggeration and caricature to convey their message, they should not insult or denigrate people or groups or subject a person or group to ridicule. You may wish to suggest that students review some of the political cartoons that appear in *Understanding Nationalism*. Remind students that they can use pictures, symbols, labels, and words to tell their story and present their point of view on the UN’s ability or inability to protect citizens of the world.

## LESSON 18

### YOUR CHALLENGE PRESENTATIONS

**Related-issue question:** Should internationalism be pursued?

The challenge for Related Issue 3 requires students to create a time capsule, which will be opened 100 years from now. This lesson provides students with an opportunity to present their time capsule in class, but you may need to allocate additional periods for the presentations.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

To assemble the necessary resources, you will need to first determine how many students will be presenting time capsules.

You will also need to decide how you would like to ask students to make their presentations: one by one to the class or by organizing presentation centres for a carousel activity (see p. 77).

If students will be presenting one by one, you may need to plan for more than one period. If you decide to use presentation centres, organize the classroom into centres made up of one or more desks. The centres should be geared to the kinds of presentations that students are planning to make. When setting up the centres, ensure that there is enough space around each for students to stand or sit comfortably as they listen to and watch the presentations.

Photocopy reproducibles.

- Reproducible 3.9.2, Your Challenge 3 — Checklist for Success
- Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric
- Reproducible B, Ten Steps to Making Effective Presentations
- Reproducible R, Presentation Dos and Don'ts

Prepare an overhead transparency of Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric. You may also wish to make overhead transparencies of Reproducible B, Ten Steps to Making Effective Presentations, and Reproducible R, Presentation Dos and Don'ts.

Book an overhead projector and screen.

### RESOURCES

*Understanding Nationalism*, pp. 196–285

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.UnderstandingNationalism.ca](http://www.UnderstandingNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-1.

### ASSESSMENT AND EVALUATION ACTIVITIES

You will evaluate students' final product using Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric. As students make their presentations and respond to classmates, make notes about what you are seeing and hearing. You may also wish to incorporate peer feedback into your evaluation. Follow up by providing specific feedback to individual students on how they could improve their presentations or participation skills.

## TEACHING AND LEARNING STRATEGIES

**Note:** Students' presentations may take various forms. No matter what form they select, the guidelines for the presentation remain the same. Set a time limit, use the same evaluation criteria, provide time for questions and answers, and follow up by guiding a discussion of the presentation's successes and to offer suggestions for improvement.

1. Display an overhead transparency of Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric. Remind students that you will use this rubric to evaluate their time capsules. Ask students to review the categories and criteria for evaluating each level of achievement. Then ask if they have questions.
2. Review classroom guidelines for showing respect and sensitivity to remind students of appropriate behaviour for participating in the presentations. To help students prepare to make their presentations and to participate actively and respectfully as other students present their time capsules, refer to the section titled "Habits of Mind" (p. 8, *Understanding Nationalism*). In addition, display and discuss overhead transparencies of Reproducible B, Ten Steps to Making Effective Presentations, and Reproducible R, Presentation Dos and Don'ts.
3. With students, review the guidelines for the challenge (pp. 198–199, *Understanding Nationalism*). Tell students that they will have a time limit and appoint a student to keep track of presenters' time. The timekeeper will signal when presenters have two minutes left so that they can begin to wrap up their presentation. Remind students to establish acceptable voice levels and to allow time for questions.
4. If you choose to include peer assessments in your evaluation, assign students a partner and distribute copies of Reproducible 3.9.2, Your Challenge 3 — Checklist for Success. Instruct students to use this reproducible to assess their partner's presentation. You might also distribute copies of Reproducible R, Presentation Dos and Don'ts. Point out that these peer assessments will become part of students' evaluations and will provide insights into how a classmate viewed their time capsule.
 

Review all peer assessments before sharing them with students.
5. Instruct students to begin their presentations.
  - If they are presenting their time capsules one by one, ask the first student to begin.
  - If you have set up presentation centres, assign students to presenting and visiting groups. Explain that as a student is making a presentation, a visiting group will form the audience. When the time is up and the signal to change is given, the visiting groups will rotate to the next display or presentation centre. This process will continue until each visiting group has seen each presentation. This means that presenters will make their presentations a number of times. Then a new round will begin. This process will be repeated until all students have made their presentations.

When all presentations are complete, give students time to assess their partner's presentation if you have chosen to do this.
6. Guide the class through a discussion of the successes and challenges students encountered. Remind students that this is the third of four challenges that they will complete as they progress through the course and that this feedback is designed to help them achieve greater success.

### **DIFFERENTIATING INSTRUCTION**

1. Note each student's selection of presentation format as an indication of the student's preferred learning style. You can use this information to help structure future activities for this student.
2. During the presentations, note the presenter's comfort level with giving the presentation. This information may help you decide how — and how often — to call on this student to respond in class.
3. Students who experience anxiety while presenting may prefer to prepare an audiotape or video recording of their presentation rather than present their time capsule in front of the class.
4. Students' time capsules could be displayed in the classroom, in the school foyer, or on parents' night.