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## INTRODUCING RELATED ISSUE 3

### TO WHAT EXTENT SHOULD INTERNATIONALISM BE PURSUED?

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#### RELATED ISSUE 3 AT A GLANCE

**Related Issue 3** focuses on whether internationalism can benefit nations and nation-states and how it affects foreign policy, world organizations, and attempts to address global issues. This exploration, analysis, and evaluation extends students' understandings of how nations, nationalism, and internationalism are linked and whether — and how — international efforts can provide the means to resolve contemporary issues.

Students' exploration, analysis, and evaluation of internationalism will touch on a variety of issues, including how it affects nations and nationalism; how foreign policy can promote internationalism; how world organizations affect nationalism; and whether international efforts are always the best way to address contemporary global issues such as poverty, hunger, debt, human rights, conflict, the spread of disease, climate change, and access to and control over water.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the related-issue question — To what extent should internationalism be pursued? — and 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. 16–29), but all general and specific outcomes for each related issue are to varying degrees reflected in every chapter of each related issue.
3. Skills and processes are listed in the curriculum congruence chart (pp. 30–59).
4. IQ stands for “inquiry question.”
5. Differentiated instruction strategies are discussed on pages 73 to 77.

<b>Related Issue 3</b> To what extent should internationalism be pursued?		
<b>General Outcome</b> Students will assess impacts of the pursuit of internationalism in contemporary global affairs.		
<b>Chapter 9 — Nations, Nation-States, and Internationalism</b> <b>Chapter Issue — To what extent does involvement in international affairs benefit nations and states?</b>		
Lesson	Lesson Focus	Estimated Time
<b>1</b> Introduction to Related Issue 3 (pp. 204–207)	<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 States (pp. 208–214)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism”  <b>IQ 1: What are some common motives of nations and states?</b> Explore the various motives of nations, states, and individuals	75 minutes
<b>3</b> Failed States GeoReality Focus on Skills (pp. 215–219)	<b>The View from Here</b> Three views on what causes states to fail  <b>GeoReality</b> Botswana and Zimbabwe — Similar Geography, Different Results  <b>Focus on Skills</b> Decision Making and Problem Solving	75 minutes
<b>4</b> How Motives Shape the Responses of Nations and States Understandings of Internationalism (pp. 220–224)	<b>IQ 2: How do the motives of nations and states shape their responses to the world?</b> Explore various ways of responding to world events, as well as the positive and negative consequences of each  <b>Taking Turns</b> Discuss whether isolationism is a valid response to world issues  <b>IQ 3: What are some understandings of internationalism?</b> Explore ways some organizations have interpreted internationalism	75 minutes
<b>5</b> Benefits of Internationalism Think . . . Participate . . . Research . . . Communicate . . . (pp. 225–229)	<b>Making a Difference</b> Clara Hughes — Supporting Children’s Right to Play  <b>IQ 4: How does internationalism benefit nations and states?</b> Explore how internationalism benefits nations and nation-states  <b>Think . . . Participate . . . Research . . . Communicate . . .</b>  <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

Chapter 10 — Foreign Policy and Internationalism		
Chapter Issue — To what extent can foreign policy promote internationalism?		
Lesson	Lesson Focus	Estimated Time
<b>6</b> Introduction to Chapter 10 Foreign Policy (pp. 230–235)	<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 the various factors that influence the development of foreign policy.  <b>The View from Here</b> Three views on the impact of the public on Canada’s foreign policy	75 minutes
<b>7</b> How Peace Can Promote Internationalism (pp. 236–238)	<b>IQ 2: How can states promote internationalism through foreign policy?</b> Explore how promoting peace and peacekeeping can promote internationalism	75 minutes
<b>8</b> How International Laws and Foreign Aid Can Promote Internationalism  Focus on Skills (pp. 239–244)	<b>IQ 2: How can states promote internationalism through foreign policy? (continued)</b> Explore how international law and agreements and foreign aid can promote internationalism  <b>Focus on Skills</b> Persuading, Compromising, and Negotiating to Resolve Conflicts and Differences  <b>Making a Difference</b> Jenna Hoyt — The Power of One	75 minutes
<b>9</b> Canadian Foreign Policy, National Interest, and Internationalism  Impact Think . . . Participate . . . Research . . . Communicate . . . (pp. 245–251)	<b>IQ 3: How does Canadian foreign policy try to balance national interest and internationalism?</b> Explore the process 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>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

<b>Chapter 11 — Internationalism and Nationalism</b> <b>Chapter Issue — To what extent do efforts to promote internationalism through world organizations 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. 252–256)	<b>Chapter Opener</b> Introduce chapter issue, key terms, and “My Journal on Nationalism” <b>IQ 1: How have changing world conditions promoted the need for internationalism?</b> Explore the relationships between changing world conditions and internationalism	75 minutes
<b>11</b> Impact of the United Nations on Nationalism Spinbuster (pp. 257–261)	<b>IQ 2: How have the United Nations’ changing international responses affected nationalism?</b> Explore how the United Nations has affected nationalism <b>Spinbuster</b> Analyzing Spin in Official Documents	75 minutes
<b>12</b> Focus on Skills Impact of International Organizations on Nationalism (pp. 262–268)	<b>Focus on Skills</b> Using Debate to Persuasively Express Informed Views <b>IQ 3: How do the responses of various international organizations affect nationalism?</b> Explore how economic and cultural and language-based organizations affect nationalism	75 minutes
<b>13</b> Impact of International Organizations on Nationalism (continued) Think . . . Participate . . . Research . . . Communicate . . . (pp. 267–271)	<b>IQ 3: How do the responses of various international organizations affect nationalism? (continued)</b> Explore how security organizations and sovereignty affect nationalism <b>Making a Difference</b> Mary Simon — A Life Devoted to Activism <b>Taking Turns</b> Discuss how much sovereignty Canada should be willing to give up to pursue internationalism <b>The View from Here</b> Three views on whether pursuing internationalism is appropriate in today’s globalized world <b>Think . . . Participate . . . Research . . . Communicate . . .</b> <b>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	75 minutes

<b>Chapter 12 — Internationalism and Global Issues</b> <b>Chapter Issue — To what extent can internationalism effectively 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. 272–277)	<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> Internationalism and Contemporary Global Issues (pp. 278–285)	<b>IQ 2: How has internationalism been used to address contemporary global issues?</b> Explore 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>16</b> Focus on Skills (pp. 286–287)	<b>Focus on Skills</b> Communicating Effectively to Express a Point of View	75 minutes
<b>17</b> Effectiveness of Internationalism  Think . . . Participate . . . Research . . . Communicate . . . (pp. 288–293)	<b>IQ 3: Is internationalism always the most effective way of 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>Think about Your Challenge</b> Prepare to complete the challenge for this related issue	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:** To what extent should internationalism be pursued?

This lesson introduces Related Issue 3 and its challenge: participate in an international summit convened to respond to the international water crisis. Students will also examine how they make decisions and whether the same factors motivate nations and nation-states.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible 3.9.1, Decision Making and Motives
- Reproducible 3.9.2. Your Challenge 3 — Checklist for Success
- Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric
- Reproducible 3.9.4, Summit Stakeholders and Goals

### RESOURCES

*Exploring Nationalism*, pages 204–207

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.cbc.ca/news/background/aboriginals/kashechewan.html](http://www.cbc.ca/news/background/aboriginals/kashechewan.html)

An in-depth report on the evacuation of a Cree community from their reserve at Kashechewan, in northern Ontario, because of high levels of E. coli in the drinking water.

[http://news.bbc.co.uk/1/hi/english/static/in\\_depth/world/2000/world\\_water\\_crisis/default.stm](http://news.bbc.co.uk/1/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 students to some of the world's water flashpoints.

[www.worldwatercouncil.org/index.php?id=25](http://www.worldwatercouncil.org/index.php?id=25)

The web site of the World Water Council offers facts and figures about water and outlines many of the factors contributing to the world's water crisis.

### ASSESSMENT AND EVALUATION ACTIVITIES

This lesson introduces students to the third of the challenges that frame each related issue. Continue monitoring students to identify their learning abilities and preferences.

### PRIOR LEARNING

This lesson builds on students' understanding of nationalism and their current knowledge of internationalism.

## TEACHING AND LEARNING STRATEGIES

1. Distribute Reproducible 3.9.1, Decision Making and Motives, and ask students to record two or three of their recent decisions in the boxes. Examples might include a decision to go to a party on the previous weekend, to take an extra shift at work, or to skip a family outing to finish a school assignment. Then direct students to consider and record the motives behind each decision. A student may have decided, for example, to go to the party because someone the student wanted to spend time with was going to be there. The student may also have been motivated by a desire to meet new people or to get out of the house for a while. Or the student may have attended the party because she or he was mad at a parent and wanted to assert independence.

When students have recorded the motives behind each decision, instruct them to indicate whether each motive was positive or negative by writing a P or an N beside each. Then ask them to record the outcome of their decisions, as well as consequences that may have resulted. For example, the outcome of going to the party may have been that they had a good time — but they may have been grounded for going out without permission.

Instruct students to review their decision-making notes and consider whether their decisions were mostly motivated positively or negatively. Did the outcomes of their decisions vary depending on whether the decision was positively or negatively motivated? Can these personal examples be applied to the motives and actions of countries?

2. Conclude this activity by asking students to read “The Big Picture” on page 205 of *Exploring Nationalism* and to revise the notes they made on the reproducible based on this new information. Ask students what they have learned about the role of motives in decision making. Will it change how they make decisions in the future? Will it help them evaluate the decisions of others? Of countries?

You may wish to follow up by asking questions like the following:

- What is the main idea of the section titled “The Big Picture”?
- Why are the relationships between countries complex and dynamic?
- What are some of the reasons why individuals, groups, and countries participate in international organizations?
- How does a country’s foreign policy affect its citizens both directly and indirectly?
- How might changing world conditions and globalization have affected international participation on an individual, regional, and national level?
- How have relationships among individuals, groups, and countries shifted as the result of globalization?

3. Encourage students to predict what they will explore in the four chapters of Related Issue 3 by asking questions like the following:

- Which of the issue and inquiry questions on page 204 of *Exploring Nationalism* do you find the most interesting?
- Which questions are you able to respond to at this early stage?
- Which topics do you already know something about?
- Which questions do you think will be the most challenging?

4. Draw students’ attention to the box titled “Your Challenge” at the top of page 206 of *Exploring Nationalism*. Explain that this box outlines the challenge they will be expected to complete at the end of this related issue. Ask students what they already know about the international water crisis and discuss their responses as a class.

5. With students, read aloud the section titled “Some Background Information” and the box titled “Water by the Numbers” (p. 206, *Exploring Nationalism*). Ask students whether — and how — this information has furthered their understanding of the issue to be explored in the challenge. Then ask them what else they will need to know before they can begin. Record their suggestions on a sheet of chart paper and post it in the classroom as a reminder.
6. Distribute copies of Reproducible 3.9.2, Your Challenge 3 — Checklist for Success. Point out that this checklist can form the basis of students’ criteria for selecting what to include in their presentation at the summit. Remind them that information in the prologue (p. 6) will also help them formulate criteria for this challenge. Discuss with students how they can use the checklist to help them meet the goals of this challenge. They may suggest using the checklist to make sure they are making good progress and include all the elements required.
7. With students, read aloud the steps in “Preparing for and Participating in the Summit” (p. 207, *Exploring Nationalism*). Ask students to share their initial thoughts about the challenge. What do they think will be the most interesting aspects of the challenge? What will be the most difficult? On the chart paper you posted in Step 5, record the aspects they feel will be the most difficult and make sure you address their points of concern each time you spend class time working on this challenge.
8. Distribute copies of Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric. Explain that the assessment rubric lets students know — ahead of time — how you will evaluate their presentations. With students, examine the criteria included in the rubric to ensure that they understand the meaning of each item.
9. Divide the class into the groups they will work with for this challenge. Distribute Reproducible 3.9.4, Summit Stakeholders and Goals, and instruct the groups to begin to work on Step 1 of the challenge by examining the first two columns of the chart and choosing — or assigning — which stakeholder each student will represent at the group’s summit.
10. When the groups finish Step 1, you may wish to ask each student to tell the class which stakeholder he or she will represent at the summit. You may also wish to ask how — and why — these decisions were made.

Instruct students to store Reproducible 3.9.4, Summit Stakeholders and Goals, where they will be able to find it again.

#### **DIFFERENTIATING INSTRUCTION**

1. Students who have trouble learning on their own can be paired with independent learners to help them complete the reproducible on decision making and motives.
2. For students who are uncomfortable with making a verbal presentation, offer the option of making an audio recording of their presentation to play during the summit. Others may be more comfortable with a form of telephone or video conferencing, if you have the equipment available.
3. As students progress through the chapters in this related issue, discuss their comfort level with the suggested challenge. If students are uncomfortable with the stakeholder they have chosen or been assigned to represent at the summit, encourage the student to select a stakeholder not included in Reproducible 3.9.4, Summit Stakeholders and Goals.



## LESSON 2

### INTRODUCTION TO CHAPTER 9

#### MOTIVES OF NATIONS AND STATES

**Chapter-issue question:** To what extent does involvement in international affairs benefit nations and states?

**Inquiry question:** What are some common motives of nations and states?

In this lesson, students will begin to explore the needs and motives of nations and nation-states. They will also continue to examine how similar or dissimilar these needs and motives can be to the needs and motives of individuals.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.9.5, Common Needs and Motives
- Reproducible 3.9.6, Comparing the Needs and Motives of Developed and Developing Countries

Create an overhead transparency or presentation slide of Figure 9-1 (p. 208, *Exploring Nationalism*) and Figure 9-3 (p. 210).

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

Write each of the following questions at the top of a sheet of chart paper:

- In what ways do nation-states need and want economic stability?
- In what ways do nation-states need and want peace and security?
- In what ways do nation-states need and want self-determination?
- In what ways do nation-states need and want to perform humanitarian acts?

You may also choose to add a definition of “self-determination,” or any other term you think the students will be unfamiliar with.

Post each sheet in a different area of the classroom.

Collect four different-coloured markers.

#### RESOURCES

*Exploring Nationalism*, pages 208–214

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.library.ubc.ca/archives/u\\_arch/armed1.html](http://www.library.ubc.ca/archives/u_arch/armed1.html)

The University of British Columbia maintains this archive of interviews with members of the Canadian Forces. A recurring topic is what motivates a person to join.

[www.ppu.org.uk/learn/infodocs/cos/st\\_co\\_eurohistory.html](http://www.ppu.org.uk/learn/infodocs/cos/st_co_eurohistory.html)

A history of conscientious objection in Europe, produced by the British pacifist organization Peace Pledge Union.

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

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

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

A brief overview of ongoing research on Maslow's experience with the Blackfoot peoples in the 1930s and its influence on the development of his theories. This research is being conducted primarily at Alberta's Red Crow Community College.

### 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

This lesson builds on students' understandings of internationalism.

### TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Figure 9-1 (p. 208, *Exploring 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 in this photograph? Does the photograph give rise to ideas? Emotions? What are they?
2. Read aloud the introductory paragraphs on page 209 of *Exploring Nationalism* or ask volunteers to do so. With the class, discuss the differences between the quotations from Galen Rowell and Archibald MacLeish. Then ask students which quotation they think is more accurate — and why.  
Ask students to select a partner — or assign partners — and ask them to work together to read and respond to the questions about the opening photograph on page 209. 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 this activity has taught them about the relationship between nations, nation-states, and internationalism. They will likely suggest that nations and nation-states do not exist in isolation; therefore, all nations and countries are in some ways international.
3. Draw students' attention to the key terms on page 209 of *Exploring Nationalism* and remind them that they will find the definitions for these terms in the chapter.  
Ask students to review the questions in "Looking Ahead" and to respond to each by recording two or three points in their notebooks. 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.

Give students a few minutes to make a new entry in their journal in response to the question in “My Journal on Nationalism” (p. 209). Circulate to make sure that students are keeping up with their journal entries.

4. Instruct students to read page 210 of *Exploring Nationalism*, including the margin features and the photo caption. Then ask students to respond to the activity icon and the caption for Figure 9-3. When they respond to the activity icon, make sure that they respond about their present needs and wants, as well as what their needs and wants may be in five years.
5. Display an overhead transparency or presentation slide of Figure 9-3 (p. 210) and guide the class through a brief discussion about what might motivate someone to join the armed forces.
6. Divide the class into four groups for a graffiti activity (see p. XX). Give each group a different-coloured marker and draw students’ attention to the questions you posted earlier. Assign each group to one of the questions and give them three minutes to brainstorm and record 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 question, taking their coloured marker with them.

At the next station, group members should read the question and the responses that have already been posted, then record alternative responses. As the groups progress through the questions, it may become more difficult to think of alternatives. When this happens, tell the groups to record questions about the responses that have been recorded and to write their names beside the questions.

When the groups have rotated through all four stations, discuss with the class the responses and questions posted on the sheets.

Conclude this section of the lesson by asking which of the four needs and motives or wants is most important to countries — and why.

7. Distribute Reproducible 3.9.5, Common Needs and Motives, and ask students to fill in the second and third columns as they read pages 211 through 214 of *Exploring Nationalism*.

**Note:** Students will be asked to fill in the final column when they complete “Reflect and Respond” at the end of this section of the chapter. You may choose to have them complete it now, if you prefer.

To conclude this part of the lesson, ask students to reflect on the information in the organizer. Can any nation-state truly meet all the needs and wants of all its citizens? You may choose to ask volunteers to share their responses with the class.

8. Divide the class into small groups and ask them to respond to the activity icons on pages 211 through 214 of *Exploring Nationalism*. When they finish, ask at least two different groups to share their responses to each icon. Then ask the class to compare the groups’ responses.
9. Direct students’ attention to “Reflect and Respond” on page 214 of *Exploring Nationalism* and distribute Reproducible 3.9.6, Comparing the Needs and Motives of Developed and Developing Countries, to help them complete the first two questions.

Students may suggest that the needs of both types of countries are similar because all human beings have the same basic needs. The need for economic stability, peace and security, and acts of humanitarianism may be more urgent for developing countries, and countries that have largely achieved economic stability and peace and security may be more inclined

toward humanitarianism than developing nations can afford to be. As developing countries become more economically stable and their peace is secured, it is reasonable to assume that humanitarianism would become a greater motive in those countries as well.

10. If you have not already asked students to do so, instruct them to fill in the final column of Reproducible 3.9.5, *Common Needs and Motives*. This will allow them to compare the needs and motives of states with those of individuals and complete the last question in “Reflect and Respond” (p. 214, *Exploring Nationalism*). Conclude the lesson with a brief discussion of how nations and states are human entities.

#### **DIFFERENTIATING INSTRUCTION**

1. Assign one or two students to update the concept wall. They can post the key words and concepts from this section of the chapter, along with definitions and other materials.
2. Some students may be most comfortable analyzing the photographs on pages 211 through 214. Each photograph has a question in the caption that will help the students think about the different needs and motives of nation-states. You may wish to ask students to work with a partner to complete this activity.
3. Interested students could compare the motives of those who choose to join the armed forces with those of conscientious objectors. Web sites to get them started are listed in “Additional Resources.”
4. Encourage interested students to conduct further research on Abraham Maslow’s involvement with the Blackfoot Nation and its effect on his theories. The web site listed in “Additional Resources” is one place they could start, or they could contact some of the main researchers in this field at Red Crow Community College in Cardston, Alberta, and ask to interview one of them. These students could prepare a display of their findings to post in the classroom or play an audiotape of the interview for the class.

## LESSON 3

### FAILED STATES

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

#### FOCUS ON SKILLS: DECISION MAKING AND PROBLEM SOLVING

**Chapter-issue question:** To what extent does involvement in international affairs benefit nations and states?

**Inquiry question:** What are some common motives of nations and states? (continued)

In this lesson, students will examine three points of view on failed states. They will continue to explore why some states fail in the GeoReality and skill focus features.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible 3.9.7, Evaluating Brainstorming Alternatives

Prepare an overhead transparency or presentation slide of Figure 9-11 (p. 217, *Exploring Nationalism*).

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

### RESOURCES

*Exploring Nationalism*, pages 215–219

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[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 to the challenges facing this nation.

[www.newzimbabwe.com/pages/sanctions36.13187.html](http://www.newzimbabwe.com/pages/sanctions36.13187.html)

An article titled “Zimbabwe Sanctions: Are They Political or Economic?” explores factors contributing to that country’s economic and political crisis.

### 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 3.9.7, Evaluating Brainstorming Alternatives
- participating in class discussions and activities

**PRIOR LEARNING**

This lesson builds on students' understandings of what motivates nations and nation-states.

**TEACHING AND LEARNING STRATEGIES**

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

Ask students what they think this statement means. They may suggest, for example, that a failed state may not be 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. Students may not have much prior knowledge, but they may suggest that states fail because of corrupt governments, poverty, or war.

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 to the questions in “Explorations” on page 215 of *Exploring Nationalism*. Ask a number of students to share their responses with the class.

Although students' answers will vary, in response to Question 1, they may say that Robert Rotberg believes state failure is manmade. He mentions leadership errors, in particular. Erin Simpson believes that rich countries play a role in why some states fail, both in originating and responding to problems. Jean-Pierre Lindiro Kabirigi believes that the co-operation of elites within countries such as the Democratic Republic of Congo has contributed to the looting and subsequent failure of these states.

In responding to Question 2, be sure that students include the criteria they used to make their judgments on which opinion they find most persuasive.

In response to Question 3, students may say that

- Rotberg's comments show the link between the motivations of a nation's leaders and their own economic security.
- Simpson's comments show the link between the motivations of rich countries and their sense of responsibility for what happens elsewhere, as well as the need for peace and security.
- Lindiro Kabirigi's comments show the link between the motivation of a nation's elites and their own economic security and the lack of peace and security that can result for their nations.

3. Display an overhead transparency or presentation slide of Figure 9-11 (p. 217, *Exploring Nationalism*). With the class, read the caption aloud and ask students to respond to the photo. How do they think the people in line would be feeling? What might these people be worried about? How would students feel if they had to face such a situation in Canada?

Explain that Zimbabwe is considered to be a failed state. Then divide the class into groups of six and instruct the groups to work together to read “GeoReality: Botswana and Zimbabwe — Similar Geography, Different Results” (pp. 216–217, *Exploring Nationalism*).

4. When the groups finish reading, assign two students in each group to respond to Question 1, two students to respond to Question 2, and two students to respond to Question 3 of “Explorations” (p. 217, *Exploring Nationalism*). Instruct students to make precise, detailed notes of their responses.

When students finish making notes on the question they have been assigned, instruct them to discuss their responses with their group. Remind students to speak slowly and clearly and to allow time for group members to record the points in their notebooks. The groups will repeat this procedure until all group members have discussed and recorded responses for all three questions. Time permitting, you may wish to follow up by asking volunteers to read their responses and leading the class through a discussion.

5. Introduce “Focus on Skills: Decision Making and Problem Solving” (pp. 218–219, *Exploring Nationalism*) by reminding students of the exercise they performed in Step 1 of Lesson 1 and asking them what decisions they have made in the past few days. Were most of those decisions fairly simple to make? For more difficult decisions, how did they decide what to do? Did they brainstorm alternatives? Have they ever done so? If so, how effective was this technique?

Ask a volunteer to read the introduction to the skill focus. Ask students if they feel the problems facing Zimbabwe will have to be addressed by the Zimbabwean people, the government, the international community, or some combination of these. Ask students how developing a plan of action can be an important way to tackle a problem. Ask students to share their initial thoughts on the best way to help Zimbabwe improve the daily lives of its citizens.

6. Distribute Reproducible 3.9.7, *Evaluating Brainstorming Alternatives*. Organize the class into heterogeneous small groups and instruct the groups to work through the steps of the skill focus. Point out that the groups will be sharing their plan with the class and that they will have to explain the criteria that helped them judge the most effective solution. In addition to the leader and recorder called for in Step 3 of the skill focus, remind the groups that they will have to select a reporter, as instructed in Step 5 of the activity. Circulate to provide guidance and help where required.

When the groups finish, ask the reporters to present their group’s idea and explain their criteria to the class. Guide the class through a question-and-answer discussion.

7. You may wish to remind students of the challenge for this related issue — participating in a summit on the world water crisis — and ask them whether this section of the chapter presented new ideas or difficult aspects to add to the chart-paper notes that you posted (see Steps 5 and 7, Lesson 1). You may wish to briefly discuss these new notes with the class.

#### **DIFFERENTIATING INSTRUCTION**

1. Visual learners may prefer to make drawings or write their responses to the questions assigned in Step 4 on chart paper, rather than respond verbally in their group.
2. Be sure that the pairs and groups in this lesson are well-balanced — or work with some students yourself to complete the activities.
3. Encourage interested students to select a country listed in the Failed States Index (see “Additional Resources”) and conduct further research on it. You may also wish to assign a few students to conduct further research on what makes states successful as a point of comparison. Students could create a collage of their findings and post it in the classroom.
4. You may choose to ask a couple of students to conduct research on the latest developments in Zimbabwe. They can then lead a brief class discussion.

## LESSON 4

### HOW MOTIVES SHAPE THE RESPONSES OF NATIONS AND STATES UNDERSTANDINGS OF INTERNATIONALISM

**Chapter-issue question:** To what extent does involvement in international affairs benefit nations and states?

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

What are some understandings of internationalism?

In this lesson, students will explore how the motives of nations and nation-states shape their responses to world events, as well as positive and negative consequences of different responses. They will conduct a brief summit on unilateral disarmament and explore some understandings of internationalism.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.9.8, Positive and Negative Consequences of Responses to World Events

Book time in a computer lab or the library to give students time to explore the resources and interactive games on the United Nations' Cyberschoolbus web site (optional).

#### RESOURCES

*Exploring Nationalism*, pages 220–224

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

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

The web site of the Arctic Council contains information about the animals, mammals, and birds that live in the Arctic, as well as 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/site/PageServer](http://www.righttoplay.com/site/PageServer)

The web site of Right to Play highlights the athletes involved with the organization and the NGO's current projects 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 3.9.8, Positive and Negative Consequences of Responses to World Events
- participating in class discussions and activities

## PRIOR LEARNING

Students will build on their understanding of internationalism.

## TEACHING AND LEARNING STRATEGIES

1. Distribute Reproducible 3.9.8, Positive and Negative Consequences of Responses to World Events, and instruct students to fill in Columns 2, 3, and 4 as they read pages 220 and 222 of *Exploring Nationalism*. Tell students they do not have to read “Taking Turns” (p. 221) at this time.

When students finish, divide the class into small groups and ask students to work as a group to fill in Column 5 by ranking on a scale of 1 to 5 (1= worst choice; 5 = best choice) the various ways nations can respond to world events. The groups should be prepared to share their rankings and the criteria they used to make their determination. Which do they think is the best way to respond — and why?

Groups' answers will vary, but they may suggest that responses depend on the nature of individual events and that there is not necessarily a best or right choice in all cases.

### Vocabulary Tip

You may wish to clarify the meaning of some of the terms that are used in this section of the chapter.

- The prefix “-uni” indicates action taken by one party.
- The prefix “-bi” indicates action taken by two parties.
- The prefix “-multi” indicates action taken by many — or at least several — parties.
- The prefix “-supra” indicates action that is above or beyond individual parties.

2. Write the following “Up for Discussion” question on the chalkboard: As the world becomes more globalized, are countries likely to choose isolationism more or less often? (p. 220, *Exploring Nationalism*).

To help students respond to this question, ask them to read “Taking Turns” on page 221. When they finish considering the points of view and their own responses to the question in the feature — Is isolationism a valid response to world issues? — instruct them to prepare a written response to the “Up for Discussion” question you recorded on the chalkboard.

When they 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 read aloud their response and guide the class through a discussion.

3. Tell students that they will participate in a mini-summit in response to “Reflect and Respond” on page 222 of *Exploring Nationalism*. Give students time to prepare a written response to the question and a list of the pros and cons of unilateral disarmament. Then ask them to

brainstorm effects on Canadian sovereignty, foreign policy, and finances and to choose a stakeholder who would be affected.

Ask volunteers to explain their stakeholder's position and interests. Record their responses on the chalkboard or a sheet of chart paper to get a sense of the range of students' ideas and orientations.

Then divide the class into groups and ask them to conduct a brief panel discussion among the stakeholders they have chosen to represent.

At the conclusion of the panel discussions, ask each group to appoint a spokesperson to summarize the group's discussion and findings. Then ask whether they would need more information to respond to the issues more fully. If so, where would they go to find it? At this point, you may wish to remind students of the challenge for this related issue and ask what this exercise taught them about how to prepare for it.

4. Introduce students to the concept of internationalism by reading aloud the first three paragraphs on page 223 of *Exploring Nationalism* or asking volunteers to do so. Ask students how they would define the term "internationalism" and record their suggestions. Then ask them why some people believe it is important to embrace internationalism. Students may say that the power of nation-states to deal with international issues has declined. To succeed, all countries must now think and act globally.

Conclude this part of the lesson by asking students to respond to the activity icon at the end of this section of the chapter. They will likely say that Socrates defined himself as a citizen of the world rather than of his city or nation-state.

5. Ask students to read the sections titled "The World Health Organization" (p. 223, *Exploring Nationalism*), "Right to Play" (p. 224, *Exploring Nationalism*), and "The Arctic Council" (p. 224, *Exploring Nationalism*). Tell them to make point-form notes, as they read, about how these three organizations take an internationalist approach to world issues.
6. Direct students' attention to Brock Chisholm's comments in "FYI" on page 223 of *Exploring Nationalism*. Ask students to identify the main arguments he presents. Students may say that by teaching children to care for and respect the rights of others, they become good global citizens and this contributes to peace. Ask students whether — and how — they believe the World Health Organization addresses these concerns. Right to Play? The Arctic Council?
7. Instruct students to use the notes they made in Step 5 and the responses in Step 6 to complete the activity in "Reflect and Respond" on page 224 of *Exploring Nationalism*. Ask a selection of students to share their list of five issues, their rankings, and the reasons for their rankings. Although students' responses will vary, many may suggest human health, eradicating diseases, human rights, conflict, the removal of landmines, and protecting the environment as issues that require international co-operation to resolve.

#### **DIFFERENTIATING INSTRUCTION**

1. Assign one or two students to update the concept wall.
2. Some students may not feel comfortable participating directly in the panel discussions. They could work with you to prepare a stakeholder's position or be assigned to keep track of the points and positions presented by other group members to help the group formulate its summary.

3. You may wish to book time on a computer or in the library 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.
4. Interested students may want to explore some of the current issues affecting the Arctic. They could visit the web site of the Arctic Council (see "Additional Resources") and other educational sites and prepare a brief report to present to the class.

## LESSON 5

### BENEFITS OF INTERNATIONALISM

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

**Chapter-issue question:** To what extent does involvement in international affairs benefit nations and states?

**Inquiry question:** How does internationalism benefit nations and states?

Students will explore the benefits of internationalism. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Collect sheets of chart paper and markers.

### RESOURCES

*Exploring Nationalism*, pages 225–229

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.clara-hughes.com](http://www.clara-hughes.com)

Clara Hughes's web site.

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

The World Bank's web site.

[www.imf.org/external/index.htm](http://www.imf.org/external/index.htm)

The International Monetary Fund's web site.

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

A UN site with background and links to the Declaration of 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 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 understanding 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 should be enjoyed by all children? When students have settled, remind them of the notes and responses they made on this issue in the previous lesson. Then ask if their position would change if they lived in a country or region that did not have safe places to play.
2. Ask students to read “Making a Difference” and to respond to the questions in “Explorations” on page 225 of *Exploring Nationalism*. In response to Question 1, students 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 2, students may suggest that organizations like Right to Play benefit individuals and countries by raising public awareness about international issues and by bringing resources such as money, equipment, and supplies to regions that would normally not have access to such resources.
3. Divide the class into small groups and distribute chart paper and markers to each group. Ask the groups to choose one member to act as the group’s recorder. Then tell the groups to work together to answer these questions on their sheet of chart paper:
  - Define the term “internationalism.”
  - How can internationalism benefit nations and nation-states?
  - How can internationalism harm nations and nation-states?
  - Where does the responsibility for world poverty lie? For failed states?
4. When the groups finish, ask them to read pages 226 and 227 of *Exploring Nationalism* and to revise and update their chart-paper notes if they wish. Remind them to consider carefully the photographs, captions, and margin features for additional information.

Then ask the groups to work together to write a brief statement that draws a conclusion about whether the benefits of internationalism outweigh the disadvantages they may have discovered.
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 in the opening spread (p. 208, *Exploring Nationalism*)? Ask students to select the three photographs they feel are the most powerful and to record the criteria they considered in their selection. Ask a variety of students to share their choices and criteria and guide the class through a discussion of these.
6. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 228–229, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout the textbook, 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. Draw students’ attention to “Think about Your Challenge” on page 229 of *Exploring Nationalism*. Remind students of the challenge that they are preparing — an international summit convened to respond to the international water crisis — and ask students to locate their copies of Reproducible 3.9.4, Summit Stakeholders and Goals. At this point, students should have decided which of the stakeholders they will represent. Instruct students to use the third column of the reproducible to begin developing their inquiry questions. You may

also wish to direct them to “Practise Identifying and Asking Issue Questions” (p. 7, *Exploring Nationalism*) and “Step 3: Develop inquiry questions” (p. 10) for help in developing questions. They can then start to conduct the research that will help them present their stakeholder’s case.

#### **DIFFERENTIATING INSTRUCTION**

1. Visual learners may prefer to make a drawing or cartoon of their conclusions in Step 4.
2. Encourage interested students to find out more about Clara Hughes or another athlete who is working with Right to Play. They could create a collage of their findings and post it on the bulletin board.
3. The question of responsibility for world poverty and failed states can cover an enormous amount of ground. It can also be contentious. If some students wish to conduct further research, be sure they are fair, evenhanded, and respectful in what they choose to report to the class.
4. Modify the end-of-chapter activities to accommodate students’ strengths and interests. The current events activity in Question 5, for example, could become a collage or another visual format.

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

(pp. 228–229, *Exploring 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. Students’ answers will vary, but they may, for example, suggest that
  - a) Poet Archibald MacLeish’s statement that people are “riders on the earth together” suggests that internationalism benefits nations and states because all humans share the same planet.
  - b) Abraham Maslow’s hierarchy of needs suggests that all human beings have the same basic needs and wants. Our shared humanity supports the need for internationalism.
  - c) The statement by Elders of the Carcross Tagish First Nation suggests that since humans are part of the earth and water they need to survive, they all have a stake in ensuring that these resources are protected.
  - d) Jean-Pierre Lindiro Kabirigi’s statement that the Democratic Republic of Congo needs “patriotism of the elites” reflects the internationalist principle that we are all global citizens and have a stake in the world community.

- e) John Donne's statement suggests that all people are mortal and therefore united by their common fate.
- f) Socrates's statement reflects the principles of internationalism because it stresses that our identity is linked more to global citizenship than it is to a region or nation-state.
- g) Kofi Annan's statement emphasizes the global connectedness of all human beings.
2. Students' responses will vary, but each group should be able to communicate the complex issues that underlie the question, the decision, and the criteria the group members used to arrive at their decision. Issues that underlie the question include
- whether financial resources are the best way to support the Kayapo
  - whether the international community has any legal jurisdiction in this dispute
  - whether it is important to continue to protect this land, and if so, what is the best way to accomplish this goal
3. Although students' answers will vary, they may suggest points like the following:
- Pros**
- Governments cannot possibly look after the needs of all people in a timely fashion, while NGOs can target their efforts more effectively.
  - Government bureaucracy or corruption can hinder the delivery of humanitarian aid.
  - In countries with corrupt governments, citizens may be more willing to trust NGOs to deliver aid effectively.
- Cons**
- The work of NGOs has no lasting effect on people in developing countries.
  - The work of NGOs actually lets governments off the hook when it comes to meeting their responsibilities to their citizens.
  - The work of NGOs can lead to the impression that a situation is improving — which can mask the reality that no significant change is occurring.
4. Students may make the following points when demonstrating the link between Patrice Lumumba's statement and the effectiveness of nation-states:
- Economic stability improves the standard of living and helps provide both independence and dignity to all citizens of a nation-state.
  - Peace and security provides citizens with independence, freedom, and justice.
  - Self-determination means that people are in control of their own lives — and free.
  - Humanitarianism helps people feel like citizens of the world who are contributing to the welfare and freedom of others and thus restoring the balance of justice and dignity.
5. Before assigning this activity, you may choose to allot time in class for students to review the various responses to world events explored on pages 220 through 222 in *Exploring Nationalism*. You may also want to schedule time at some point in the future for students to share their results with the class.

## LESSON 6

### INTRODUCTION TO CHAPTER 10

#### FOREIGN POLICY

**Chapter-issue question:** To what extent can foreign policy promote internationalism?

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

In this lesson, students will explore some of the factors that affect the development of foreign policy and how these factors have an effect on their lives.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.10.1, How Canada's Foreign Policy Decisions Affect My Life

Create an overhead transparency or presentation slide of Figure 10-1 (p. 230, *Exploring Nationalism*) and Figure 10-3 (p. 233).

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

#### RESOURCES

*Exploring Nationalism*, pages 230–235

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.atkearney.com/main.taf?p=5,4,1,127](http://www.atkearney.com/main.taf?p=5,4,1,127)

Global management consulting firm A.T. Kearney provides a Globalization Index that assesses the extent to which the world's most populated nations are becoming more — or less — globally connected.

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

This CBC story 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://geo.international.gc.ca/cip-pic/about/policy\\_positions-en.aspx](http://geo.international.gc.ca/cip-pic/about/policy_positions-en.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 reproducible 3.10.1, How Canada's Foreign Policy Decisions Affect My Life
- participating in class discussions and activities



**PRIOR LEARNING**

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

**TEACHING AND LEARNING STRATEGIES**

1. Begin your exploration of foreign policy and internationalism by displaying an overhead transparency or presentation slide of Figure 10-1 (p. 230, *Exploring Nationalism*). With students, read the caption aloud, as well as the introductory paragraph on page 231. Discuss with students whether they believe that peacekeeping is part of Canadian identity. Is Canada's contribution to peacekeeping missions an aspect of Canada's foreign policy that is worthy of a monument? Do students think the monument might offend some Canadians? Some tourists? If so, how might it offend? Does it matter if it offends anyone? Why or why not?

**More to the Story**

During the night of April 3, 2008, the Canadian peacekeeping monument in Ottawa was defaced with graffiti, apparently in protest over the Canadian Forces mission in Afghanistan. The graffiti contained the anarchist symbol and the words "dead Afghan civilians" and "no more" and was sprayed-painted in black on the pale stone wall that makes up the lower part of the monument.

2. Organize responding to the questions on page 231 of *Exploring Nationalism* as a think-pair-share activity (see p. 78). Instruct students to read the questions about the peacekeeping monument, pausing after each to consider the question and jot a sentence or two in response. Tell them to discuss their responses with a partner and to revise their responses if they wish. Ask volunteers to share a response to each question and discuss the responses with the class.

Then ask students to jot notes in response to the IQs in "Looking Ahead." You may want to ask students to brainstorm a list of definitions of "foreign policy" and "internationalism" and write them on the chalkboard or a sheet of chart paper to help them make notes. Again, instruct the pairs to compare their responses and discuss these with the class.

**Vocabulary Tip**

"Foreign policy" refers to decisions that a country makes about how to deal with other countries. "Internationalism" refers to the relationships among nations and often reflects a belief that members of the global community accept collective responsibility for the challenges that face the world.

3. Ask students to take out their journal on nationalism. Display the overhead transparency or presentation slide of Figure 10-1 (p. 230, *Exploring Nationalism*) again. Give students time to reconsider the photograph and to update their journal. You may want to take this opportunity to circulate and try to determine whether some students are falling behind in their entries and need help.
4. Read aloud the section titled "How Do Countries Set Foreign Policy?" as far as the heading "Influences on Foreign Policy Decisions" (p. 232, *Exploring Nationalism*). Then break students 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: 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 food group, for example, might record the foods most commonly eaten by group members. The group could then try to determine where the food comes from. If they believe 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 factor to be in their lives, such as 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 food group, for example, may conclude that Canada's foreign policy includes trade agreements with the United States, Mexico, China, Chile, etc., and that this makes more choices available all year round.

When the groups finish, ask them to appoint a spokesperson to share their work with the class. You may wish to use the chalkboard or a sheet of chart paper to jot points from the groups' charts or concluding statements and instruct students to record the points in their notebooks.

5. To introduce influences on foreign policy decisions, ask students which form of government might find it harder to set foreign policy — a democracy or a dictatorship. Why? As they voice their opinions, guide them to understand that a dictatorship does not have to consult with and appease the interests and will of the people, while a democratic government does.

Ask students to work with a partner to read the sections titled "Influences on Foreign Policy Decisions" (pp. 232–233, *Exploring Nationalism*). Then display an overhead transparency or presentation slide of Figure 10-3 (p. 233). Ask students to examine the graphic closely and clarify any terms that are unfamiliar. Then instruct students to work with their partner to respond to the questions in the activity icon on page 232. Tell the pairs to develop criteria to help them determine which groups have the greatest influence. When they finish, ask the pairs to compare their responses with those of at least one other pair and to revise their work if they wish.

6. Instruct students to work with their partner to read the section titled "Foreign Policy Goals" and "The View from Here" (pp. 233–234, *Exploring Nationalism*). When they finish reading, ask students to respond to the questions in "Explorations" on page 234. Although students' answers will vary, they may make points like the following:

Question 1

- All three speakers state that the public has considerable influence on Canada's foreign policy.
- They all state that the foreign policy of democratic governments must be broad and complex to address the needs of diverse populations of citizens.

Question 2

- The media can have a profound effect on foreign policy, particularly when it comes to issues of war and peace.
- Joe Clark suggests that if people are unhappy with images of armed conflict they see in the media, they may pressure a government to change its foreign policy.
- Clark also suggests that governments need to be careful not to be swayed by public opinion, because the public may respond to current events, while the government needs to take a longer view.

- How the media report public debates and decision making can affect how people perceive the process and the decisions arrived at by political parties and legislators. If people are not satisfied with the process or with individual decisions, they may try to have the process or decisions changed — or to change which party governs.

### Question 3

- Students who argue in the affirmative may suggest that it is possible to achieve consensus on foreign policy because Canadians share some core values.
  - Students who argue in the negative may suggest that it is not possible to achieve consensus because of Canada's regional differences, the diversity of faiths and cultural practices, and the economic and social disparities in the country.
7. Write the following 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. 235, *Exploring Nationalism*).
- Students' points will vary, but ensure that they understand that
- The role played by nation-states in international affairs has been reduced.
  - The role played by multinational corporations and international business, labour, and humanitarian organizations has increased in importance.
  - The boundaries between domestic and foreign policy are now blurred.
8. Divide students into groups of four or five and instruct the groups to read, discuss, and respond to the caption for Figure 10-4, the activity icon, and the “Up for Discussion” question on page 235 of *Exploring Nationalism*. If you wish, guide the class through a discussion of selected responses.
9. Ask students to stay in their groups to respond to “Reflect and Respond” on page 235 of *Exploring Nationalism*. They may suggest criteria like the ones shown in the following table.

Scenario	Criteria to Promote International Equality and Justice
Canada and Chile want to negotiate a new trade agreement.	<ul style="list-style-type: none"> <li>• Minimum-wage laws must be put in place and enforced in both countries.</li> <li>• Men and women must be equally able to apply for jobs and receive equal pay.</li> <li>• Environmental standards must be put in place and enforced in both countries.</li> </ul>
Zimbabwe wants to buy a Canadian nuclear reactor to increase the country's power-generating capacity.	<ul style="list-style-type: none"> <li>• Zimbabwe must allow Canadian or other international nuclear inspectors into the country to ensure that safety regulations are met.</li> <li>• Any jobs that result from the purchase must be open to both men and women.</li> <li>• Canadian officials might use the negotiations as an opportunity to encourage Zimbabwe to improve its electoral process.</li> </ul>
A multinational corporation based in the United States wants to buy a large Canadian Internet service provider.	<ul style="list-style-type: none"> <li>• Canadian workers must be protected from job losses.</li> <li>• Current rates for Canadian customers must be retained for at least a year.</li> <li>• Any jobs that are outsourced must pay competitive wages.</li> </ul>

As a follow-up, you may wish to suggest that students classify their criteria under headings such as “Fairness,” “Security,” and “Environmental Impact.”

To help students practise for the challenge for this related issue, you may also wish to ask them to roleplay negotiating and attempting to apply one or more of their criteria.

10. Time permitting, you may wish to conclude the lesson by conducting a brief tag or continuum debate (see p. 82) on the question: Do ordinary voters have enough information to judge foreign policy decisions?

#### **DIFFERENTIATING INSTRUCTION**

1. Students who are falling behind with their journal entries or 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 in this section.
3. Interested students could be asked to create a collection of images representing issues or groups they believe to be worthy of a monument. Students could present their collection to the class and ask their classmates to vote on which issue or group is the most deserving.
4. Encourage some students to visit the web site of the Department of Foreign Affairs and International Trade (see “Additional Resources”) to find out more about Canada’s foreign policy. They may wish to report to the class on opportunities to work and study abroad.

## LESSON 7

### HOW PEACE CAN PROMOTE INTERNATIONALISM

**Chapter-issue question:** To what extent can foreign policy promote internationalism?

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

This lesson explores how promoting peace and peacekeeping can promote internationalism. Students will also debate the role of international peacekeeping.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism

Prepare an overhead transparency or presentation slide of Figure 10-5 (p. 236, *Exploring Nationalism*).

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

Collect five pieces of card paper and a marker to create five signs for a modified four-corners debate.

#### RESOURCES

*Exploring Nationalism*, pages 236–238

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

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

Lieutenant-General Roméo Dallaire's bestselling — and heartrending — account of the Rwanda mission and the effect that it had on him. This material may be upsetting to some.

[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 Dallaire's award-winning book. Students can learn more about Dallaire and the genocide in Rwanda and watch the movie's trailer. Be aware that this material may be upsetting.

[www.smartsanctions.se/index.htm](http://www.smartsanctions.se/index.htm)

This site lists current economic sanctions programs coordinated by the United Nations. Students can click on the country links to learn more about the economic sanctions currently in place in that country.

[www.usip.org/events/pre2002/dsw\\_iraq-sanctions.html](http://www.usip.org/events/pre2002/dsw_iraq-sanctions.html)

A summary of arguments presented at a panel discussion sponsored by the United States Institute for Peace on July 17, 2000. The panel, which included Professor David Baldwin of Columbia University, explored the lessons learned from a decade of imposing economic sanctions on Iraq.

**ASSESSMENT AND EVALUATION ACTIVITIES**

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

- working on Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism
- participating in class discussions and activities

**PRIOR LEARNING**

This lesson builds on students' understanding of internationalism and peacekeeping.

**TEACHING AND LEARNING STRATEGIES**

1. Draw students' attention to the inquiry question on page 236 of *Exploring Nationalism* — How can states promote internationalism through foreign policy? — and distribute Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism. Tell students they can use the reproducible — or their notebooks — to make notes and formulate questions for further research as they read this section of the chapter.

Remind students that internationalism refers to international co-operation to solve global problems. With students, read aloud the first three paragraphs on page 236. Then tell students that economic security and peace often go hand in hand. As a result, countries like Canada often try to develop foreign policy initiatives that will help struggling states achieve economic stability. This strategy, however, raises a number of questions.

2. Read aloud the first paragraph of the section titled “Promoting Peace” and the three bulleted questions on page 236 of *Exploring Nationalism*. Then organize the class for an inside-outside circles activity (see p. 81) to explore the questions. Divide the class into groups of three pairs and instruct the groups to discuss the first question in their first pair, the second question when they rotate into their second pair, and the third question in their last pair.

When students have rotated completely around the circle and returned to their original partners, ask them to list the key issues the Canadian government should consider when developing foreign policy and to rate the importance of these issues on a scale of 1 to 5 (1 = least important; 5 = most important). Then ask them to rotate around their circles again, revising their lists and their rankings, if they wish, as they go.

When they finish, guide the class through a discussion of their responses, their lists, and their rankings. You may also wish to give them a few minutes to jot the questions and notes in the first column of Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism.

3. Read aloud or ask a student to read aloud the last two paragraphs on page 236 of *Exploring Nationalism*, as far as the activity icon. Then draw students' attention to the two different views on sanctions in “Voices” on page 236. Ask students how they feel about Canada's participation in the sanctions against Iraq. Are sanctions an effective tool?

Display an overhead transparency or presentation slide of Figure 10-5 (p. 236) and discuss with the class the caption and the question it contains. Conclude this part of the lesson by asking students if examining this photograph has changed their feelings about Canada's participation in the Iraq sanctions and whether they believe that sanctions are an effective policy tool. Why — or why not? Again, you may ask them to jot notes or new questions in the first column of Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism.

4. Ask students to read the section titled “Peacekeeping and Internationalism” as far as the heading “When and How Peacekeepers Are Used” (p. 237, *Exploring Nationalism*). When they finish reading, instruct them to use the first column of Reproducible 3.10.2 or their notebooks to record notes on Canada’s historical connection to peacekeeping, to respond to the first activity icon on page 237, and to respond to the question in the caption for Figure 10-6. Then ask them to compare their notes to date with those of a partner and to revise their notes if they wish. You may also choose to take a quick poll to see whether students believe that Canada’s role as peacekeepers has had a significant impact on the country’s national identity — and why.
5. Tell students that they will participate in a modified four-corners debate when they finish reading the section titled “When and How Peacekeepers Are Used” (p. 237, *Exploring Nationalism*). While they read, make five signs on pieces of card paper — Strongly Agree, Agree, Disagree, Strongly Disagree, and Undecided — and place the first four signs in the four corners and the last sign in a central part of the classroom.

Begin the debate by reading aloud the following statement from page 237 of *Exploring Nationalism*:

- Peacekeepers must respect the sovereignty of the host country.

You may also wish to write the statement on the chalkboard or a sheet of chart paper so students can refer to it in their discussions. Ask students to move to the part of the room that best represents their position on the statement and begin the debate. When students have discussed and justified their positions, invite students who have been swayed by a particular argument to change position. At this point, you may want to tell students still in the Undecided group that they must take a position and move to another part of the classroom.

Repeat the process for the following two statements, also from page 237:

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

When they finish — or you call a halt — tell students to return to their desks and ask the class what would be the hardest part of being a peacekeeper: respecting the sovereignty of the host country, not taking sides, or using force only to defend themselves. Why do they say that this would be hardest? Has an argument they encountered in this activity made them change their mind since the poll you took earlier? You may wish to take another quick poll and ask students what changed their minds.

6. Ask students to read page 238 of *Exploring Nationalism*, paying close attention to the margin features and visuals, and to complete Column 1 of Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism. When they finish, remind students that they will be using the reproducible in the next lesson, so they should file it where they will be able find it.  
Then guide a class discussion of a question like the following: In cases like Rwanda, should the UN abandon peacekeeping in favour of direct military intervention to make peace and protect people?
7. Time permitting, you may choose to conduct a tag or continuum debate (see p. 82) on the following question: Should the United Nations have a permanent army it can use for peacekeeping? For peacemaking?

### **DIFFERENTIATING INSTRUCTION**

1. Assign a couple of students to update the concept wall.
2. Students who are having trouble filling in Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism, may need help from a selected partner or from you.
3. Students who do not wish to take a position in the four-corners debate or the polls should be encouraged to state the reasons for their indecision.
4. You may wish to ask interested students to conduct further research on Lieutenant-General Roméo Dallaire (see “Additional Resources”) and to prepare a display about the Rwandan mission. Note, however, that the book and the film versions of *Shake Hands with the Devil* may be disturbing for some students.



## LESSON 8

### HOW INTERNATIONAL LAWS AND FOREIGN AID CAN PROMOTE INTERNATIONALISM

#### FOCUS ON SKILLS: PERSUADING, COMPROMISING, AND NEGOTIATING TO RESOLVE CONFLICTS AND DIFFERENCES

**Chapter-issue question:** To what extent can foreign policy promote internationalism?

**Inquiry question:** How can states promote internationalism through foreign policy? (continued)

Students will explore how international law and agreements can be used to promote internationalism. They will also examine the role of foreign aid and debate how much Canada should be devoting to it. The skill focus provides students with steps they can follow to persuade, compromise, and negotiate in resolving conflicts and differences.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.10.3, Fishing on the Grand Banks
- Reproducible N, Triangle Debate Organizer

Create an overhead transparency or presentation slide of Figure 10-8 (p. 239, *Exploring Nationalism*).

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

#### RESOURCES

*Exploring Nationalism*, pages 239–244

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.civilization.ca/hist/lifelines/apple1e.html](http://www.civilization.ca/hist/lifelines/apple1e.html)

The Museum of Civilization provides an overview of the development of the Law of the Sea's 370-kilometre exclusive economic zone. It also offers the Canadian perspective on this agreement.

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

A 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. Click on Fun and Games for crossword puzzles, memory games, sliding puzzles, and more.

<http://littlevoice.ca/lv>

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

**ASSESSMENT AND EVALUATION ACTIVITIES**

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

- completing a written or visual project
- completing Reproducible 3.10.3, Fishing on the Grand Banks
- participating in class discussions and activities

**PRIOR LEARNING**

Students will build on their understandings of how foreign policy can be used to promote internationalism.

**TEACHING AND LEARNING STRATEGIES**

1. Display an overhead transparency or presentation slide of Figure 10-8 (p. 239, *Exploring Nationalism*). Ask students to carefully consider the caption and the questions it contains. Students may have strong opinions on illegal fishing in Canadian waters, so be sure that they stay on topic and use respectful language. After they express their views about whether the seizure of the Spanish ship was justified, ask them to explain whether this conflict demonstrates a need for international law.
2. Ask students to locate their copy of Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism, and instruct students to start to fill in Column 2 as they read page 239 of *Exploring Nationalism*. You may suggest they jot notes in response to the following questions:
  - What is international law? Why is it important? What is based on? Who interprets it?
  - What is the Law of the Sea? Why has it been controversial in Canada?
3. Ask the class to turn to "Focus on Skills: Persuading, Compromising, and Negotiating to Resolve Conflicts and Differences" (pp. 240–241, *Exploring Nationalism*). Read the introduction aloud or ask a volunteer to do so. Make sure students understand the activity by briefly discussing the steps, pausing after each to ask students if they have questions. Before dividing the class into groups, you may choose to generate a list of stakeholders for this role-playing exercise. These might include
  - the government of Canada
  - the government of Newfoundland and Labrador
  - fishers from Newfoundland and Labrador
  - fishers from other countries that have fished the Grand Banks in the past, such as Spain, France, Portugal, and Russia
  - members of environmental groups or conservation societies
  - representatives of companies with a stake in offshore resources, such as oil fields
4. Divide the class into groups and distribute Reproducible 3.10.3, Fishing on the Grand Banks. Tell students to use the reproducible to record the identity and interests of the stakeholder they represent, as well as the measures proposed by each stakeholder. Remind students that the goal of the activity is to use the skills of persuasion, compromise, and negotiation to come to a consensus.

When they finish Step 3, ask each group's chair to read aloud the group's consensus statement. Guide a brief discussion of the groups' statements, then circulate as the groups work through Steps 4 and 5. When they are ready to present their results in Step 6, call on each group's chair to summarize the results, answer questions, and respond to their classmates' suggestions of strategies and solutions that worked for their group.

5. Ask students to read page 242 of *Exploring Nationalism* and to use Column 2 of Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism, to respond to the questions in the captions to Figure 10-10, Figure 10-11, and the activity icon. When they finish, ask them to compare their notes to date with those of a partner and to revise their notes based on this feedback.
6. Draw students' attention to "Making a Difference" (p. 243, *Exploring Nationalism*). With students, read aloud the information about Jenna Hoyt and the Little Voice Foundation. Give them time to respond to the questions in "Explorations," then guide a brief discussion of their responses.

Students' answers will vary, but in response to Question 1, some may suggest that providing schooling and a home for these children will make a difference because it will change the lives of the 230 children, as well as the families and communities in which those children live. Others may say that providing schooling and a home for these children will not make a difference because poverty is so widespread in Ethiopia. A much larger project, distributing assistance to many more people, is needed — and this assistance should come from the Ethiopian government, not from an outsider.

In response to Question 2, students may say that the story of Jenna Hoyt and the Little Voice Foundation reflects an internationalist perspective because it shows that citizens of one nation can feel a responsibility to help those in another nation.

In response to Question 3, students may suggest that it is important that Little Voice projects in Ethiopia be run by local people because research has demonstrated that aid is most successful with local participation.

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. Would they consider volunteering or working for one of these agencies? Why or why not?

7. Distribute copies of Reproducible N, Triangle Debate Organizer, to help students prepare for a triangle debate (see p. XX). Write the following statement on the chalkboard and instruct students to record it on their organizers:

- Canada should contribute 0.7 per cent of its GNI to foreign aid.

Divide the class into groups of three and instruct the groups to decide who will argue in support of the statement, who will argue in opposition to the statement, and who will act as the judge. Then ask the groups to prepare for the debate by reading the sections titled "Foreign Aid and Internationalism," "The 0.7 Per Cent Solution," and "Criticism of Foreign Aid Policy" (pp. 243–244, *Exploring Nationalism*).

Begin the debates and allow them to go on for as long as you wish. If time allows, you may want to follow up by asking each of the judges to report who won the debate and which arguments were the most compelling.

8. Give students a few minutes to finish making notes and questions on Reproducible 3.10.2, Using Foreign Policy to Promote Internationalism. Then ask students to use their notes to

respond to “Reflect and Respond” on page 244 of *Exploring Nationalism*. Although students’ essays will vary, arguments in favour of placing restrictions on the way foreign aid money is spent may include:

- Restrictions reduce the likelihood that money will be diverted by corrupt governments, officials, and individuals.
- Restrictions may increase the likelihood that money gets into the hands of the people in need.
- Countries will have to account for how the aid dollars were spent if they want to receive further aid.

Arguments against placing restrictions on the way foreign aid money is spent may include:

- Placing restrictions on the way foreign aid money is spent — for example, tied aid — may result in the money not going as far.
- Tied aid can result in profiteering in both donor and recipient countries and restrict opportunities elsewhere.
- Placing restrictions on the way foreign aid money is spent may make it difficult to deliver aid as the people responsible for this task see fit.
- Placing restrictions on aid sends the message that the donor country does not have much faith in the people administering the funds.

#### **DIFFERENTIATING INSTRUCTION**

1. While working through the steps of the skill focus, you may choose to assign some students a role as reporter. Rather than assuming the role of a stakeholder, these students could observe and summarize their group’s main points and help the chair report the group’s statements of consensus and field questions.
2. As in the previous lesson, you may wish to find a suitable partner for students who are having trouble filling in Reproducible 3.10.2, *Using Foreign Policy to Promote Internationalism*, or work with these students yourself.
3. Rather than asking students to prepare a written response to “Reflect and Respond” on page 244 of *Exploring Nationalism*, you may wish to ask them to participate in a horseshoe debate on the question. Divide the class into heterogeneous groups and assign — or ask each group to appoint — a moderator. Tell the groups to arrange their desks in a horseshoe. Those who agree that donor countries should place restrictions on how foreign aid money is spent should sit on the right-hand side of the horseshoe; those who disagree should sit on the left; and those who are undecided should sit across the top of the horseshoe. The debate begins with a speaker who agrees with the statement, followed by a speaker who disagrees, then by a speaker who has not yet decided. Students may change positions as the debate progresses if they modify their views. You may ask students to keep a log and make an entry each time they change positions around the horseshoe, or you may ask them to pause periodically to report orally on their reasons for doing so.
4. Some students may wish to create a visual project about the international issues involved in fishing on the Grand Banks (see “Additional Resources”). These displays could be posted in the classroom or school foyer.

## LESSON 9

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

#### IMPACT: CANADA AND PEACEKEEPING — MYTH AND REALITY

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

**Chapter-issue question:** To what extent can foreign policy promote internationalism?

**Inquiry question:** How does Canadian foreign policy try to balance national interest and internationalism?

Students will explore the complex process of balancing national interest and internationalism. “Impact” examines whether Canadian peacekeeping is a myth or reality. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Prepare an overhead transparency or presentation slide of Figures 10-14 and 10-15 (p. 245, *Exploring Nationalism*), Figure 10-17 (p. 246), and Figure 10-19 (p. 248).

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

#### RESOURCES

*Exploring Nationalism*, pages 245–251

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre— [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca)—to find out whether new resources have been posted to the site and for correlations to 20-2.

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

A CBC News in Depth story entitled “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](http://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.

[www.america.gov/st/washfile-english/2007/May/20070524165115zjsredna0.2997553.html](http://www.america.gov/st/washfile-english/2007/May/20070524165115zjsredna0.2997553.html)

A U.S. government web site features a story about American contributions to foreign aid.

**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 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 understandings of the relationship between foreign policy and internationalism.

**TEACHING AND LEARNING STRATEGIES**

1. Display an overhead transparency or presentation slide of Figure 10-14 (p. 245, *Exploring Nationalism*) and read the caption aloud with students. When discussing the caption question, you may wish to point out that combatting smog is in Canada's national interest because it affects individuals' health and the country's health care costs, and it is in Canada's international interest because reducing air pollution is in everyone's interests and requires action by all countries.

Ask students to read page 245 of *Exploring Nationalism*. To help them respond to the activity icon on that page, display an overhead transparency or presentation slide of Figure 10-15 and work with the class to identify and explain some examples.

For the first priority listed, students may suggest NATO and NAFTA as examples. These agreements support Canada's national interest because they aim to make the country more secure and prosperous. They also help support the interests of other North American nations — and the nations they trade with.

For the second priority, students may suggest NAFTA again. They may also suggest that making Canada more competitive would help make the country wealthier and its businesses more successful. This would in turn help the businesses and countries they do business with around the world.

Students may suggest the Kyoto Protocol or official condemnation of flawed elections in other countries as examples of the third priority. Such actions and agreements could lead to a freer, safer, more humane, more sustainable world — and that benefits everyone.

For the fourth priority, students may suggest the UN or an organization like Doctors Without Borders, an international NGO that goes where it is needed and accounts for its services. Accountability would lead to better results in delivering 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.

In response to the fifth priority, students may indicate the Canada Border Services Agency and say that strengthening services to Canadians would improve their daily lives and transactions — and help others who may wish to visit, do business, or come here as students or immigrants as well.

For the last priority, better alignment of departmental resources, students may point to Foreign Affairs and International Trade Canada. They may also point to the overlapping system of embassies, trade offices, trade missions, and pavilions at major events like the Olympics around the world, which are sometimes sponsored and supported by provincial, municipal, or business interests as well. Aligning and co-ordinating these would make policy making and program delivery more efficient, less costly, and less frustrating to Canadians at home and abroad. It would also help the people who interact with Canada's international resources elsewhere. Students might also suggest it would make us look better in the eyes of the world.

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

2. Ask students to choose a partner or assign partners. With students, read aloud the introduction to "Impact: Canada and Peacekeeping — Myth and Reality" (p. 246, *Exploring Nationalism*). You may wish to point out that Figure 10-16 (p. 246) is one concrete example of the many Canadian peacekeepers who have lost their lives during a mission. Then ask the pairs to take turns reading paragraphs and margin features aloud to the end of the feature. When they finish, instruct students to respond to the questions in "Explorations" on page 247. Although students' answers will vary, their responses may include:

#### Question 1

- a) The peacekeeper's lawyer may argue that the soldier's orders prevented taking action.
- b) The prosecutor who laid the charge may argue that soldiers have to use their own judgment and that following orders is not a defence.
- c) The judge deciding the case may argue that peacekeepers are in a no-win situation — but that preventing a crime against humanity is any person's responsibility as a human being.

#### Question 2

An option between obeying and disobeying might be allowing soldiers to opt out of certain aspects of a mission if they oppose a particular order. For this to occur, soldiers would have to be briefed on missions ahead of time and soldiers would have to opt out before the mission begins. Opting out would not be an option when orders were given in battle conditions or a mission had already begun.

**Note:** If students experience discomfort with Question 3, address concerns they may raise and allow them to explore an alternative question, such as: Are Canadian peacekeepers making a genuine effort to help or simply upholding a tradition?

#### Question 3

You might suggest that students use quotations to support their position. Two are included in "Impact," or give them time to locate other quotations.

3. Conclude this section of the lesson by displaying an overhead transparency or presentation slide of Figure 10-17 (p. 246, *Exploring Nationalism*). With the class, examine the figures presented in the table. Then guide the class through an informal debate or discussion on the question: Should Canadian soldiers be put in harm's way for the sake of peacekeeping? Note that this subject may be sensitive ground for some students and remind the class to use appropriate language.

4. Display an overhead transparency or presentation slide of Figure 10-19 (p. 248, *Exploring Nationalism*). Give students a few minutes to examine the map, then ask them to share observations or questions. Make sure that you draw their attention to the fact that wealthy countries appear to have far fewer landmines than poor countries — and ask students why this is so.  
Draw students' attention to "FYI" on the same page. Read the information aloud or call on a student to do so. Ask students whether this information changes their initial observations or questions about Figure 10-19. Does this information help to explain, for example, the disparities in the presence of landmines in wealthy and poor countries? Why or why not?
5. Ask students to work with a partner to read the sections titled "Landmines and Foreign Policy" and "The Ottawa Treaty" (pp. 248–249, *Exploring 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.
6. Divide the class in half for a tag debate (see p. 82). Write the following question on the chalkboard: Will the Ottawa Treaty be successful in reducing the number of landmines around the world? Remind both sides that they will be expected to prepare at least five points and give them time to prepare their points.  
At the end of the debate, ask students which points were most persuasive and which issues seemed most controversial. Guide a class discussion of the points deemed most relevant.
7. Direct students' attention to "Taking Turns" (p. 249, *Exploring 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.
8. Time permitting, ask students to return to the points they recorded in response to the IQs in "Looking Ahead" (see Step 2, Lesson 6). Ask whether — and how — they would revise those points now.
9. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 250–251, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Exploring 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.
10. Draw students' attention to "Think about Your Challenge" (p. 251, *Exploring Nationalism*). Then draw their attention to the chart-paper notes on what they will need to know about the water crisis and the most difficult aspects of the challenge (see Steps 5 and 7, Lesson 1) and ask if they have new points to add.  
By now, students should have developed their stakeholder's case. If they have not done so, give them time to complete this task, then ask them to start thinking about the positions other stakeholders might take and to use their research to develop counter-arguments.

#### **DIFFERENTIATING INSTRUCTION**

1. Interested students may choose to conduct further research on one of the countries still affected by landmines. The web sites listed in "Additional Resources" provide one place to start. These students could prepare a brief report or create a display of their findings to share with the class.



2. You may choose to ask students to write a dialogue between a commanding officer and a peacekeeper who is uncomfortable with an order. This dialogue could then be used as the basis for a roleplay to present to the class.
3. Modify the end-of-chapter activities to accommodate students' strengths and interests. For Question 4, for example, you could ask students to write a jingle or song instead of creating another cartoon.

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

(pp. 250–251, *Exploring 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 ask if students 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 deconstruction helped them clarify their understanding and direct their response.
2. Students' answers will vary, but they may include the following:
  - a) Spending on foreign aid increased from the 1950s to the 1990s but suffered a sharp drop in the next decade.
  - b) Students may suggest that the drop in foreign aid spending was linked to a change in government and in government policy or perhaps to a weaker economy. Their advice to officials may point out the positive — or negative — impact of foreign aid on other countries' economies and on Canada's standing in the world.
  - c) Students may say that foreign aid in goods is more tangible and effective than services. Others may say that services fill gaps that cannot always be filled by goods, such as health care and emergency services, and that countries receiving aid have different needs.
  - d) Laozi's words seem to fit Canada's foreign aid policy because they suggest that, in the long run, it is better to teach someone how to do something — and thus to take care of themselves — than it is to take care of immediate needs.
3. Students' answers may suggest that the excerpts outline the following concerns:
  - Engineers Without Borders points out that tied aid limits the amount of aid that reaches those in need. In fact, the organization suggests that much of the money ends up in the hands of Canadian corporations.

- Walter Williams believes that aid to Africa should be restricted because it is appropriated by corrupt governments before it ever reaches the citizens. In effect, providing foreign aid simply funds more corruption, conflict, and oppression.
  - William Easterly says that poverty is not the result of wealthy nations not spending enough on foreign aid. The problem is that the vast amounts spent have not reached people who are poor and have not provided for their often minimal needs.
4. a) Students may say Kjell Nilsson-Mäki is making fun of what donor countries think aid recipients need, want, and have uses for.
- b) To help students respond to this question, you may wish to direct them to the U.S. government web site listed in “Additional Resources.” They may say this message is justified because bureaucrats sitting in offices may not know what people in often desperate situations want and are most in need of.
- c) Remind students not to resort to stereotypes or use insensitive language in their drawings and cartoons.

## LESSON 10

### INTRODUCTION TO CHAPTER 11 CHANGING WORLD CONDITIONS

**Chapter-issue question:** To what extent do efforts to promote internationalism through world organizations affect nationalism?

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

In this lesson, students will explore the relationship between changing world conditions and internationalism and debate the social effects of communications technologies.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible M, Point-Proof-Comment Organizer

Create an overhead transparency or presentation slide of Figure 11-1 (p. 252, *Exploring Nationalism*) and Figure 11-4 (p. 256).

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

On pieces of card, make four signs — Strongly Agree, Agree, Disagree, Strongly Disagree — and post them in the four corners of the classroom.

#### RESOURCES

*Exploring Nationalism*, pages 252–256

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.cbc.ca/arts/story/2006/03/03/book-fair-protest.html](http://www.cbc.ca/arts/story/2006/03/03/book-fair-protest.html)

This 2006 CBC article describes how 13 writers, including Booker Prize–winning Canadian author Yann Martel, called on the London Book Fair to end its association with the fair’s organizer, Reed Exhibitions. Reed Elsevier, parent company of Reed Exhibitions and the world’s leading publisher of medical and science journals, was also organizing arms fairs such as DSEi.

[www.caat.org.uk](http://www.caat.org.uk)

The web site of the British Campaign against Arms Trade (CAAT). CAAT’s campaigns have included putting pressure on Reed Elsevier to stop supporting arms fairs. CAAT announced on June 1, 2007, that Reed Elsevier would no longer organize arms fairs around the world.

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

The official web site in honour of Marshall McLuhan provides a variety of biographies, a selection of well-known quotations, and FAQs.

**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 reproducible
- 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. 252, *Exploring Nationalism*). With students, read the caption and the introduction to the chapter on page 253. To respond to the introductory questions, organize a think-pair-share activity (see p. 78) or discuss the questions as a class. You may wish to broaden the discussion by asking questions like the following:
  - Why might an arms fair be considered an issue of international importance?
  - Why might a government argue that selling and purchasing weapons is in their national interest?
2. Draw students' attention to the IQs and "My Journal on Nationalism" (p. 253, *Exploring Nationalism*). Ask students whether they find it easier to express their ideas through words or images. Ask them to use the format that they are most comfortable with to predict what they will explore in this chapter and to make journal entries.
3. Draw students' attention to "Voices" on page 254 of *Exploring Nationalism*. Read aloud the quotation, then ask volunteers to explain Ohmae's words. Do they agree that advances in communications have made the nation-state irrelevant? Has this made internationalism more powerful? How? Is this a good thing for individuals? For nations? For the world? Why?

Guide the class through a brief discussion of the "Up for Discussion" question on page 254: If nation-states are irrelevant and unworkable, as some observers suggest, does this mean that even talking about nation and national identity is also irrelevant?
4. Ask students to select a partner — or assign partners — and instruct them to work together to read the rest of page 254 of *Exploring Nationalism*. When they finish, ask the pairs to respond to the question in the caption for Figure 11-2 (p. 254). As they respond, jot notes on the chalkboard under the headings "Support" and "Threaten." When the notes seem complete, ask students which side has the most support. Why do they think this is so? Do they think a group of older adults would respond differently? Why or why not?
5. Draw students' attention to the four signs you posted earlier and tell them to prepare for a four-corners debate (see p. XX) by reading page 255 of *Exploring Nationalism*, including the visual and margin features. As students read, write one of the following debate statements on the chalkboard:
  - Communicating electronically isolates young people at a time when socializing is important to the development of their identity.

- The Internet closes people's minds because they mostly interact with like-minded individuals and communities online.
- Rather than creating small, isolated online communities, the Internet has created a true global village.

You may choose to ask students to take a position and to oppose or defend some or all of these statements. At the end of the debate — or at the end of each one — ask students which arguments persuaded them to change their position.

6. Ask students to turn to page 256 of *Exploring Nationalism*. Read the main narrative aloud to the class or ask volunteers to do so. Guide a brief class discussion on the questions in the activity icon. Then direct students' attention to the words of Tim Berners-Lee in "Voices" on the same page. Ask students whether the quotation supports or refutes Darin Barney's position. Which view do they find most relevant? Why?
7. To help students hone their roleplaying skills to prepare for this issue's related challenge, you may wish to ask them to assume the character of one of the thinkers quoted in this section of the chapter — Kenichi Ohmae, Marshall McLuhan, Marshall Van Alstyne or Erik Brynjolfsson, Tim Berners-Lee, or Darin Barney — and conduct a panel discussion on the social and economic effects of the Internet, e-mail, instant messaging, and other forms of more or less instant communication.
8. Display an overhead transparency or presentation slide of Figure 11-4 (p. 256, *Exploring Nationalism*). Read the caption and discuss the question it contains with the class. When the discussion wraps up, direct students' attention to "Reflect and Respond" on that page and distribute Reproducible M, Point-Proof-Comment Organizer, to help students organize their ideas and complete their blog. Remind students to review the information on pages 252 through 256 to complete the organizer and write their response.

#### DIFFERENTIATING INSTRUCTION

1. Visual learners may want to create their own poster or sign to promote or protest an issue of their choice. They could use the poster and sign in Figure 11-1 for design ideas and display the results in the classroom.
2. Pair struggling readers with an appropriate partner to complete "Reflect and Respond" (p. 256, *Exploring Nationalism*). Instruct the pairs to work together to complete the reproducible and write the blog.
3. Some students may wish to know more about Marshall McLuhan. They could use the site listed in "Additional Resources" to find famous quotations to display and discuss with the class. Or they could be asked to compare the CV and two biographies on the site, looking for similarities and differences and reporting on why they think these may occur.

## LESSON 11

### IMPACT OF THE UNITED NATIONS ON NATIONALISM

#### SPINBUSTER: ANALYZING SPIN IN OFFICIAL DOCUMENTS

**Chapter-issue question:** To what extent do efforts to promote internationalism through world organizations affect nationalism?

**Inquiry question:** How have the United Nations' changing international responses affected nationalism?

This lesson explores some of the ways the United Nations has affected nationalism. The spinbuster feature provides students with steps to follow to analyze official documents.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.11.1, Assessing the Validity of Iran's Claims about Canada (optional)
- Reproducible H, Placemat (optional)

Prepare an overhead transparency or presentation slide of Figure 11-7 (p. 259, *Exploring Nationalism*).

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

Book time in the resource centre or a computer lab with an Internet connection (optional).

#### RESOURCES

*Exploring Nationalism*, pages 257–261

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

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

This UN site offers various versions of the report of the High-level Panel on Threats, Challenges and Change, *A More Secure World: Our Shared Responsibility*, including a brochure that summarizes its findings.

[news.bbc.co.uk/2/hi/middle\\_east/4617398.stm](http://news.bbc.co.uk/2/hi/middle_east/4617398.stm)

A detailed BBC News story on Iran's key nuclear sites. The page also offers 10 links to other articles about Iran, its government, and its nuclear program.

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

This in-depth CBC article outlines the story of Zahra Kazemi, the Iranian-Canadian photojournalist who was tortured and killed in Iran, and chronicles the evolution of what the Iranian government said about the events. Note that details of the story may be disturbing for some students.

[www.zibakazemi.org/index.html](http://www.zibakazemi.org/index.html)

The official site in honour of Zahra Kazemi provides a selection of her photographs, a biography, and a detailed overview of her case. Her family is still pursuing justice.

<http://whc.unesco.org>

The home page of UNESCO's World Heritage program.

### 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

This lesson builds on students' understanding of internationalism and the United Nations.

### TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to "FYI" on page 257 of *Exploring Nationalism*. Read the information aloud or ask a volunteer to do so. Give the class time to consider the information, then guide a discussion by asking questions like the following:
  - Why might some countries support this UN mandate?
  - Why might some countries oppose this UN mandate?
  - What would you add to these points?
  - What would you change in these points?
  - What else should be considered before an intervention occurs?
2. Write the following question on the chalkboard to guide students' reading: How has the United Nations adapted to meet changes in the world? Then ask students to read page 257 of *Exploring Nationalism* as far as the activity icon. When they finish, ask them to respond to the question on the chalkboard. Students may suggest that in 2003 and 2004, the UN determined that it has a responsibility to protect people when states violate or fail to uphold human rights. This approach often involves more intervention than the UN had pursued in the past.
3. Ask students to respond to the activity icon and the question in the caption for Figure 11-5 (p. 257). **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 response to the activity icon, students may suggest that some states regard UN intervention in a country's internal affairs as interference because every nation-state wants autonomy over its internal affairs. 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.
 

In response to the caption question, some students may respond that al-Qaeda's comment suggests that internationalism does not work because the terrorist organization has no fear of the international community. Others may suggest that al-Qaeda's statement is proof that internationalism does work because al-Qaeda is fully aware of — and exploits — the links between nations, and especially modern communications technologies.
4. Ask students to brainstorm 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's Conflict with the UN" (p. 258, *Exploring Nationalism*). Ask students to respond to the activity icon at the bottom of the page. When they finish, revisit the brainstorming questions. Ask students what points they would add to the notes on the chalkboard. Have their ideas on the questions changed? How? Why?

5. Ask students to turn to "Spinbuster: Analyzing Spin in Official Documents" (p. 259, *Exploring Nationalism*). Read the introduction aloud or ask a volunteer to do so. Then display an overhead transparency or presentation slide of Figure 11-7 and discuss the claims about Canada with the class.

Ask students to select a partner — or assign partners — and instruct the pairs to work together to complete the steps in the feature. If you prefer, distribute Reproducible 3.11.1, Assessing the Validity of Iran's Claims about Canada, instead of asking students to create their own T-charts in Step 2.

You may also choose to allow time for students to conduct additional research in the resource centre or a computer lab with an Internet connection.

As students work through the steps, circulate and provide help as required. When they finish, ask volunteers what position they took and guide the class through a discussion.

6. Ask students to turn to page 260 of *Exploring Nationalism*. Read aloud the first paragraph of the section titled "Protecting the Common Human Heritage," then read "Voices." Ask volunteers to read aloud the second, third, and fourth paragraphs of the main narrative. Then ask students to read and complete the activity icon at the bottom of the page.
7. Divide the class into small groups and ask them to work together to read the sections titled "Identifying the Common Human Heritage" and "Threats to the Common Human Heritage" (p. 261, *Exploring Nationalism*). Then ask the groups to respond to "Reflect and Respond" (p. 261). You may choose to organize a placemat activity (see p. 79) to help them complete their UN action plan. If so, distribute a copy of Reproducible H, Placemat, to each group and briefly remind the groups how to use it to guide their review and discussions.

When they finish, ask one member of each group to share their group's action plan with the class.

## **DIFFERENTIATING INSTRUCTION**

1. The visuals and margin features in this part of the chapter provide an opportunity for reluctant readers to master content without having to read straight text. You could ask selected students to analyze and respond to these features at any point.
2. You may wish to ask interested students to conduct further research on Zahra Kazemi (see "Additional Resources"). Students may choose to produce a photo essay based on her work or a collage that incorporates some of her most powerful images. Students could also make a short statement about the possible impact of Kazemi's life and death on the fight for human rights in Iran and elsewhere.
3. Encourage interested students to find out more about World Heritage Sites in Alberta and how they are important to Canada. They may even wish to organize a field trip to one of these sites.



## LESSON 12

### FOCUS ON SKILLS: USING DEBATE TO PERSUASIVELY EXPRESS INFORMED VIEWS IMPACT OF INTERNATIONAL ORGANIZATIONS ON NATIONALISM

**Chapter-issue question:** To what extent do efforts to promote internationalism through world organizations affect nationalism?

**Inquiry question:** How do the responses of various international organizations affect nationalism?

In this chapter's skill focus, students will practise and hone their debating skills. They will also explore how various international organizations affect nationalism.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.11.2, Effective Persuasion Checklist
- Reproducible 3.11.3, Impact of International Organizations

Book time in the resource centre or a computer lab with an Internet connection (optional).

#### RESOURCES

*Exploring Nationalism*, pages 262–268

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

[www.dw-world.de/dw/article/0,,835730,00.html](http://www.dw-world.de/dw/article/0,,835730,00.html)

This article explores the looting of Iraqi cultural institutions such as the National Museum in Baghdad and UNESCO's role in trying to protect what remains of Iraq's irreplaceable artifacts.

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

The European Commission's web site provides press releases, photos, and live coverage of EU affairs.

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

The web site of the Arctic Council provides news stories and a calendar of events.

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

The web site of the Council of Canadians provides information about trade agreements and articles that explore whether Canada's water supply is at risk because of these agreements.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in a variety of activities in the lesson. 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. Direct students' attention to "Focus on Skills: Using Debate to Persuasively Express Informed Views" (pp. 262–263, *Exploring Nationalism*). Read aloud the introductory paragraphs. With the class, review the steps of the skill focus and work through the points in "Dos and Don'ts of Effective Persuasion" (p. 263).

Divide the class into groups of six or eight. Distribute Reproducible 3.11.2, Effective Persuasion Checklist, and ask if students have questions about how to use it to evaluate the arguments they will be hearing.

2. Instruct the groups to work through the steps of the skill focus. You may wish to give them time to go the resource centre or a computer lab with an Internet connection to conduct further research.

As the debates are occurring, circulate to make sure that students are using their checklist effectively, provide help, and keep debates focused and sensitive to all students' ideas and feelings.

3. With students, read the introduction to the section titled "How Do the Responses of Various International Organizations Affect Nationalism?", including the activity icon (p. 264, *Exploring Nationalism*). Then organize an inside-outside circles activity (see p. 81) to explore the following questions. You may wish to write the questions on the chalkboard or a sheet of chart paper or ask students to jot them down in their notebooks.

- Should internationalism and co-operation among countries be encouraged if it erodes the sovereignty of nation-states?
- Will the world be at greater risk of conflict if the international community fails to establish the rule of law in all nation-states?
- Will the world be at greater risk of human rights abuses if the international community fails to establish the rule of law in all nation-states?
- How much sovereignty should Canada be willing to give up to be part of the international community?

Divide the class into groups of eight and tell them to discuss the first question in their first pair, the second question when they rotate into their second pair, the third question in their third pair, and the fourth question in their last pair.

When students have rotated completely around the circle, guide the class through a discussion of their responses.

4. Divide the class into home groups of three for a jigsaw activity (see p. 78) and distribute Reproducible 3.11.3, Impact of International Organizations. 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 Group 1 will become experts in economic organizations (pp. 264–265, *Exploring Nationalism*), members of Group 2 will become experts in cultural and language-based organizations (pp. 266–267), and members of Group 3 will become experts in security organizations (p. 268).

**Note:** Group 3 has significantly less to read in this activity, so you may wish to assign less proficient readers to this group.

Review with students the information they will be expected to provide in their charts. Then instruct members of each expert group to read their assigned section, to discuss the information, and to work together to ensure that everyone fills in complete and accurate information in the appropriate section of their chart. Remind them to check the visuals and margin features for additional information.

When they finish, tell students to return to their home groups and to share the information with their home-group members. As they do this, the other group members should record the information in the blank sections of their charts. By the end of this stage, all students' charts should be filled in completely.

Ask students to decide which of the international organizations has had the greatest impact on nationalism by assigning each organization a rank on a scale of 1 to 5 (1 = minimal impact; 5 = very strong impact). Ask volunteers to explain the reasons for their rankings.

5. The activity icon on page 264 was addressed in Step 3 above, but you may wish to ask students to respond to the activity icons on pages 265 and 266 of *Exploring Nationalism*. In response to the activity icon on page 265, some students may suggest that participating in the EU will greatly reduce the risk of future conflict. Others may suggest that Europe is not as important to the rest of the world and the balance of power as it once was, so the risk of another war is still high. In response to the activity icon on page 266, some students may say that accepting non-state nations into the UN would be a step forward because it would recognize some of the other ways people connect with one another. Others may say that it risks international anarchy.
6. Remind students of the challenge for this related issue. You may wish to stage this challenge so the groups will conduct their summits and come to consensus in the next lesson. If so, tell them so now. Give them time to review the arguments and counter-arguments they have listed to date on Reproducible 3.9.4, Summit Stakeholders and Goals, and to ask their classmates — or you — for feedback on how these might be strengthened. If they have not already found it, you may wish to direct students' attention to the Council of Canadians web site in "Additional Resources" as a possible source.

#### DIFFERENTIATING INSTRUCTION

1. Be sure that the groups for the skill focus debates are well balanced in social and verbal skills. As noted, you may also wish to assign struggling readers to Group 3 in the jigsaw activity.
2. Some students may wish to assign numerical rankings or make sketches or drawings, rather than filling in the reproducibles in writing. And the skill focus could be modified to allow students to create visual rather than verbal arguments to persuade their classmates. Just as with students participating in the traditional verbal debate, these students should address both sides of the question. Then they could present their visuals during the debate or post them in the classroom.
3. Encourage some students to conduct further research on any of the international organizations mentioned in this part of the chapter. They could report to the class on one aspect of this organization's goals, activities, or achievements. They may also wish to tell their classmates about career opportunities and volunteer or youth programs in these organizations.

## LESSON 13

### IMPACT OF INTERNATIONAL ORGANIZATIONS ON NATIONALISM (CONTINUED)

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

**Chapter-issue question:** To what extent do efforts to promote internationalism through world organizations affect nationalism?

**Inquiry question:** How do the responses of various international organizations affect nationalism? (continued)

Students will continue to explore how international organizations affect nationalism by examining the case of Mary Simon. They will also examine three views of pursuing internationalism in a globalized world. The lesson concludes with end-of-chapter activities and a stage of the challenge for this related issue.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

- Reproducible 3.11.2, Effective Persuasion Checklist (optional)
- Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric (optional)

#### RESOURCES

*Exploring Nationalism*, pages 267–271

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

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

Students can learn more about Mary Simon on the web site of the Inuit Tapiriit Kanatami. Simon's 2007 speech to the Canadian Club of Ottawa, titled "Inuit and the Canadian Arctic: Sovereignty Begins at Home," is available here.

[www.inuitcircumpolar.com/index.php?Lang=En&ID=1](http://www.inuitcircumpolar.com/index.php?Lang=En&ID=1)

The web site of the Inuit Circumpolar Conference.

[www.nextgenerationbook.com/index.php?interview](http://www.nextgenerationbook.com/index.php?interview)

An interview with the authors of *Coming of Age in a Globalized World*, J. Michael Adams and Angelo Carfagna.

#### ASSESSMENT AND EVALUATION ACTIVITIES

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

- 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 understandings of internationalism, international groups, and nationalism.

### TEACHING AND LEARNING STRATEGIES

1. Ask students whether they have ever considered themselves or know someone else who is considered an activist. In what way? In what cause? What might spur them to action?
2. Ask students to turn to “Making a Difference: Mary Simon — A Life Devoted to Activism” (p. 267, *Exploring Nationalism*). With students, read the feature aloud, then give them time to respond to the questions in “Explorations.” Students’ responses will vary, but they may suggest:

#### Question 1

Mary Simon can be described as both a nationalist and an internationalist. She is a nationalist in that she has strong connections to the Inuit and to Canada. But she is also an internationalist because she is working on issues that affect all northern peoples. And insofar as the Arctic is in many ways a test case for such issues as global climate change, her work affects all people everywhere.

#### Question 2

Membership in international organizations could weaken Inuit national identity because Inuit may come to feel their connections and identity are global rather than national. It could also strengthen national identity as Canadian Inuit become more aware of their particular national 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 Mary 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?

3. Ask students to read “Taking Turns” on page 268 of *Exploring Nationalism*. You may choose to ask three volunteers to read the three sets of comments. Give students time to respond to “Your Turn,” then ask volunteers to share their responses with the class. Have their responses evolved since they touched on this question in Step 3 of the previous lesson? How? Why?
4. Ask students to work with a partner to read “The View from Here” (p. 269, *Exploring Nationalism*) and to complete the questions in “Explorations.” Students’ responses may include the following points:
  - The main idea presented by Eric Kierans is that because globalization has resulted in specialization, nation-states can no longer offer a wide range of career opportunities to youth.
  - The main idea presented by Andrew Herod is that globalization is leading to the “shrinking globe” phenomenon and the speeding up of social interactions between places.
  - The main idea presented by J. Michael Adams and Angelo Carfagna is that internationalism is crucial because all peoples share a commitment to address common concerns and problems.

5. Conclude this part of the lesson by assigning one or more of the end-of-chapter activities (pp. 270–271, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Exploring 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 "Think about Your Challenge" (p. 271, *Exploring Nationalism*). Read the points aloud with the class, pausing after each to ask if students have questions. Remind students to review the "Dos and Don'ts of Effective Persuasion" on page 263 of *Exploring Nationalism* and give them time to work on the arguments and counter-arguments they have been recording on Reproducible 3.9.4, Summit Stakeholders and Goals.

### DIFFERENTIATING INSTRUCTION

1. Some students may have trouble understanding the quotations in "The View from Here." These students may benefit from working in a small group that includes you to complete the readings and respond to the questions in "Explorations."
2. Encourage interested students to find out more about Mary Simon and/or the Inuit Circumpolar Conference (see "Additional Resources").
3. Some students may wish to know more about the ideas presented by J. Michael Adams and Angelo Carfagna in *Coming of Age in a Globalized World*. The web site listed in "Additional Resources" is a good place to start.
4. Modify the end-of-chapter activities to accommodate students' strengths and interests. For Question 1, for example, you may ask students to develop five or six survey questions about preserving or developing a historic site in their community. They could interview and poll 10 people about which move they favour and report their findings to the class.

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

(pp. 270–271, *Exploring 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. Distribute Reproducible 3.11.2, Effective Persuasion Checklist, again to help students prepare for and evaluate the informal debate. Point out that when the debate is finished, each group will prepare a position paper in response to the proposal and discuss which position prevailed and why. When they finish, ask a volunteer from each group to explain the group's position and to summarize their discussions with other groups.

2. Students' visual projects may take a variety of forms, but they should clearly demonstrate a response to the chapter issue question: To what extent do efforts to promote internationalism through world organizations affect nationalism? Students should also be prepared to explain and defend their position.
3. Although students' responses will vary, the following points may be included in their essays.

Position	Possible Examples
"United in diversity" is an appropriate motto for Canada	<ul style="list-style-type: none"> <li>• Canada has always had a multicultural heritage.</li> <li>• In spite of — or maybe because of — its diversity, Canada has never experienced a civil war.</li> <li>• Laws and government policy affirm Canada's diversity and attempt to provide equal rights to all.</li> </ul>
"United in diversity" is not an appropriate motto for Canada	<ul style="list-style-type: none"> <li>• Canadians are not all treated equally — Aboriginal peoples, for example, continue to fight for fair treatment.</li> <li>• Most positions of power and a great deal of the country's wealth are still held by a few.</li> <li>• Women continue to be under-represented at all levels of government and the top levels of business and administration.</li> </ul>

4. Students' responses will vary, but they may include these points:
- a) The poster's creator chose to have each of the people represent one of the continents because he wanted to symbolically represent — and include — all the world's workers. But all of these workers are male.
  - b) This poster says that internationalism is more important than nationalism when it comes to the needs, desires, and rights of workers.
  - c) Students may suggest updating the poster with more realistic images of the world's working people — including women — and 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:** To what extent can internationalism effectively address contemporary global issues?

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

In this lesson, students will explore how climate change, the spread of disease, and access to and control over water affect everyone. They will also write a letter to the prime minister stating their position on one of these issues and making recommendations about what Canada ought to be doing.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducibles.

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

Create an overhead transparency or presentation slide of Figure 12-1 (p. 272, *Exploring Nationalism*) and Figures 12-2 and 12-3 (p. 274).

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

Collect sheets of chart paper and four different-coloured markers.

#### RESOURCES

*Exploring Nationalism*, pages 272–277

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

<http://globalis.gvu.unu.edu>

The Globalis interactive world atlas provides maps, graphs, and data about development for 151 countries. Students can explore, for example, the percentage of the Canadian populace that has access to fresh water within a convenient distance of the user's home and compare this percentage with that of 150 other countries.

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

The Council of Canadians, Canadian Union of Public Employees, Oxfam Canada, and Polaris Institute have banded together to organize the Right to Water Campaign. In 2008, this organization provided a letter to Prime Minister Stephen Harper that people could sign at its web site.

[www.polarisinstitute.org/water](http://www.polarisinstitute.org/water)

The Polaris Institute maintains a web site on water issues, including links to articles that explore the poor water conditions in many Aboriginal communities.



## ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing a writing assignment
- completing the reproducibles
- participating in class discussions and activities

## PRIOR LEARNING

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

## TEACHING AND LEARNING STRATEGIES

1. Before students enter the classroom, prepare a graffiti activity (see p. 81). Write each of the following statements and questions at the top of a sheet of chart paper:

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

Post the sheets of chart paper in four areas of the classroom.

As students come into the classroom, 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 each group to one of the questions. Give them three minutes to brainstorm and to jot down 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 question, taking their coloured marker with them.

At the next station, group members should read the question and the responses that have already been posted, then jot alternative responses. As the groups progress through the questions, it may become more difficult to think of alternatives. When this happens, tell the groups to record questions about the responses that have been recorded and to write their names beside 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. You may wish to post the sheets so that you can return to them later.

2. Display an overhead transparency or presentation slide of Figure 12-1 (p. 272, *Exploring Nationalism*) and read the caption aloud. Ask students to select a partner — or assign partners — and instruct them to work together to read the introductory material and to respond to the questions on page 273. Point out that some of the questions are similar to those in the graffiti activity, but ask students to reconsider them now. You may wish to instruct them to record their personal responses in their notebooks and then ask volunteers what they wrote.

Draw students' attention to "My Journal on Nationalism" (p. 273, *Exploring Nationalism*). Point out that this journal entry asks them to prepare a response that specifically deals with an internationalist approach to avoid conflict over water. Give them time to make entries, then

ask volunteers whether — and how — their new entries are related to the ideas they have been working on for the challenge for this related issue.

3. Ask students to turn to page 274 of *Exploring Nationalism*. Read aloud the introductory paragraph and the first paragraph under the heading “Climate Change.” When you reach the activity icon, display an overhead transparency or presentation slide of Figure 12-3. Give students a few minutes 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 the activity icon question, making sure that the class comes to understand that wind and ocean currents do not respect national boundaries.

Ask two volunteers to read the remaining two paragraphs on page 274. When they finish, display an overhead transparency or presentation slide of Figure 12-2 and discuss the data contained in the chart with the class. Make sure that students understand that the data indicate that Canada is one of the worst polluters of the 30 countries evaluated.

Write the following questions on the chalkboard and give students a few minutes to respond in their notebooks or orally.

- Why did Canada back out of the Kyoto Protocol?
- How do you feel about this decision?
- How do you feel about Canada’s environmental record as indicated in the OECD ranking?

If you chose to ask them to respond in their notebooks, you may wish to ask a selection of students to share their responses.

4. Ask students to work with a partner to discuss and decide on a position about what Canada should be doing about greenhouse gas emissions and targets. Tell them that they will be writing a letter to the prime minister stating their position and making recommendations about Canada’s role in this issue. If you wish, give students time to examine the letter to Prime Minister Stephen Harper at the Right to Water web site (see “Additional Resources”) and use that as a model.

When they finish, ask volunteers to read their letters to the class. After each reading, ask the class to make suggestions for editing the letter before it could be sent the prime minister’s office. If some students decide to in fact send their letters, you may wish to ask them to read it and edit it yourself for appropriate content, respectful language, and writing style.

5. Ask students to work with their partner to read the section titled “The Spread of Disease” (pp. 275–276, *Exploring Nationalism*). Distribute Reproducible 3.12.1, The Spread of Disease, and ask them to fill in the organizer when they have completed the reading. When they finish, you may want to ask 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 peoples’ responses differed from their own? In what ways? Why?
6. Write the following question on the chalkboard: Is clean water a fundamental right? If you wish, distribute Reproducible K, T-Chart, and ask students to jot notes on the T-chart as they read the section titled “Access to Water” (pp. 276–277, *Exploring Nationalism*). Then guide the class through a discussion, making sure that both sides of the question are addressed.
7. Direct students’ attention to “Reflect and Respond” at the bottom of page 277 of *Exploring Nationalism* and ask students to work with their partner to complete the activity. When they finish, conduct a poll to find out how many students agreed with Holm’s position and how many opposed it — and why.

8. Instruct students to review their responses to the chapter's opening questions about access to water on page 273 of *Exploring Nationalism*. How would they revise their responses based on the information contained in this part of the chapter?

**DIFFERENTIATING INSTRUCTION**

1. Ask students who enjoy creative activities 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. They could make an overhead transparency or computer display of their cartoons and present them to the class.
2. Assign students to update the concept wall. Some students may prefer to find and post a clipping from a newspaper or magazine that illustrates new terms and concepts in this section of the chapter.
3. You could ask students to write the letter to the prime minister at any point in the lesson. You may prefer, for example, to assign the right to clean water as a topic. Make sure 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

### INTERNATIONALISM AND CONTEMPORARY GLOBAL ISSUES

**Chapter-issue question:** To what extent can internationalism effectively address contemporary global issues?

**Inquiry question:** How has internationalism been used to address contemporary global issues?

This lesson explores some of the ways that internationalism has been used to address poverty, hunger, disease, debt, climate change, human rights, and conflict.

**ESTIMATED TIME:** 75 minutes

#### GETTING READY

Photocopy reproducible.

- Reproducible 3.12.2, Internationalism and Contemporary Global Issues

Prepare an overhead transparency of Reproducible 3.12.2, Internationalism and Contemporary Global Issues.

Book an overhead projector and screen.

#### RESOURCES

*Exploring Nationalism*, pages 278–285

#### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

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

The Hunger Project is a global organization attempting to end world hunger. The group focuses its efforts on women because women traditionally bear primary responsibility for family health, education, and nourishment.

[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.

[www.stephanienolen.com/dispatches/lewis.htm](http://www.stephanienolen.com/dispatches/lewis.htm)

Among other features and what she calls dispatches, Stephanie Nolen’s web site offers an article titled “Stephen Lewis Has One Word for Us: HELP” that won the 2003 National Newspaper Award for International Reporting.

[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.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 human rights for all people.

### 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 3.12.2, Internationalism and Contemporary Global Issues
- participating in class discussions and activities

### PRIOR LEARNING

This lesson builds on the students' understanding of internationalism and current global issues.

### TEACHING AND LEARNING STRATEGIES

1. On the chalkboard, write the “Up for Discussion” question from page 278 of *Exploring Nationalism*: How can it be in a country's national interest to try to solve problems in other countries? When students have settled, guide the class through a brief discussion of this question. Students may suggest that it is in a country's national interest because global issues do not affect only one or two countries but all countries. Others may say that if a country fails to help other countries affected by something that can spread as quickly and affect as many people as disease or climate change, that country's own national interest may soon be at risk.
2. Read aloud the introduction under the heading “How Has Internationalism Been Used to Address Contemporary Global Issues?” (p. 278, *Exploring Nationalism*). Then divide the class into seven heterogeneous groups and assign each group one of the following topics:
  - Poverty (p. 278, *Exploring Nationalism*)
  - Hunger (p. 279)
  - Disease (p. 280)
  - Debt (p. 281)
  - Climate change (pp. 282–283 as far as “Making a Difference”)
  - Human rights (p. 284)
  - Conflict (p. 285)

Distribute Reproducible 3.12.2, Internationalism and Contemporary Global Issues, and instruct students to use the appropriate section of the reproducible to make notes on the issue assigned and to rank the international community's responses. Each group will be responsible for reporting their notes and explaining their rankings to the class so their classmates will be able to complete the reproducible later. Remind students to pay attention to photos, figures, and other features on the pages they have been assigned.

When they finish, ask each group to present a brief report of their findings to the class and to record their points and rankings on an overhead transparency of Reproducible 3.12.2, Internationalism and Contemporary Global Issues. Instruct the rest of the class to record the points on their own copies of the reproducible and to ask questions about the group's rankings. Guide the class through brief discussions of the issues, international responses, and rankings as they are reported.

**More to the Story**

In 2007, award-winning *Globe and Mail* writer Stephanie Nolen published *28: Stories of AIDS in Africa*. The book tells 28 personal stories — one for each of the million Africans living with the virus — of men, women, and children involved in every aspect of the disease. The stories reveal how HIV works and how it spreads; how it is inextricably tied to conflict and famine and the diverse cultures it has affected; how treatment works; and how people who can't get treatment fight to stay alive with courage and dignity against nearly insurmountable odds. By making these people and their lives more familiar and vividly real, she explores the effects of an epidemic that exceeds the Black Plague in scope and brings home why all people have a vested interest in what happens next.

3. Many of the visuals and margin features in this section of the chapter may spark strong opinions. Review how to use sensitive language, then ask students to work with a partner to review and respond to all the questions and activities in the captions, “Up for Discussion,” and activity icons in pages 278 through 284 of *Exploring Nationalism*. Features with questions are listed below. You may choose to write this list on the chalkboard to help guide students through this activity.
  - Page 278 — Figure 12-8 (one question); activity icon
  - Page 279 — two activity icons
  - Page 281 — “Up for Discussion” question; activity icon
  - Page 282 — Figure 12-11 (two questions)
  - Page 283 — activity icon
  - Page 284 — two activity icons

When they finish, you may wish to follow up by asking one of each pair to share a response to a question or activity icon until as many you wish have been covered.
4. Ask students to turn to “Making a Difference: Sheila Watt-Cloutier — Defending the Right to Be Cold” (p. 283, *Exploring Nationalism*). Ask volunteers to help you read the feature aloud, then guide the class through a brief discussion of the two questions in “Explorations.” In response to Question 2, students may suggest restricting their own or their family's use of electricity or taking local vacations. You may choose 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 rest of the course.
5. Ask students to work with their partner to respond to “Reflect and Respond” on page 285 of *Exploring Nationalism*. As students start to develop their rating system and criteria, ask volunteers to share examples with the class. Give the students time to develop their report cards and write their summary statements. Then ask a selection of students to share their results with the class and guide the class through a discussion.
6. Time permitting, you may wish to ask students to review the notes they made on chart paper during the graffiti activity and perhaps in their notebooks about the IQs (see Steps 1 and 2, Lesson 14). What points would they add or change now?

7. Remind students of the challenge for this related issue — participating in an international summit convened to respond to the international water crisis — and draw their attention to the chart-paper notes you posted in Steps 5 and 7 of Lesson 1. Ask if they would add some last-minute thoughts to the points recorded to date, then give them time to review and revise the notes they have been making on Reproducible 3.9.4, Summit Stakeholders and Goals. Remind them that they will be making their presentations in a few more lessons and circulate to make sure that all students are making progress.

**DIFFERENTIATING INSTRUCTION**

1. In Step 2, ask one or more students in each group to locate a song about the issue assigned to the group instead of helping fill in Reproducible 3.12.2, Internationalism and Contemporary Global Issues. They could play the song before or after the group makes its presentation. If they choose to do this, make sure they use appropriate sources and choose songs that will not offend classmates.
2. You may wish to ask interested students to conduct further research on one of the global issues explored in this section of the chapter. You could ask them to find out what individuals can do about the global issues, perhaps by joining an organization or agency working for change, and report their findings to the class.
3. Some students may prefer responding to the questions and activities in Step 3 in another form than the one suggested. A response to the activity icon on page 278, for example, may take the form of the lyrics to a song rather than a diagram.

## LESSON 16

### FOCUS ON SKILLS: COMMUNICATING EFFECTIVELY TO EXPRESS A POINT OF VIEW

**Chapter-issue question:** To what extent can internationalism effectively address contemporary global issues?

Students will practise their oral presentation skills — and prepare to meet the challenge for this related issue — as they work through the steps of “Focus on Skills: Communicating Effectively to Express a Point of View.”

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducibles.

- Reproducible B, Ten Steps to Making Effective Presentations (optional)
- Reproducible 3.12.3, Presentation Dos and Don'ts

Book time in a computer lab with an Internet connection.

Book at least one overhead projector, video player, computer, and screen.

### RESOURCES

*Exploring Nationalism*, pages 286–287

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

Web sites listed in previous lessons for Chapter 12 may also prove useful here.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may formatively assess students' participation and achievement in this lesson.

You may also wish to use Reproducible 3.12.3, Presentation Dos and Don'ts to summatively assess students' presentations.

### PRIOR LEARNING

This lesson builds on the report card students developed in response to “Reflect and Respond” in the previous lesson (p. 285, *Exploring Nationalism*) and draws on students' research and oral presentation skills.

### TEACHING AND LEARNING STRATEGIES

**Notes:** Much of this activity can be assigned as homework. You may wish to assign Steps 1 and 2, in particular, to time outside the classroom. Actually making their presentations to classmates provides a sort of dress rehearsal for students' participation in the challenge for this related issue, however, and you may wish to devote at least one lesson to presentations and follow-up.



Students' presentations may take various forms, such as a speech or a video. No matter which format students have selected, the guidelines for the presentation remain the same. The time limit for presentations is two minutes, and you must also decide on how long to allow for questions from classmates. The evaluation criteria are set out in Reproducible 3.12.3, Presentation Dos and Don'ts. And follow up by asking students to discuss the presentations' successes and to offer suggestions for how to improve presentation skills for the related-issue challenge.

1. Ask students to turn to "Focus on Skills: Communicating Effectively to Express a Point of View" (pp. 286–287, *Exploring Nationalism*). Read aloud the opening paragraphs, including the caption to Figure to 12-16 (p. 286). Briefly review the steps students will need to complete and distribute Reproducible B, Ten Steps to Making Effective Presentations, and Reproducible 3.12.3, Presentation Dos and Don'ts. Guide the class through a review of the 10 steps and a discussion of how they will use the presentation dos and don'ts to evaluate their classmates' skills.
2. As students work through Step 1, circulate to make sure that the pairs are on a productive track and provide help as required. You may also wish to assess students' requirements at this point and help them arrange for a piece of equipment you had not anticipated. Or you may choose to steer students clear of a format that could prove too complicated or difficult to handle effectively in a two-minute time frame. In any event, consult with each pair to confirm the format of their presentation and make sure you have booked all the equipment required or help the pairs do so.
3. Step 2 may require time in a computer lab, or you may choose to have students conduct further research and prepare and rehearse their presentations as homework.
4. When students are ready, appoint a student to keep track of the two-minute time limit and to warn each pair when they have 30 seconds remaining. Questions from classmates will also be limited to a time limit you set. Instruct students to use Reproducible 3.12.3, Presentation Dos and Don'ts, to assess each pair's presentation and question-and-answer responses.
5. When all the presentations are finished, ask volunteers how they assessed each presentation. Then remind students that this presentation will help them prepare for the related-issue challenge and ask them what they have learned from this exercise. What did they learn from their classmates' presentations? What will they try to improve on when they come to the challenge presentation?

#### **DIFFERENTIATING INSTRUCTION**

1. You may wish to pair students with different skill sets. A student with strong research skills, for example, could be paired with a student who enjoys speaking in class.
2. Encourage students who are averse to speaking in public to choose an alternative format, such as preparing an audio- or videotape or remaining the silent partner in a pair's presentation.

## LESSON 17

### EFFECTIVENESS OF INTERNATIONALISM

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

**Chapter-issue question:** To what extent can internationalism effectively address contemporary global issues?

**Inquiry question:** Is internationalism always the most effective way of addressing contemporary global issues?

Students will explore different points of view and perspectives on internationalism's effectiveness in addressing contemporary global issues. The lesson concludes with end-of-chapter activities.

**ESTIMATED TIME:** 75 minutes

### GETTING READY

Photocopy reproducible.

- Reproducible K, T-Chart

Prepare an overhead transparency and presentation slide of Figure 12-16 (p. 288, *Exploring Nationalism*), and Figure 12-17 (p. 290).

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

Book time in the library or a computer lab with an Internet connection (optional).

### RESOURCES

*Exploring Nationalism*, pages 288–293

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

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

The UN's millennium goals.

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

The web site of the World Trade Organization.

[www.cbsnews.com/stories/2006/01/20/60minutes/main1225184.shtml](http://www.cbsnews.com/stories/2006/01/20/60minutes/main1225184.shtml)

An in-depth look at Alberta's oil sands.

[www.sierraclub.ca/prairie/tarnation.htm](http://www.sierraclub.ca/prairie/tarnation.htm)

The Sierra Club's web site provides a critical look at the environmental impact of the tar sands.

[www.energy.gov.ab.ca/OilSands/oilsands.asp](http://www.energy.gov.ab.ca/OilSands/oilsands.asp)

The web site of the Alberta government provides a positive look at the employment and income generated by the oil sands.

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

A web site that outlines Bob Geldof's activities on behalf of famine relief and various causes and charities in Africa. Students may wish to consult this site to help them respond to Question 4 of the end-of chapter activities.

## ASSESSMENT AND EVALUATION ACTIVITIES

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

- completing a visual project
- 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 understandings of the relationships between internationalism, global issues, and problem solving.

## TEACHING AND LEARNING STRATEGIES

1. With students, read aloud the first paragraph on page 288 of *Exploring Nationalism*. Then display an overhead transparency or presentation slide of Figure 12-16 (p. 288). Give students a few minutes to examine the cartoon, then ask them to read the caption. Discuss the three caption questions with the class.
 

Draw students' attention to the activity icon on page 288 and ask them to respond to the question. Students may suggest that the failure to meet the UN's millennium goals indicates that international efforts to solve the world's problems cannot succeed because there are too many factors and competing needs, wants, and obligations that may come into play or because it is too difficult to predict what will happen to set realistic goals. Others 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 measure of success is a step forward — the world can keep trying and build from there.
2. Organize a think-pair-share activity (see p. 78) to explore international trade. Distribute Reproducible K, T-Chart, and instruct students to title it "International Trade Can Resolve Global Issues." The two columns could be headed, for example, "Pro" and "Con" or "Arguments for" and "Arguments against." Instruct students to read pages 288 and 289 of *Exploring Nationalism* as far as "Taking Turns," pausing after each paragraph or two to think about what they read and summarize the arguments it contained in a couple of points on the reproducible. When they finish, tell them 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. Ask students whether they agree with Joseph Stiglitz that the IMF "undermines the democratic process" (p. 289, *Exploring Nationalism*). Ask them to explain their reasons. You may also wish to ask them to give an example and to predict possible consequences of World Bank and IMF policies for developing countries and the people who live in them.
4. Divide the class into groups of three and ask them to take turns reading aloud the three students' comments in "Taking Turns" (p. 289, *Exploring Nationalism*). Which of the responses most closely resembles each group member's? Why? What else would each group member add? Ask volunteers to share their responses.

5. Display an overhead transparency or presentation slide of Figure 12-17 (p. 290, *Exploring Nationalism*). Then read the caption aloud and ask students to respond to the questions.

Explain to students that there are a number of different points of view and perspectives on whether the power of nation-states to control their own destiny is declining or shifting. Tell students they can work on their own or choose a partner to create a political cartoon or other visual that communicates the main idea of one of the experts quoted in this section of the text. Give students a minute to decide if they would like to work individually or choose a partner. Then ask them to read pages 290 and 291 of *Exploring Nationalism*. While they are doing this, write the following names and page numbers on the chalkboard:

- John Madeley, p. 288
- Joseph Stiglitz, p. 289
- Lester Thurow, p. 290
- Jessica Matthews, p. 290
- Noam Chomsky, p. 290
- Gareth Evans, p. 291
- Srgjan Kerim, p. 291
- Shashi Tharoor, p. 291

Assign one of these people to each of the individuals or pairs. Remind students that the cartoon or visual should capture the essence of the speaker's words. Remind them as well that they must remember to use respectful language and images and avoid stereotypes. They will also be expected to explain the elements they chose to use in the visual.

When they finish, ask students to display and explain their visuals to the class or to post the visuals on a bulletin board in the classroom.

6. You may wish to extend this activity by asking some students to assume the character of the expert they read about or the character of some other thinker they have read about previously in *Exploring Nationalism*. Using what they know about these experts, ask them to formulate questions about national interest, global issues, and international solutions that these people might ask at a meeting of the World Trade Organization, World Bank, IMF, or G8. Ask other students to take an official's position and prepare to answer questions on the organization's role, functions, and goals. Then ask them to roleplay brief exchanges.
7. If time allows, you may choose to conduct a tag debate (see p. 82) on the statement: If the United Nations did not exist, people would have to invent it.
8. Conclude the lesson by assigning one or more of the end-of-chapter activities (pp. 292–293, *Exploring Nationalism*). Because the curriculum outcomes are visited and revisited many times throughout *Exploring 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.
9. Draw students' attention to "Think about Your Challenge" (p. 293, *Exploring Nationalism*). Read the information aloud with the class, pausing after each of the questions. Point out that students may want to review "Focus on Skills: Communicating Effectively to Express a Point of View" (pp. 286–287), then give students time to plan and prepare for their presentations.

## DIFFERENTIATING INSTRUCTION

1. You may choose to ask students to write a dialogue between a person who believes the UN's millennium goals are an important international target and a person who does not agree. This dialogue could be used to create a roleplay to present to the class.
2. Some students may have trouble understanding the main message of a number of the experts quoted in this section of the chapter. These students may benefit from working with you to complete the political cartoon or visual in Step 5 and/or the roleplay in Step 6.
3. Encourage some students to find out more about Bob Geldof's work on behalf of relieving famine and poverty in Africa (see "Additional Resources"). They could report to the class on how effective these efforts have been.
4. Modify the end-of-chapter activities to accommodate students' strengths and interests. For Question 3, for example, rather than creating a poster, students could write an action letter or e-mail requesting that steps be taken internationally on a global issue of their choice. They could read their messages to the class, mail or e-mail them to the appropriate agency, and report the results. Question 5 could be transformed from a visual lampoon to a letter to the editor of a national or international publication.

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

(pp. 292–293, *Exploring 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. Although students' answers 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 consider their national interest first and foremost. Others may argue that as the boundaries between countries become blurred, nationalism is more important than ever to give people a sense of who they are and what values they share.
2. The web sites listed in "Additional Resources" may give students places to start their research. You may wish to give them time in the library or a computer lab to conduct their research. Students' positions will vary, but be sure that they are based on valid research and that they can state reasons.
3. Before students begin to work on their posters, remind them to use respectful and sensitive language and images and to avoid stereotypes. You may wish to organize a modified carousel activity (see p. 80) for students to present their posters and statements.

4. Bob Geldof was referring to Africa when he said, “500 kilometres south of here.” 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. It is “morally reprehensible” that the international community continues to allow these situations to remain unresolved.
5. Before students begin to create their lampoons, remind them to use respectful words and images and avoid stereotypes. While political cartoons often depend on exaggeration and caricature for their power, they do not insult or denigrate people or groups or subject a person or group to simple ridicule.
6. Students’ answers will vary, but responses may include the following points:
  - a) The artist’s message is that today’s world is in a precarious position. It is up to every individual to keep the planet afloat, but this balancing act can be difficult. If people fail, the world may slip into the abyss — and oblivion.
  - b) Students’ captions will vary, but make sure that they make an appropriate point in appropriate language.
  - c) This cartoon could sum up any of the issues explored in this chapter — poverty, hunger, disease, debt, climate change, human rights, and conflict — because all are in a state of precarious and delicate balance that can change very quickly.

## LESSON 18

### YOUR CHALLENGE PRESENTATIONS

**ESTIMATED TIME:** 75 minutes

### RELATED-ISSUE QUESTION

To what extent should internationalism be pursued?

### GETTING READY

Photocopy reproducibles.

- Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric
- Reproducible 3.12.3, Presentation Dos and Don'ts (optional)

Prepare an overhead transparency or presentation slide of Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric.

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

Prepare for the summit meetings by moving desks into a small circle for each group or pair of groups.

### RESOURCES

*Exploring Nationalism*, pages 204–293

### ADDITIONAL RESOURCES

Check the McGraw-Hill Ryerson Online Teacher Centre — [www.ExploringNationalism.ca](http://www.ExploringNationalism.ca) — to find out whether new resources have been posted to the site and for correlations to 20-2.

### ASSESSMENT AND EVALUATION ACTIVITIES

You will evaluate students' work on the international water summit by using Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric. You may also wish to incorporate peer feedback into your evaluation. Follow up by providing specific feedback to students on how they could improve their research, writing, and organization skills.

### TEACHING AND LEARNING STRATEGIES

1. Display an overhead transparency or presentation slide of Reproducible 3.9.3, Your Challenge 3 — Evaluation Rubric. Explain that you will use this rubric to evaluate students' participation. Ask students to review the categories and the criteria for evaluating each level of achievement. Then ask if they have questions.  
You may also wish to distribute the evaluation rubric or Reproducible 3.12.3, Presentation Dos and Don'ts, for students to provide peer reviews.
2. Explain that half of the groups will participate in their summits first while the other half watches. When the first groups finish, the other half of the class will begin. If you wish to incorporate peer review, pair each group with another group and ask one group to provide an audience and to evaluate the participation of the other group's members.

Select the first groups of students and give them a few minutes to review their notes. Then ask them to convene their meetings. You will have to circulate quickly to make notes on each of the students participating. The easiest way to do this may be to make notes directly on each student's rubric. Alternatively, you could jot notes under each student's name and incorporate these notes into the rubric at some other point.

3. At the conclusion of the summit meetings, ask each group to present their media release to the class.
4. Repeat the process with the other half of the class.
5. When all the groups have conducted their meetings and presented their media release, discuss with the class whether an international summit is an appropriate forum for dealing with the water crisis.
6. You may wish to ask each student to assess his or her own performance on the basis of the evaluation rubric. Instruct students to make notes in the margins of the rubric to indicate where and to what degree they believe they have met the criteria.

You may also wish to collect students' presentation notes and media releases — as well as the self-evaluations and peer reviews, if you chose to ask students to do this — to help you complete your evaluation on Reproducible 3.9.3, *Your Challenge 3 — Evaluation Rubric*.

#### **DIFFERENTIATING INSTRUCTION**

1. If students are absent on the day of the summits, they could form a group and convene their summit at some other point. If only one or two students are away, they may have to present to you alone.
2. Some students may need extra support to read aloud and speak during the summit. Ensure that there is at least one other person in the group who can play an encouraging role.
3. Some students may wish to audiotape their stakeholder's statement in advance of the meetings.
4. The media release could be adapted to become the dialogue for a media scrum or an entry in a blog.