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Introduction

Background

The Department of Education has made a commitment to provide a broad-based, quality education in the public school system and to expand the range of programming to better meet the needs of all students. The Department is working in collaboration with school boards and other partners in education, business, industry, the community and government to develop a variety of new courses.

The Nature of Global History 12

The study of global history provides several benefits to students as they complete their public school education. Applying a set of skills in the form of historical thinking concepts to the events of the 21st century provide students with the tools necessary to arrive at informed understandings of contemporary global events.

Global History is not strictly a content-based course. It should be thought of as a skills-driven course using the late 21st century as the stage for the development of these skills.

Global History provides students with the opportunity to develop their historical thinking concepts, as characterized by Peter Seixas and outlined below. These six concepts are ways in which students, and in turn citizens of the world, are able to frame historical and contemporary events in a way that is meaningful, analytical and productive. It is these skills that will help students become stronger local and global citizens with informed opinions.

The content of Global History provides students with key historical, economic, social and political understandings about the events of the late 20th Century and their subsequent impact on the 21st Century, giving them the knowledge base necessary to better understand structures, issues and events in our world today.

Historical Thinking Concepts

Six historical thinking concepts called “Benchmarks of Historical Thinking” have been identified by Dr. Peter Seixas through his work at the University of British Columbia’s Centre for the Study of Historical Consciousness. These six concepts were designed to help students think more deeply about the past and how it can be linked to the present. Teachers can use these Historical Thinking Concepts to extend and deepen the learning of the SCO. The concepts are noted in applicable explorations and best achieved when embedded within the lessons. The six concepts include:

- 1. Historical Significance** – looks at why an event, person, or development from the past is important. (E.g., Why is the significance of a particular person in history? What would have happened if this person had not existed? Compare two places and develop arguments on which place had a greater significance.)

- 2. Evidence** – looks at primary and secondary sources of information. (E.g., What do primary artefacts tell about living in a particular time period?)

- 3. Continuity and change** – considers what has changed with time and what has remained the same (E.g., what cultural traditions have remained the same and what traditions have been lost over time?) Includes chronology and periodization, which are two different ways to organize time and which help students to understand that events happen between marks on a timeline.

- 4. Cause and Consequence** – examines why an event unfolded in a particular manner and investigates the possibility of a number of causes (There is almost always more than one cause for an event). Explain that causes are not always obvious and can be varied and interwoven. (E.g., how has the exchange of technologies over time changed the traditions of a culture?)

- 5. Historical Perspective** – any historic event involves people who may have held different perspectives on an event (E.g., How can a place be found or *discovered* if people already live in that location?) Perspective taking is about trying to understand a person’s perspective of an event as it happened.

- 6. Moral Dimension** – assists in making ethical judgments about past events after objective study. (We strive to learn from the past in an effort to understand how events occurred and how they continue to influence our lives.) Moral judgment, within a historical context, is a difficult concept as it requires a suspension in present-day understandings/concepts. (E.g., the Canadian government issuing a formal apology in 2006 to the Chinese Canadian community for the use of a head tax and the exclusion of Chinese immigrants to Canada.)

Course Design and Components

Features of Global History 12

Global History is a class that critically investigates and analyses as to how the world arrived at its current state at the beginning of the 21st century, using the discipline of history. The course is built around six units that combine the skills of historians to better understand the content in each unit.

Unit 6 – The Methods of a Global Historian

Unit 1 – Our Changing World

Unit 2 – The Dynamics of Geo-Political Power

Unit 3 – The Challenge of Economic Disparity

Unit 4 - Societal Change

Unit 5 – The Pursuit of Justice

Unit 6 introduces students and teachers to the methods of a global historian. It is located at the beginning, but numerically is last to remind both students and teachers that history is a process and is not strictly about content. Unit 1 presents dominant theories and ideologies in history. The outcomes of this unit can be taught in an iterative way as students may not begin to grasp the concepts until studying some of the content found in the case studies in Units 2 – 5.

Students should complete this course with a greater depth of knowledge about key events that have led to the current state of the world in the 21st Century and have acquired skills that are applicable to all aspects and facets of historical study.

Students have the opportunity to take Global History 12 as either an open or an academic course. The specific curriculum outcomes (SCOs) for Global History 12 are printed in standard type. The SCOs for Global History 12 as an academic course include those printed in standard type (Global History 12 Open) as well as those printed in **boldface** (for Global History 12 Academic only).

Key Concepts in Global History 12

Global History 12's key concepts fall into two interconnected categories: skills and content. Ultimately, Global History is a class that critically investigates and analyses how the world arrived at its current state at the beginning of the 21st century, using the discipline of history.

The study of Global History 12 is built upon accepted historical methodology that encourages and employs critical thinking and analysis; skills necessary for twenty-first century thinking. Historians are interested in drawing from information in the past and connecting it to bigger ideas and implications that, in a short or long-term

sense, help to explain the current state of local and global affairs. The skills taught in this course are then intended to be transferable.

The time-period that is being studied and the subsequent content and case studies explored are important and relevant for all global citizens. Issues of geo-political power and the impact that belief has on the development and duration of various forms of government are vital to understand the connections between ideology and government. Moreover, the quest and expression of power helps to explain how the current world order is formed and how the desire to sustain power can lead to conflict. Understanding how the control of resources is connected to the pursuit of power and the subsequent impact on societies allows for an economic analysis that seeks to explain local and global economic disparity. The study of social actors looks at the power of individuals and groups of people who, in an increasingly interconnected world, have both the power and capacity to impact change.

Combining power, economics and social actors at a local and global level, issues and the continued pursuit of social justice is the cornerstone of the study of Global History. It is hoped that through the study of these issues, we cultivate more informed, engaged citizens of the world.

Cross-Curricular Connections

The discipline of Global History 12 allows students and teachers to make connections with a number of other areas of study available in the Public School Program. Its greatest connections are with subjects in the humanities – political science, economics, sociology, law and global geography in particular.

Global History provides students with the opportunity to recognize themselves as global citizens by giving them skills that allow them to examine local and global events from an informed critical perspective. As citizens of the world, it is necessary to examine events from social, political, cultural and economic contexts; all methods employed in many PSP classes.

The balance of geo-political power is an excellent venue to explore ideology and the role and connection between culture and the structure of government. The study of the global-economic divide provides students a venue to better examine the role of the economy in the pursuit and balance of power. By studying and engaging in the community as agents of social change, students realize the power and responsibility of an individual in a local and global community. Finally, by then examining how the international community responds to issues of political, economic and social problems, it is hoped that we cultivate informed proponents of social justice.

Many of the themes and topics being studied in Global History 12 have direct connections to current problems and challenges facing society today. Global History 12 can provide students with a broader understanding of the political, economic, social and cultural factors that we, as international citizens face, the way

in which they impact and the processes by which solutions can be developed and implemented.

Organization

Outcomes

This section provides the specific curriculum outcomes for the unit. While the outcomes may be clustered, they are not necessarily sequential.

Suggestions for Learning and Teaching

This section offers a range of strategies from which teachers and students may choose. Suggested learning opportunities can be used in various combinations to help students achieve an outcome or outcomes. The suggested strategies may also provide a springboard for teachers to choose other strategies that would be effective for their students. It is not necessary to use all the suggestions that are included, nor is it necessary for all students to be involved in the same learning experience.

Suggestions for Assessment

This section provides suggestions for assessment of achievement of the outcomes and are often linked to Suggestions for Learning and Teaching. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning.

Notes

The Notes section contains a variety of information related to the items in the other three sections including suggested resources, elaborations on strategies, successes, cautions, and definitions.

Suggestions for Learning and Teaching and Suggestions for Assessment are meant to be part of an integrated learning experience in which assessment is a natural, authentic part of the process. For example, a suggestion that the students complete an independent project that demonstrates the elements of art and design could be located in either section. Indeed, the line between suggestions in these two sections disappears as well-planned learning experiences unfold in a dynamic classroom.

Outcomes

Essential Graduation Learnings and Global History 12

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Details may be found in the document *Public School Programs*.

Some examples of learning in Global History 12 that helps students move toward the attainment of the essential graduation learnings are given below.

Essential Graduation Learnings	Global History 12
Aesthetic Expression Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.	By the end of Global History 12, students will be expected to <ul style="list-style-type: none">○ describe the importance of cultural resources such as theatres, museums, galleries, cinemas, and libraries as they relate to the study of history○ understand the connection between society, culture, politics and economy and the various forms of artistic expression that occur in other societies around the world○ recognize the value of artistic expression of part of the natural operation of healthy human societies
Citizenship Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.	By the end of Global History 12, students will be expected to <ul style="list-style-type: none">○ examine human rights issues and recognize forms of discrimination○ explore the principles and actions of just, pluralistic, and democratic societies.○ analyze the social, political and economic forces that have shaped the past and present and apply those understandings in planning for the future
Communication Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively	By the end of Global History 12, students will be expected to <ul style="list-style-type: none">○ articulate in various forms an understanding of the way in which social, political and economic factors contribute to global interactions and events○ conduct a well-organized research assignment that uses the methods of a

	<p>global historian and communicate findings to the teacher and/or classmates</p> <ul style="list-style-type: none"> ○ analyze and respond to a variety of texts and readings related to historical concepts and theories
<p>Personal Development Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.</p>	<p>By the end of Global History 12, students will be expected to</p> <ul style="list-style-type: none"> ○ analyze the role of human interaction and relationships in development of individuals and societies ○ understand the importance of critical reflection on ethical issues of personal and global significance
<p>Problem Solving Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.</p>	<p>By the end of Global History 12, students will be expected to</p> <ul style="list-style-type: none"> ○ apply concepts and theories related to history to the analysis of global events ○ identify social, economic and political factors shaping global events ○ identify similarities and differences of belief systems that lead to peace and/or conflict
<p>Technological Competence Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.</p>	<p>By the end of Global History 12, students will be expected to</p> <ul style="list-style-type: none"> ○ use available technologies to access information relevant to historical concepts and theories ○ use available technologies to present analysis and summary of historical events to teachers and/or students.

Specific Curriculum Outcomes

Students will be expected to:

Unit Six- The Methods of a Global Historian

- 6.1** Ability to critically investigate and inquire global issues of the 20th and 21st centuries
- Historical methods, skills, interdisciplinary nature of history
- 6.2** Design and conduct a research project using methods appropriate to history/**plan, research, write and defend a formal thesis-directed research paper using the historical method**
- Research Methodology

Unit One: Our Changing World

- 1.1** Demonstrate an understanding of the systems of global economic change
- Imperialism, colonialism, industrialism, corporatism
- 1.2** Analyze major political ideological concepts as they relate to 20th/21st century Global Issues.
- Communism, fascism, capitalism, socialism, democracy, globalism
- 1.3** Investigate various agents of global change of social change and their impact upon events of the 20th and 21st century.
- Media, lobby groups, NGOs, MNCs, individuals
 - Interdependence and the global village
 - Agents of change

Unit Two: The Dynamics of Geo-Political Power

- 2.1** Demonstrate an understanding of major issues that contributed to the start of the “Cold War” between the “East” and “West”
- World War I, World War II, treaties, Berlin Crisis
- 2.2** Explain/**investigate** how tensions between “East” and “West” influenced events following post World War Two events
- Policies + Propaganda
- 2.3** Evaluate the extent to which at least two “Cold War” events exhibit characteristics of the “East-West” conflict

- Cuban Missile Crisis, Vietnam, Korea, Afghanistan, Middle East, Africa, Nuclear Issue/Nuclear Technology

2.4 *Research two competing views regarding the legacy of the “Cold War” in the contemporary world.*

- Is modern day terrorism as legacy of the Cold War?
- Who won the Cold War?

Unit Three: The Challenge of Economic Disparity

3.1 Demonstrate an understanding of forces that influence and contribute to influence the economic disparity between “North” and “South”

- The correlation between the control over resources and political power

3.2 Evaluate different approaches to address global economic disparity considering the correlation between wealth and power

- IMF, World Bank, NGOs, Free Trade, G8, European Union
- *What is the difference in the vested interest in the NGOs and governments?*

3.3 *Research and analyze at least two differing approaches to resolving an issue of economic disparity.*

- Students will look at two different organizations (government organization/NGO) and analyze more deeply than in 3.2

3.4 Examine/**analyze** the extent and nature of the economic disparity that exists within both a) a developed country and b) a developing country

- Examination of economic disparity *within* a developed nation and *within* a developing nation
- Ex: Brazil land ownership
- *Advanced: Compare and contrast examples*

Unit Four: Societal Change

4.1 Compare and contrast societal change influenced by technological and non-technological factors.

- Pervasive nature of technology on societal change, changing role of the role of religion, changing demographics (age, population), natural disasters, changing political boundaries

4.2 Evaluate the ethical and moral implications of technological development and societal change

- Technology and conflict, issues of bioethics, reproductive technology

4.3 Illustrate the interdependence of societal change, economic disparity, and geo-political power

- Create or respond to case studies (ie – flower trade, fair trade, Canada’s dependence on immigration for the workforce) examining interconnection and various perspectives

4.4 Explore and engage in an issue that demonstrates responsible global citizenship

- Active citizenship and stewardship

Unit Five: The Pursuit of Justice

5.1 Demonstrate an understanding of the forces that have shaped concepts of justice

- Consider political, social, economic and religious concepts that have shaped conceptions of justice
- Christianity, Islam, Judaism (effect on law – North American vs. Islamic states)/correlation to political structure and the justice system
- Economic disparity and access to justice

5.2 Investigate global events that have raised fundamental questions of justice

- Case Study: Apartheid, Rwanda, Ethnic Cleansing, Darfur, Haiti

5.3 Investigate examples of genocide that have occurred through the 20th and 21st centuries

- **Case Study:** Holocaust, Ukrainian, Rwanda, Yugoslavia, Armenian, Nanking

5.4 Describe/**analyze** approaches and barriers to achieving greater universal justice

- How effective is the UN?
- What are the barriers of Racism?
- What are the barriers of the economic divide?
- What does justice look like?

Course Description

Global History is a class that critically investigates and analyses as to how the world arrived at its current state at the beginning of the 21st century, using the discipline of history. The course is built around six units that combine the skills of historians to better understand the content in each unit.

Unit 6 – The Methods of a Global Historian

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Unit 5 – The Pursuit of Justice

Unit 6 introduces students and teachers to the methods of a global historian. It is located at the beginning, but numerically is last to remind both students and teachers that history is a process and is not strictly about content. Unit 1 presents dominant theories and ideologies in history. The outcomes of this unit can be taught in an iterative way as students may not begin to grasp the concepts until studying some of the content found in the case studies in Units 2 – 5.

Students should complete this course with a greater depth of knowledge about key events that have led to the current state of the world in the 21st Century and have acquired skills that are applicable to all aspects and facets of historical study.

Rationale

The study of Global History 12 offers a variety of benefits to students as they prepare to leave the public school system. The systematic analysis of global events that have shaped the end of the 20th Century, impacting the 21st Century promotes a greater understanding of one's role as a global citizen. As members of local and global communities, we have been influenced by these events and will subsequently impact how this impact shapes the future.

Not only do students benefit from a working knowledge of events that have happened, they also learn the critical thinking skills to be able to process, synthesize and analyze complex world events. This skill-set is becoming increasingly important in an interconnected world and is something that is desired in the workforce.

Ultimately, the goal of the humanities and of the Public School Program is to create engaged global citizens. This course provides both the content/context and the skills necessary to encourage this development.

Units of Study

Unit 6 – The Methods of a Global Historian

Unit 1 – Our Changing World

Unit 2 – The Dynamics of Geo-Political Power

Unit 3 – The Challenge of Economic Disparity

Unit 4 – Societal Change

Unit 5 – The Pursuit of Justice

Theory (Unit 1)



→ Research Project (Unit 6)

Case Studies (Units 2 – 5)

Unit 6 – The Methods of a Global Historian

Unit Overview

This curriculum guide is designed with both process and content in mind, which is why Unit 6, the summative aspect of the course, is at the beginning. The study of history is a process; history is not static and it is the act of studying it that keeps and creates the discipline. In turn, it is the act of studying history that provides new insights into our past.

In addition to learning the ‘story’ or narrative of history, it is essential that students learn about the processes and historical methods, and that they are trained in the expression of this process in the form of a research process.

There are two outcomes to Unit Six. They are intended to be woven throughout the course, rather than accomplished in isolation, though a student needs the content of the course to begin to master the two outcomes in this unit.

The first outcome, 6.1, addresses the process of history. Teachers are strongly encouraged to outline the six Historical Thinking Concepts that serve as the framework of the design of this course and act as excellent tools in capturing the various facets of the historical method.

The second outcome, 6.2, addresses the expression of history. There are a number of suggested assignments throughout this document that could successfully meet this outcome; it is at the discretion of the teacher as to when and how this is met. To be successful with this, it may be necessary to do a number of minor research assignments (as suggested throughout the document) before assigning a major research project.

Please note: it is not necessary that the research assignment be an essay with an arguable thesis statement, though it is certainly an option.

Unit Outcomes

Students will be expected to:

- 6.1 Ability to critically investigate and inquire global issues of the 20th and 21st centuries
 - Historical methods, skills, interdisciplinary nature of history
- 6.2 Design and conduct a research project using methods appropriate to history/**plan, research, write and defend a formal thesis-directed research paper using the historical method**
 - Research Methodology

Unit Processes and Skills Emphases

Communication

- Read historical text critically, identifying key concepts and ideas related to issues of global change.
- Express in writing and/or orally examples of historical concepts and perspectives
- Record, analyze, summarize, and present research results

Inquiry

- Develop and explore a historical research question.
- Analyze readings for key concepts, ideas, and perspectives related to a research question.
- Record, analyze, summarize and present research results.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Develop and explore a historical research question.

6.1 Ability to critically investigate and inquire global issues of the 20th and 21st centuries

- Historical methods, skills, interdisciplinary nature of history

Enduring Understanding

- Historical methods, skills, interdisciplinary nature of history

Inquiry

- Historical Significance
 - Evidence
- Continuity + Change
- Cause + Consequences
- Historical Perspective
 - Moral Judgment

Suggestions for Assessment, Teaching and Learning

History is, by definition, a process. The process requires a set of skills that need to be taught and practiced with the knowledge that there is not one way or one method to approaching this interdisciplinary subject area. This outcome is to remind and reinforce the importance of teaching the method in addition to the content. This outcome cannot be assessed separate from the content of the course and instead should be woven throughout the delivery of Global History 12. While there are a variety of suggested assessments that touch on the various methods, skills and approaches to history, it is the responsibility of the teacher to ensure that an appropriate cross-section is used in the class.

The Historical Thinking Concepts outlined below clearly articulate various approaches to history. A teacher may choose to begin his or her course by exploring these methods as a way to introduce ‘history as process’ to students.

Historical Thinking Concepts

Six historical thinking concepts called “Benchmarks of Historical Thinking” have been identified by Dr. Peter Seixas through his work at the University of British Columbia’s Centre for the Study of Historical Consciousness. These six concepts were designed to help students think more deeply about the past and how it can be linked to the present. Teachers can use these Historical Thinking Concepts to extend and deepen the learning of the SCO. The concepts are noted in applicable explorations and best achieved when embedded within the lessons. The six concepts include:

- 1. *Historical Significance*** – looks at why an event, person, or development from the past is important. (E.g., Why is the significance of a particular person in history? What would have happened if this person had not existed? Compare two places and develop arguments on which place had a greater significance.)

- 2. *Evidence*** – looks at primary and secondary sources of information. (E.g., What do primary artefacts tell about living in a particular time period?)

- 3. *Continuity and change*** – considers what has changed with time and what has remained the same (E.g., what cultural traditions have remained the same and what traditions have been lost over time?) Includes chronology and periodization, which are two different ways to organize time and which help students to understand that events happen between marks on a timeline.

- 4. *Cause and Consequence*** – examines why an event unfolded in a particular manner and investigates the possibility of a number of causes (There is almost always more than one cause for an event). Explain that causes are not always obvious and can be varied and interwoven.(E.g., how has the exchange of technologies over time changed the traditions of a culture?)

- 5. *Historical Perspective*** – any historic event involves people who may have held different perspectives on an event (E.g., How can a place be found or *discovered* if people already live in that location?) Perspective taking is about trying to understand a person’s perspective of an event as it happened.

- 6. *Moral Dimension*** – assists in making ethical judgments about past events after objective study. (We strive to learn from the past in an effort to

understand how events occurred and how they continue to influence our lives.) Moral judgment, within a historical context, is a difficult concept as it requires a suspension in present-day understandings/concepts. (E.g., the Canadian government issuing a formal apology in 2006 to the Chinese Canadian community for the use of a head tax and the exclusion of Chinese immigrants to Canada.)

Source: Seixas, Peter. *Benchmarks of Historical Thinking: A Framework for Assessment in Canada*. Centre for the Study of Historical Consciousness. UBC (2006)

6.2 Design and conduct a research project using methods appropriate to history/plan, research, write and defend a formal thesis-directed research paper using the historical method****

- Research Methodology

Enduring Understanding

- Research methodology

Inquiry

- Historical Significance
 - Evidence
- Continuity + Change
- Cause + Consequences
- Historical Perspective
 - Moral Judgment

Suggestions for Assessment, Teaching and Learning

Historians are expected to be able to be able to conduct research using skills and methods appropriate to the discipline. Much like outcome 6.1, this outcome is not intended to be met in isolation from the rest of the course. It is likely that students will be conducting research throughout the course. The expectation in Grade 12 is that at least one of these research projects is significant, substantial and

demonstrates the ability to apply historical methodology to a formalized project. There are a variety of ways to complete this expectation; a formal written research paper, a written research project or an oral presentation that has elements of historical research incorporated in the presentation.

Throughout this document there are a number of suggestions of major assignments that could meet this outcome. At the end of this document, in the appendix, there is also a generic Research Presentation Template that a teacher can and modify to meet his or her needs.

If a teacher intends to ask students to produce a research essay, he/she is encouraged to use the resource “The Research Essay” published by the Department of Education. This step-by-step guide walks students and teachers through the formalized research process, ultimately producing a final Research Essay with a thesis.

Unit One: Our Changing World

Unit Overview

The historical method and the process of piecing together and understanding history involves connecting events to bigger ideas, beliefs and theories. The purpose of Unit One is to introduce students to these kinds of 'big ideas' with the intention of helping them to better understand the consequences and implications of historical events.

The Unit is divided into three outcomes, each addressing a different 'big idea'. The first outcome asks students to explore systems of economic change, emphasizing the various models that impact and control the distribution and movement of wealth. The second outcome asks students to explore the different ideologies/systems of power that govern various regions and countries in the late 20th and early 21st centuries. The final outcome in this unit asks students to investigate agents of change; those people or organizations who try to change or improve the systems of economic and political power.

While this unit falls at the beginning as a way to introduce students to theoretical thinking, it is understood that until they have the opportunity to apply these concepts to practical applications, case studies and events, it is not possible for them to grasp them in an appropriate way. To that end, and much like Unit Six, this unit should be woven throughout the course and not taught in isolation. A teacher may choose to begin and end with this unit or to introduce concepts as he/she teaches Units Two – Six.

Finally, the expectation is not that students achieve mastery of these concepts. Instead, the intention is that students become aware of the idea of 'schools of thought' and that they understand that history should be thought of in a larger context and not simply as a timeline of events.

Unit Outcomes

Students will be expected to:

- 1.1 Demonstrate an understanding of the systems of global economic change
 - Imperialism, colonialism, industrialism, corporatism
- 1.2 Analyze major political ideological concepts as they relate to 20th/21st century Global Issues.
 - Communism, fascism, capitalism, socialism, democracy, globalism

1.3 Investigate various agents of global change of social change and their impact upon events of the 20th and 21st century.

- Media, lobby groups, NGOs, MNCs, individuals
- Interdependence and the global village
- Agents of change

Unit Processes and Skills Emphases

Communication

- Read historical text critically, identifying key concepts and ideas related to issues of global change.
- Discuss concepts, ideas, and theories related to culture in a small-group and/or class settings
- Express in writing and/or orally examples of historical concepts and perspectives
- Record, analyze, summarize, and present research results

Inquiry

- Analyze readings for key concepts, ideas, and perspectives related to ideology.
- Apply relevant concepts to agents and ideas of social change.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Function in a variety of groupings using collaborative and cooperative skills and strategies.

1.1 Demonstrate an understanding of the systems of global economic change

- Imperialism, colonialism, industrialism, corporatism

Enduring Understanding

- Imperialism, colonialism, industrialism, corporatism

Inquiry

- Continuity and Change
- Cause and Consequence

Suggestions for Assessment

Students may, for example, individually or in groups

- Define the various systems of global economic change. Students can use the following (or a similar) chart to organize their definitions.

	Dominant institution/agency controlling the change	Actor(s) that are changed or influenced as a result of the dominant institution/agency	Advantages and disadvantages of this type of economic change
Imperialism			
Colonialism			
Industrialism			
Corporatism			

Students may, individually or in groups, research a case study to explore the economic, social, political and culture change that resulted.

Possible Case Studies:

- British imperialism in India

- French imperialism in Africa
 - American imperialism in Latin America
 - Japanese imperialism in Korea
- What were the initial conditions (social, political, economic, cultural) that existed prior to the arrival of the foreign imperialist?
 - What was the belief or explanation of the imperialistic actor that justified the action?
 - What were some of the economic, social, political and cultural consequences of this change?

Students may look at an example of industrialism in the early 20th century and compare it to a contemporary example and consider:

- How do you know each example is industrialism?
- What are the conditions that led to industrialism in each example?
- What is similar in both situations?
- What is different in each situation?
- What role have technological changes played in this process?
- Has industrialism changed over time, or is it the same process?

Students may debate, discuss or write a written commentary on whether or not imperialism still exists today. This could be a large-scale researched assignment or it could be done within one class, based on students' knowledge of the world around them.

Suggestions for Learning and Teaching

Teachers may ask students to:

Work individually or collaboratively to come up with definitions of imperialism, colonialism, industrialism and corporatism.

Work individually or in groups to analyze case studies that explore examples of imperialism, colonialism, industrialism and corporatism. Students may create a

flowchart or timeline of events to examine the cause and consequence of this type of change.

Students may also be divided into groups of four and look at the implications of change to a particularly population or group of people from different points of view: economic, social, political, cultural and present their perspectives to each other or to the class.

1.2 Analyze major political ideological concepts as they relate to 20th/21st century Global Issues.

- Communism, fascism, capitalism, socialism, democracy, globalism

Enduring Understanding

- Communism, fascism, capitalism, socialism, democracy, globalism

Inquiry

- Continuity and Change
- Cause and Consequence
- Historical Perspective

Suggestions for Assessment

Students may, for example, individually or in groups

- Define the various ideologies highlighting the key characteristics of each. Students can use the following (or a similar) chart to organize their definitions.

	How is power structured in this system? (Is a person, family, political party, monarch etc. in charge)	What role do citizens play in determining who holds power?	What arguments would someone make in support of this ideology?	What arguments would someone make against this ideology?
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Communism				
Fascism				
Capitalism				
Socialism				
Democracy				
Globalism				

Assignment 1.2.1 helps students to bridge between the theoretical ideas of an ideology to a practical application in a creative way. In small groups students are asked to create a society that embodies the characteristics of an ideology. In doing so, students are asked to consider the distribution of power and wealth and the ‘freedom’ of citizens. There is the option for a simulation follow-up activity.

Assignment 1.2.2 challenges students to examine the similarities and differences between ‘theory’ of ideology and the ‘practice’ of ideology. A teacher may assign this to students individually or as a group. Given the nature of connecting theory with practice, it may be best to complete this assignment toward the end of the course as a way to revisit theory after having examined several case studies in Units 2 – 5.

Suggestions for Learning and Teaching

- Students and teacher can discuss the contributing factors to an ideology.
 - What is an ideology?
 - What are the various beliefs that contribute to an ideology?
 - Can an ideology be ‘good’ or ‘bad’?
- While an ideology may sound good ‘in theory’, ‘in practice’/in real life it is often the case that it does not work as well. The teacher can discuss this as a whole class or divide students into working groups. *A teacher may choose to tackle this idea at the beginning of Global History, or revisit it after having covered some of the other units.*
- Students can be divided into six groups, one per each ideology. In each group, students can research historical and contemporary examples of regions/countries that are said to employ each given ideology. A teacher may choose to have students complete a chart like the one below. This activity could serve as a good introduction to units 2 – 5.

	Country or region that is said to operate under this ideology: (include the time period)	Who is in charge and how did he/she obtain power?	Are the people of this country/region considered free?	Is this region/country considered stable? Why or why not?
Communism				
Fascism				
Capitalism				
Socialism				
Democracy				
Globalism				

1.3 Investigate various agents of global change of social change and their impact upon events of the 20th and 21st century.

- Media, lobby groups, NGOs, MNCs, individuals
- Interdependence and the global village
- Agents of change

Enduring Understanding

- Media, lobby groups, NGOs, MNCs, individuals
 - Interdependence and the global village
 - Agents of change

Inquiry

- Evidence
- Continuity and Change
- Cause and Consequence
- Historical Perspective

Suggestions for Assessment

Students can conduct a research assignment/complete a presentation on an agent of change, an NGO or a lobby group. Students can research the origin of actor, location, mandate and activities. The presentation of this information could be in the form of a class presentation, a written report or some other creative display of information. A teacher may choose to link this activity to outcome 4.4. Each student can research an agent of change and present the findings in a visual way. Students can travel throughout the classroom to find out information about a number of agents of change in hopes of finding a group or organization that they can do their volunteer work for or with.

Students could conduct research to find examples of agents of change who were met with support and agents of change who were met with resistance by answering the following:

- Find a newspaper article about an agent of change (individual, NGO, group of citizens) that/who brought about change that was met with **support** from his/her/their community.
- Find a newspaper article about an agent of change (individual, NGO, group of citizens) that/who brought about change that was met with **resistance** from his/her/their community.
- What were the key issues that generated the support or resistance in each of these situations?
- What obstacles did each face? How were they overcome?
- How successful do you think each actor was/is in affecting change?

Suggestions for Learning and Teaching

Teachers and students may begin this unit by defining and providing examples of 'agents of change' including media, lobby groups, NGOs, MNCs and individuals in a local and global context. Examples could include students within the school or region who caused a change (ie – the Pink Shirt Anti-Bullying campaign was started by two Nova Scotian high school students). Teachers/students can brainstorm a list of all individuals, organizations/groups that are agents of change.

Students can work in small groups to research the mandate of a specific NGO, lobby group or individual to find out what they do, what change they want to see and how they go about attempting to cause/implement this change.

This outcome provides a great opportunity to connect the school and community. A teacher may use this as an opportunity to bring community members into the school or to take the class into the community.

Unit Two: The Dynamics of Geo-Political Power

Unit Overview

Unit Two introduces students to the power-struggles that defined the 20th Century. This unit begins with an overview of the major issues that contributed to the start of the Cold War including a review of World War I, World War II, the treaties and the Berlin Crisis. It goes into an exploration of power as expressed through government policies and propaganda in the form of media and the arts. It then asks students and teachers to look at key events during the Cold War that exemplified the characteristics of the “East-West” struggle for power. Advanced students will extend this study into the present.

While many teachers will legitimately argue that the content of this unit is integral to the study of history, it is important to note that it is intended to be one unit of six and should be taught in a time-frame that reflects that. To that end, while it is important that students are exposed to the details of these key historical events, it is not possible to go into extensive studies that would be better suited to a different curriculum.

However, if a teacher or student has a particular interest in these events, it may be appropriate to connect to outcome 6.2, the research project/paper.

This Unit provides excellent content to be applied to Outcome 1.2 as the power struggles are so closely connected to ideological differences.

Unit Outcomes

Students will be expected to:

- 2.1 Demonstrate an understanding of major issues that contributed to the start of the “Cold War” between the “East” and “West”
 - World War I, World War II, treaties, Berlin Crisis
- 2.2 Explain/**investigate** how tensions between “East” and “West” influenced events following post World War Two events
 - Policies + Propaganda
- 2.3 Evaluate the extent to which at least two “Cold War” events exhibit characteristics of the “East-West” conflict
 - Cuban Missile Crisis, Vietnam, Korea, Afghanistan, Middle East, Africa, Nuclear Issue/Nuclear Technology

2.4 *Research two competing views regarding the legacy of the “Cold War” in the contemporary world.*

- Is modern day terrorism as legacy of the Cold War?
- Who won the Cold War?

Unit Processes and Skills Emphases

Communication

- Read historical text critically, identifying key concepts and ideas related to issues involved in the Cold War.
- Discuss concepts, ideas, and theories related to culture in a small-group and/or class settings
- Express in writing and/or orally examples of historical concepts and perspectives
- Record, analyze, summarize, and present research results

Inquiry

- Analyze readings for key concepts, ideas, and perspectives related to the Cold war.
- Apply relevant concepts to the Cold War.
- Analyze in-depth one aspect of the Cold War.
- Draw conclusions about an aspect of the Cold War supported by evidence from a variety of sources.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Function in a variety of groupings using collaborative and cooperative skills and strategies.

2.1 Demonstrate an understanding of major issues that contributed to the start of the “Cold War” between the “East” and “West”

- World War I, World War II, treaties, Berlin Crisis

Enduring Understanding

- World War I, World War II, treaties, Berlin Crisis

Inquiry

- Continuity + Change
- Cause + Consequences
- Historical Perspective
 - Moral Judgment

Suggestions for Assessment

Students can complete Assessment 2.1.1 creating a timeline that includes 15 – 20 events, situations or people that/who contributed to the start of the Cold War. This assignment can be completed individually as a major unit project or as a group. Final presentation formats can be determined by the teacher or by students.

Students can look at a political cartoon from the various events leading to the outbreak of the Cold War and answer the Political Cartoon Analysis Questions located in the Appendix.

Students can complete an OPVL analysis of an article or series of articles that are either self-selected or selected by the teacher on the subject of the outbreak of the Cold War. Many articles from various perspectives are available from the websites listed below.

Students can complete a Roundtable discussion (See Appendix for template) acting out the post-war discussions to divide up Europe. Studies can represent the leaders and members of key-party states, as assigned by the teacher or as organized by themselves. Students could simply come in with an informed position on what the country they represented argued post-World War II, or, as a class, it may be decided that you will attempt to ‘re-write’ history.

Suggestions for Learning and Teaching

Students and teachers can discuss the key events of World War One and/or World War Two to gain a foundation of the key factors that led to the outbreak of the Cold War. The teacher may choose to divide students into small working groups and ask them to choose one of the following research topics: key leaders, key countries, key battles, key peace negotiations, key deals/agreements, role of men, role of women. Each group can research and answer the following questions as related to one or both wars:

- Research your topic and provide a summary of its/their role in the War.
- Outline key events that impact your topic and the War.
- What is significant about your topic as it relates to the war?

The websites below have many links to useful primary and secondary resources. A teacher may choose to have students conduct a document analysis (or OPVL – rubric in appendix) of a specific aspect of one of the wars or treaties. Students could work in small groups and conduct a jigsaw to complete a comprehensive analysis of differing aspects of the war. The topics in the previous suggestion may be useful for this task.

Students, in small groups, may choose a specific discussion, meeting, debate, battle or key event in a war or in a treaty discussion and conduct a role-play or dramatic reproduction to each other or to the class. In completing the assignment, students could be expected to conduct research, write a script and perform the skit as a way of sharing information within the class.

A teacher and students may create a large-scale timeline of key events between the outbreak of World War One and the end of World War Two in the classroom or using an online program. Each student could be assigned a key event and be expected to write a paragraph for one of the key events stating the key details and significance.

Notes

Websites

<http://www.bbc.co.uk/history/worldwars/>

http://avalon.law.yale.edu/subject_menus/major.asp

<http://www.nationalarchives.gov.uk/education/interwar.htm>

2.2 Explain/**investigate** how tensions between “East” and “West” influenced events following post World War Two events

- Policies + Propaganda

Enduring Understanding

- Policies + Propaganda

Inquiry

- Evidence
- Cause + Consequence
- Historical Perspective

Suggestions for Assessment

Students can explore artistic expression regarding Cold War beliefs on two sides of the issue. Students will:

- Choose a medium of expression (music, posters, television shows, art, theatre etc.)
- Choose two sides of an argument or ideology of the Cold War. This can be competing views within a country or competing views between two different countries.
- Students will find examples of citizen expression about the issue in the medium of their choice from the two points of views chosen and answer the following questions:
- For Each Piece:
 - Who produced this piece of art?
 - What was the intention behind it?
 - How do you know?
 - Do you feel this is an effective means of expression?
- Analysis:
 - In what ways are these two expressions similar?

- In what ways are they different?
- What information does this type of expression provide that other primary sources do not?
- What are the limitations of using this medium as a primary source?
- In small groups or in front of the class, students will present their mediums and discuss their findings. The teacher may ask for a written submission or mark it as it is presented.

Students can choose a key actor from the Cold War. After researching the beliefs, ideologies and political agenda that this person had re: a specific event, each student can either write a speech or prepare a monologue to act out in front of the class. The speech or monologue should clearly demonstrate the depth of research and demonstrate an understanding of the role of speech-writing as propaganda.

Students can look at a political cartoon from the various events that occurred during Cold War and answer the Political Cartoon Analysis Questions located in the Appendix.

Students can complete an OPVL analysis of an article or series of articles that are either self-selected or selected by the teacher on the subject of an aspect Cold War. Many articles from various perspectives are available from the websites listed below.

Suggestions for Learning and Teaching

The events of the Cold War, including the events that are the subject of study for outcome 2.3 prompted significant domestic reaction, particularly in the United States. Music and musicians were a prominent method of expression. Students and teachers can listen to some key music of the time and analyze its connections to the Cold War. Students can then choose a song to analyze on their own as part of an assessment.

The CNN Cold War Series provides excellent coverage of the events and actors of the Cold War. Teachers may choose to show clips from that series and use information available on the CNN-Cold War Series education site (link below).

The Cold War Files: Interpreting History through Documents is an excellent database of primary and secondary sources for students to explore. The activities page includes guiding questions that can be given to students. Students can use the sources on the site to find the answers. Class discussion, small group discussion or a written/oral presentation could be the final product of this web-exploration. (<http://www.wilsoncenter.org/coldwarfiles/index.cfm?thisunit=0&fuseaction=activities.list>)

Notes

Websites

<http://www.wilsoncenter.org/coldwarfiles/index.cfm?fuseaction=home.flash> - The Cold War Files; interpreting history through documents

http://web.archive.org/web/20071018081329/turnerlearning.com/cnn/coldwar/cw_epsds.html - CNN – Cold War Series

<http://www.bbc.co.uk/history/worldwars/coldwar/>

2.3 Evaluate the extent to which at least two “Cold War” events exhibit characteristics of the “East-West” conflict

- Cuban Missile Crisis, Vietnam, Korea, Afghanistan, Middle East, Africa, Nuclear Issue/Nuclear Technology

Enduring Understanding

- Cuban Missile Crisis, Vietnam, Korea, Afghanistan, Middle East, Africa, Nuclear Issue/Nuclear Technology

Inquiry

- Historical Significance
- Historical Perspective
 - Moral Judgment

Suggestions for Assessment

Students can complete Assessment 2.3.1 identifying factors that characterize the “Cold War” characteristics and apply them to a key event of the Cold War. This assignment can be completed individually as a major unit project or as a group. Final presentation formats can be determined by the teacher or by students.

Students can look at a political cartoon or set of cartoons about the event being studied and answer the Political Cartoon Analysis Questions located in the Appendix.

Students can complete an OPVL analysis of an article or series of articles that are either self-selected or selected by the teacher on the subject of the events being studied. Many articles from various perspectives are available from the websites listed below.

Students can complete a role-play activity acting as key-players in a pivotal event during the Cold War (ie – Cuban Missile Crisis). Alternatively, the roundtable assignment located in the appendix could be used as a template for a simulation in which students attempt to negotiate a treaty to mitigate the impact of tensions. This type of activity could be applied to any of the suggested case studies.

Suggestions for Learning and Teaching

Students and teachers can discuss ‘characteristics’ of both the ‘east-west’ conflict and discuss how ‘third-parties’ can become the grounds for the expression of a problem between two other actors.

Students can, in small groups or individually, research one of the suggested case studies and answer the following questions:

- Who are the key actors in this situation?
- What is the conflict that is being studied?
- How does this conflict reflect the ‘east-west’ conflict?

The teacher may ask students to present results to the class, in a jigsaw situation or on a visual so that other students are able to gain information about situations other than the one personally studied.

Websites

<http://www.wilsoncenter.org/coldwarfiles/index.cfm?fuseaction=home.flash> - The Cold War Files; interpreting history through documents

http://web.archive.org/web/20071018081329/turnerlearning.com/cnn/coldwar/cw_epsds.html - CNN – Cold War Series

<http://www.bbc.co.uk/history/worldwars/coldwar/>

2.4 *Research two competing views regarding the legacy of the “Cold War” in the contemporary world.*

Enduring Understanding

- Is modern day terrorism a legacy of the cold war?
 - Who won the Cold War?

Inquiry

- Historical Significance
 - Evidence
- Historical Perspective
 - Moral Judgment

Suggestions for Assessment

Suggestions for Learning and Teaching

Notes

Unit Three: The Challenge of Economic Disparity

Unit Overview

Unit Three introduces students to the economic-struggles and disparities that are woven throughout our history. This unit begins with an overview of the global economic divide and encourages students to examine the correlation between control over resources and political power. It then goes into an exploration of different agencies and approaches to addressing these problems. Finally, it asks students to conduct a more nuanced analysis of economic disparity within a developed and a developing country to recognize that these global problems are also local. Advanced students will conduct a more detailed analysis of various solutions and approaches to addressing this divide.

Developing an understanding for the economic divide, and to place it in an historic context with the struggle for power is essential for students to understand the political and economic events of today. While it is necessary to note that this is not an economics class, it is integral for students to see the correlation between money and power as it is expressed in history in global and local contexts.

However, if a teacher or student has a particular interest in these events, it may be appropriate to connect to outcome 6.2, the research project/paper.

This Unit provides excellent content to be applied to Outcome 1.1 as the economic struggles are so closely connected to the systems of economic change.

Unit Outcomes

Students will be expected to:

- 3.1 Demonstrate an understanding of forces that influence and contribute to influence the economic disparity between “North” and “South”
 - The correlation between the control over resources and political power
- 3.2 Evaluate different approaches to address global economic disparity considering the correlation between wealth and power
 - IMF, World Bank, NGOs, Free Trade, G8, European Union
 - ***What is the difference in the vested interest in the NGOs and governments?***
- 3.3 ***Research and analyze at least two differing approaches to resolving an issue of economic disparity.***

- Students will look at two different organizations (government organization/NGO) and analyze more deeply than in 3.2
- 3.4** Examine/**analyze** the extent and nature of the economic disparity that exists within both a) a developed country and b) a developing country
- Examination of economic disparity *within* a developed nation and *within* a developing nation
 - ***Advanced: Compare and contrast examples***

Unit Processes and Skills Emphases

Communication

- Read historical text critically, identifying key concepts and ideas related to issues involved in issues of economic disparity
- Discuss concepts, ideas, and theories related to culture in a small-group and/or class settings
- Express in writing and/or orally examples of historical concepts and perspectives that relate to economic disparity.

Inquiry

- Analyze readings for key concepts, ideas, and perspectives related to issues of economic disparity.
- Analyze in-depth one aspect of economic disparity
- Draw conclusions about an aspect of the economic disparity supported by evidence from a variety of sources.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Function in a variety of groupings using collaborative and cooperative skills and strategies.

3.1 Demonstrate an understanding of forces that influence and contribute to the economic disparity between “North” and “South”

- The correlation between the control over resources and political power

Enduring Understanding

- The correlation between the control over resources and political power

Inquiry

- Cause and Consequences
- Historical Perspective

Suggestions for Assessment

Students can create a timeline, map or diagram that shows the relationship between resource allocation, distribution and the ability to gain wealth as it pertains to a specific country or industry. For example, a student may look at debt assistance and use the 1970s loans/interest payments as an example of unfair trade practices that illustrate control, resources and power. Another, more current example could be looking at a contemporary sweatshop showing the relationship between control over resources and political power.

Students can consider how we classify countries as being developed or developing and come up with a working definition of these two terms. Using these factors, they can come up with their own working definition of ‘development’. What are the challenges to defining and, subsequently, measuring ‘development’?

The World Bank has 420 indicators that are used to determine the economic status of a country. Debt, health, education, environment are four that are commonly discussed. Using the World Bank’s data, examine the role that some or all of these factors and/or others play in contributing to a nation’s economy in the global “South”. For each factor, students answer the following questions as they pertain to the country chosen to study (presentations can be in the form of a report, a diagram, artwork, a pamphlet or as a powerpoint or movie of images and text).

- Why is this a significant factor in the nation’s economy?
- How is it connected to the other factors you have selected?
- If this factor were to change or improve, how would it impact the economy?

Suggestions for Learning and Teaching

Teachers and students can define the terms 'North' and 'South' using maps from the World Bank to help define the terms. Students should also be familiar with the terms Least Developed Country (LDC), Developed Country (DC) and Less Economically Developed Country (LEDC). Students and teachers can examine the criteria used to determine the status of the country. Connection to the previous unit on the Cold War and a discussion on the changing of terminology from 'First World', 'Second World' and 'Third World' following the end of the Cold War could be discussed.

Using the Really! Resource, Unit 7 students and teacher can engage in a role-playing activity to demonstrate the distribution of resources as it relates to food. Teachers and students can use this activity and the guiding questions as the basis for further discussion about control over resources and political power.

Really! Resource, Unit 7, Class Two and Class Three include readings and activities that examine the role of Education in the poverty cycle and the Roots of Debt. These lessons include a Jigsaw article activity and the analysis of maps and charts that illustrate the complicated web of factors contributing to the global debt crisis. The outcomes of this lesson also cross reference with outcome 3.4.

Students can brainstorm a list of contributing factors to poverty. Individually or in groups they can produce a visual diagram, flow chart or written explanation of how these factors may be interconnected. Teachers may have students do an extension on the poverty cycle or may choose to discuss in relation to the class activity. It is important to approach this unit with sensitivity, as the issue of poverty will affect students in the classroom.

Notes

Websites

UN Website on Least Developed Countries: <http://www.unohrrls.org/en/l dc/25/>

World Bank map of economic development: <http://geo.worldbank.org/>

World bank video on climate change and development:
<http://wbi.worldbank.org/wbi/multimedia/climate-change-animation>

3.2 Evaluate different approaches to address global economic disparity considering the correlation between wealth and power

- IMF, World Bank, NGOs, Free Trade, G8, European Union
- ***What is the difference in the vested interest in the NGOs and governments?***

Enduring Understanding

- IMF, World Bank, NGOs, Free Trade, G8, European Union
- *What is the difference in the vested interest in the NGOs and governments?*

Inquiry

- Evidence
- Moral Judgment

Suggestions for Assessment

Students can research the work of an NGO and create a pamphlet that this organization could use to promote its mission and how it is working to solve a problem.

Students can complete the following chart to briefly outline the mandates and member parties of the following:

	Who makes up this organization?	What are the goals or projects of this organization?	How does this organization work to meet these goals?	List three projects this organization is currently work on, if relevant
IMF				
World Bank				
UNEDC				
G8				
G20				
NGO of choice				

Students may choose one of the organizations listed above and answer the following:

1. What are the strengths of this type of organization?
2. What are the limitations of this organization?
3. What are the criticisms of this organization?
4. Explain the work being done on one of the projects listed.
 - a. Do you think this project approaches the solution to economic disparity in an effective way? Why or why not?
 - b. What is a different approach another agency might take to combat this problem?

Students and teachers can examine political cartoons that relate to the global economic divide and, where relevant, to the various agencies trying to address the problems. Students can create their own political cartoons and explain the significance of the message they are conveying.

Students may work individually or in groups to research a case study about the trade of a commodity, modeling the unit on Fair Trade. Some examples include cocoa, sugar or tea. Students can answer the following questions and present their findings in any number of ways including report, as a play or monologue, as a collage or artwork, as a graphic novel etc.

- What are the steps involved in getting this product from the ground to your table when Fair Trade is not used?
- Who are the people involved in the steps of production and who controls how they are paid?
- Who gets the most money as a result of this process?
- Is this system fair? Why or why not?
- How does Fair Trade try to eliminate the global economic divide?

As an alternative, the class can hold a round-table discussing using the template in Appendix One. Students or teacher can choose an issue (Fair Trade or another issue) and define/assign roles to debate solutions to the issue from the varying points of view (including the IMF, World Bank, appropriate NGOs etc.). Written reflections and position statements are also an option for assessment, as outlined.

Suggestions for Learning and Teaching

Students can work in groups or individual to research the role of the IMF, World Bank, G8, G20, European Union. Each of these organizations has current information available online. A teacher may choose to put students into groups and to complete a jigsaw activity, or each student can research all five on his/her own.

Students and teachers may watch “Coffee Comes Alive” as an introduction to the concept of Fair Trade and resource allocation. Teachers may choose to use this as a case study and incorporate some or all of the activities in the Really Resource Unit 3 on Coffee and the Fair Trade Movement. This is a good way to integrate the aims of outcome 3. 1 to explore power and resource allocation and the role of NGOs and trade organizations trying to find solutions.

Notes

Websites

IMF: <http://www.imf.org/external/index.htm>

World Bank: <http://www.worldbank.org/>

G20: <http://www.g20.org/index.aspx>

UN associated NGOs: <http://www.ngo.org/index2.htm>

University of Toronto G8 Research Group: <http://www.g8.utoronto.ca/>

3.3 *Research and analyze at least two differing approaches to resolving an issue of economic disparity.*

Enduring Understanding

- Students will look at two different organizations (government organization/NGO) and analyze more deeply than in 3.2

Inquiry

- Evidence
- Cause + Consequence
 - Moral Judgment

Suggestions for Assessment

Suggestions for Learning and Teaching

Notes

3.4 Examine/**analyze** the extent and nature of the economic disparity that exists within both a) a developed country and b) a developing country

- Examination of economic disparity *within* a developed nation and *within* a developing nation
- **Advanced: Compare and contrast examples**

Enduring Understanding

- Examination of economic disparity *within* a developed nation and *within* a developing nation
 - Ex: Brazil land ownership
 - **Advanced: Compare and contrast examples**

Inquiry

- Evidence
- Cause + consequence
- Moral Judgment

Suggestions for Assessment

Students can choose a resource such as 'water', 'food', 'education' etc. and examine the disparity of access to this resource within a developed and within a developing country. Students can present this as a chart, a report, an oral presentation or by using photos, text, artwork etc they can create a visual presentation that illustrates the issue.

Students can research about the daily lives of seventeen year olds who live in the top income bracket and the bottom income bracket in a country in the 'North' and a country in the 'South', answering the questions listed below.

	Wealthy/'North'	Poor/'North'	Wealthy/'South'	Poor/'South'
Average annual family income				
Does this seventeen-year-old go to school? If yes, is there an option to continue with schooling and is that financially possible? If no, why not?				
Is he/she expected to work? If so, what is the income from the job used for?				
What are the expectations of this person in his/her house in terms of chores, minding family members etc.?				
Do opportunities exist and is it reasonable to expect that this person				

can become educated and obtain a desired career? Why or why not?				
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Suggestions for Learning and Teaching

Within Nova Scotia there are a number of organizations that are trying to address issues of economic disparity. This includes Government Departments and NGOs such as the Feed Nova Scotia, local soup kitchen, shelters and job agencies. A teacher may invite representatives in to the classroom to discuss issues around unemployment and poverty. Alternatively, a class may volunteer to work at a local organization for a day or for a particular event.

Students may read “School lunch programs might break poverty cycle” – Reuters, November 2010 and discuss other examples of ways in which governments and NGOs try to help students overcome issues disparity in the economic system.

<http://in.reuters.com/article/idINTRE6AM5PE20101123>

Really! Resource, Unit 7, Class Two and Class Three include readings and activities that examine the role of Education in the poverty cycle and the Roots of Debt. These lessons include a Jigsaw article activity and the analysis of maps and charts that illustrate the complicated web of factors contributing to the global debt crisis. The outcomes of this lesson also cross reference with outcome 3.1.

Teachers and students may watch *First Voices: Stories from Aboriginal Youth in the North and South*. Students may take notes on the stories of two characters from the video, one from the North and one from the South and use that information as the basis for whole-class or small-group discussion following the video.

Choose a country that is categorized as an LDC and a country categorized as Developed. Using the IMF, World Bank, UN and any other reputable resources, complete the following:

1. Education, climate, water, debt, health
2. How are these factors connected to the overall economic status of the country?
3. Which of these is the single greatest contributing factor to the countries economic struggles? Why?

4. If you were to develop an action plan in this country, what would it include?

Notes

Websites

School lunch programs might break poverty cycle article:
<http://in.reuters.com/article/idINTRE6AM5PE20101123>

Nova Scotia Poverty Reeducation Strategy:
<http://www.gov.ns.ca/govt/povertystrategy/>

Unit Four: Societal Change

Unit Overview

Unit Two and Unit Three are intended to provide students with the basis of information that is necessary to understand the economic and political systems of the 21st century. Unit Four allows for the study of how people have tried to cause change to both political and economic systems through the use of technology, collective action and through specific movements.

The unit begins with an examination of the role of technology as it relates to society. To meet this outcome, students are encouraged to examine how technology changes interdependence in both political and economic ways; this includes how we react to international events such as natural disasters or political unrest, and how pervasive interconnection can both challenge or reaffirm personal, political or religious belief. As it is necessary to not only look at this process but also at the ethics of it, the second outcome encourages a discussion about the implications of technology.

The third outcome is a case study analysis that connects power, economics and social change. A class may do one case study or each student or group of students may explore separate topics. The activities associated with this outcome may be the starting point for a research assignment that also connects to outcome 6.2.

The final outcome in this unit requires a student to enact change. This outcome could be met in the classroom or as a class, but where possible it is a great opportunity for service learning and for a student to volunteer in the school or community. The expectation is that a student conducts an act to encourage social change. The assessment is in performing the act and in the reflection (suggestions below) that he/she does.

This unit has many connections to outcome 1.3 that addresses agents of social change.

Unit Outcomes

Students will be expected to:

- 4.1 Compare and contrast societal change influenced by technological and non-technological factors.
 - Pervasive nature of technology on societal change, changing role of the role of religion, changing demographics (age, population), natural disasters, changing political boundaries
- 4.2 Evaluate the ethical and moral implications of technological development and societal change

- Technology and conflict, issues of bioethics, reproductive technology
- 4.3** Illustrate the interdependence of societal change, economic disparity, and geo-political power
- Create or respond to case studies (ie – flower trade, fair trade, Canada’s dependence on immigration for the workforce) examining interconnection and various perspectives
- 4.4** Explore and engage in an issue that demonstrates responsible global citizenship
- Active citizenship and stewardship

Unit Processes and Skills Emphases

Communication

- Read historical text critically, identifying key concepts and ideas related to issues of social change.
- Discuss concepts, ideas, and theories related to culture in a small-group and/or class settings
- Express in writing and/or orally examples of historical concepts and perspectives related to social change.

Inquiry

- Analyze readings for key concepts, ideas, and perspectives related to issues of global social change.
- Analyze in-depth one example of the social change.
- Draw conclusions about an aspect of the social change supported by evidence from a variety of sources.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Function in a variety of groupings using collaborative and cooperative skills and strategies.

4.1 Compare and contrast societal change influenced by technological and non-technological factors.

- Pervasive nature of technology on societal change, changing role of the role of religion, changing demographics (age, population), natural disasters, changing political boundaries

Enduring Understanding

- Pervasive nature of technology on societal change, changing role of the role of religion, changing demographics (age, population), natural disasters, changing political boundaries

Inquiry

- Evidence
- Cause + Consequence
- Continuity + Change

Suggestions for Assessment

Part of the process of change comes from the dissemination of information. Students can individually, or in groups choose a religion or a country and conduct an analysis of the actions and reactions taken to embrace or ward off technology as a way to control societal change. This could be in a very pro-technological way such as in a study of religions using television and the internet to spread information not only about the religion but also about projects they are undertaking (ie Salvation Army) or could be in a very 'reactive' way such as the Chinese government limiting Internet access. One way of achieving this is by finding five newspaper articles from different sources and preferably different countries that explore the topic. Students can present their findings in a portfolio with a brief written response, orally in front of the class or in a small jigsaw discussion about the topic.

Natural disasters have a way of rapidly changing both the land and the demographic composition of a population. Students can complete a case study analysis of a region pre and post natural disaster (some examples include the African drought from 1981 -1984, 2006 Tsunami in Southeast Asia, the 2010 earthquake in Haiti).

In the analysis, students can determine appropriate factors to examine including population, natural resources, economy, health, education and economy. Their analysis, in the form of a visual or written presentation should include an examination of how the event caused a *change* for each factor and the impact that had on society.

Choose either a region of the world or the world as a whole and come up with a new way to determine how land is divided among the global and or regional population. In creating this new world structure, determine how issues of social and environmental injustice will be addressed.

Suggestions for Learning and Teaching

Teachers and students may start this unit with a conversation about the factors that lead to societal change. To ease students into this framework of thinking, a discussion about how something becomes 'popular' or 'cool' could be a starting point, asking questions like: how does something become popular? What are the factors that impact a trend? How does something popular remain popular? What causes something that was once popular become less popular? From here, students and teachers can discuss various types of global social change and can brainstorm a list of factors that contribute to their change answering the following questions:

- What are the factors that contribute to social change?
- What role does technology play in these factors?
- Once a change has happened, how is it sustained?

The Internet is one of the most pervasive aspects of technology and is part of the Millennium Development Goals (8.2) and yet only 23% of the world's population has access to it. Have students debate the importance of increasing global internet access. The UN Millennium Goals report is one source of information on this topic: http://www.un.org/millenniumgoals/pdf/MDG_FS_8_EN.pdf

The idea of a political boundary is one that many take for granted. Discuss the nature of a political boundary; who determines the 'line' and what should be the expectations of behavior within that boundary? Should there be rules for how people and land are treated in a 'sovereign' state? Does the international community have a right to police what goes on within that boundary?

The Really! Resource, unit 1, entitled "Where Have All the Trees Gone?" is a unit on the deforestation of Haiti (pre-earthquakes). This unit is three classes in duration and includes articles and includes a research assignment that examines the many factors that contribute to deforestation demonstrating social and technological factors that can contribute to societal change. There are options for assessment including a class presentation and discussion.

Notes

Websites

<https://www.cia.gov/library/publications/the-world-factbook/rankorder/2153rank.html>

http://www.un.org/en/development/desa/policy/mdg_gap/mdg_gap2010/mdggap_matrix_technology_2010.pdf

http://www.un.org/millenniumgoals/pdf/MDG_FS_8_EN.pdf

<http://learning.blogs.nytimes.com/2011/01/12/one-year-later-studying-post-earthquake-haiti/>

4.2 Evaluate the ethical and moral implications of technological development and societal change

- Technology and conflict, issues of bioethics, reproductive technology

Enduring Understanding

- Technology and conflict, issues of bioethics, reproductive technology

Inquiry

- Cause + Consequence
- Continuity + Change
- Historical Perspective
 - Moral Judgment

Suggestions for Assessment

Using Template One in the Appendix, assign students a variety of appropriate roles and debate the use of Genetically Modified Crops as a strategy for combating global issues of starvation. Students can be divided in pairs or individually. Roles can include but are not limited to government officials from the Global North and Global South, citizens and/or farmers from the Global North and Global South, delegates from the World Bank, IMF, WTO and various NGOs.

Students can research three different positions on the use of reproductive technology by completing the following:

- Find three different arguments for or against the use of reproductive technology. For each argument, you should have an article, video or journal that outlines the argument.
- For each argument, answer the following:
 - What are the key points of this argument?
 - Of these key points, what are the most compelling points? Why?
 - What points are 'weak' from your perspective? Why?
- Which of these arguments is closest to your beliefs on this issue? Why?
- Do you think it's possible to come to an agreement about this issue? Why or why not?
- Is it possible to be 'right' or 'wrong' when it comes to issues of reproductive technology? Why or why not?

Suggestions for Learning and Teaching

Students and teachers can discuss the impact of culture, religion and environment on ethics, morals and versions of 'right and wrong'. They can then apply those discussions to a case study on bioethics, reproductive technology or technology and conflict.

Students can come up with a position on the use of technology as a way to communicate the events of war from the front-line. This could include a discussion, debate or written exercise on the morality, strengths and limitations of embedded journalists. Alternatively, these issues could be approached by discussing violence in video games that simulates war.

The Really! Resource, unit 9, entitled "Psst...Got a Light?" is a three unit lesson on the international tobacco industry. This unit includes articles to put the issue into context and the framework for a mock trial of the tobacco industry. There are options for assessment including a written statement following the mock trial and responses to article questions. By the end of the three classes, students will have examined ethical and moral implications of technological development and social change as they relate to the tobacco industry.

Notes

Websites

<http://www.cbc.ca/health/story/2009/02/05/f-reprotech.html>

4.3 Illustrate the interdependence of societal change, economic disparity, and geo-political power

- Create or respond to case studies (ie – flower trade, fair trade, Canada’s dependence on immigration for the workforce) examining interconnection and various perspectives

Enduring Understanding

- Create or respond to case studies (ie – flower trade, fair trade, Canada’s dependence on immigration for the workforce) examining interconnection and various perspectives

Inquiry

- Cause and consequence
- Historical perspective
 - Moral judgment

Suggestions for Assessment

Students can complete an OPVL analysis of an article or series of articles that are either self-selected or selected by the teacher on the subject of the case study chosen or assigned.

Students can complete a case-study assignment on an issue of economic disparity. This could be, but is not limited to the trade of flowers, chocolate, arms, bananas, or coffee. Students can answer the following questions:

- Outline the key actors/issues that relate to your case study.
- Create a visual that illustrates the path of this product/service.

- What are the economic challenges?
- Who benefits from circumstances in your case study?
- Who is put at a disadvantage?
- How would you re-organize this system to be more equitable?

Students could examine the origin of the clothes that they are wearing, research to find out who made them and whether or not the process is fair. They can then reflect/respond/contemplate their role and responsibility in contributing to fair trade.

Suggestions for Learning and Teaching

The Really! Resource, unit 5, entitled “Why Don’t You Bring Me Flowers?”. Is about the world’s flower trade. This unit is three classes in duration and examines the interdependence of societal change and demand and how that influences international trade. There are options for assessment including a map creation activity that illustrates the complicated relationship between wealth and power in an international community.

Students can look at an average grocery cart of items and create a visual, discuss or present on how many of them are ‘fairly traded’ and how many of them contribute to an unfair cycle of trade. A map of the world could be put up on the wall and stickers/post-its could be used to illustrate the various locations where goods come from and whether or not they are ‘fairly traded’. Students could then research alternatives and present the findings.

Notes

Websites

http://www.smithsonianmag.com/people-places/The-Secrets-Behind-Your-Flowers.html?utm_source=smithsonianinsider&utm_medium=email&utm_campaign=201102-insider

4.4 Explore and engage in an issue that demonstrates responsible global citizenship

- Active citizenship and stewardship

Enduring Understanding

- Active citizenship and stewardship

Inquiry

- Evidence
- Historical Perspective
- Moral Judgment

Suggestions for Assessment

As part of this outcome, students are expected to engage in responsible citizenship to address a global and local injustice. Following the completion of this project, that should involve at least ten hours of community work, student can reflect on their work in a number of ways including:

- Write a written reflection on why the organization or cause was chosen, how he/she went about becoming involved, what he/she did, what he/she learned from the experience.
- Produce a promotional video about a cause or organization to encourage classmates or future Global History 12 students to volunteer for a particular organization
- Produce a poster including artwork, photo collage, text etc. that illustrates the objectives of this organization and the experience of volunteering for the cause.
- Host a volunteer fair and set up booths so that students in other classes can find out about local projects and see how students of Global History 12 have participated in them.
- Host an interview with the student to ask them questions about the experience of volunteering.

Suggestions for Learning and Teaching

The purpose of this outcome is to encourage students to realize that they can play an active role in remedying global injustice. There are countless local

organizations that work to achieve this goal. Bringing in members of the local community to discuss various projects that help the international community in our backyard and around the world may be a useful exercise for the entire class. This can include members of various NGOs that have local chapters including Feed Nova Scotia, Stephen Lewis Foundation, Romeo Dallaire Child Soldier Initiative, Canadian Cancer Society, Free the Children, Canadian Red Cross, Nova Scotia AIDS coalition, Sleeping Children Around the World etc. [add more here].

Students can choose two of the organizations listed above (websites below) and conduct research, completing the chart below and share the results with classmates or the class:

Name of organization:		
Who makes up this organization?		
Who funds this organization?		
What is the mission of this organization?		
What are examples of fundraising or service work completed by this organization?		
Who is the recipient of this organization?		

There are a number of short video clips available on the sites listed below that are designed to inspire change. The teacher may share some of those with students. An lighthearted way to start might be to show this TED Lecture clip entitled “How To Start a Movement”

http://www.ted.com/talks/lang/eng/derek_sivers_how_to_start_a_movement.html

Students can work individually, in small groups or as a class to choose an organization and come up with an action plan to complete some work for the agency. This can include planning an event in school, making connections to work more broadly in the community or starting an organization to meet a need not met in the school or community.

Notes

Print Resources

Video Resources

Websites

<http://www.freethechildren.com/>

<http://www.icrc.org/eng/>

<http://www.stephenlewisfoundation.org/index.cfm>

<http://www.romeodallaire.com/child-soldiers.html>

<http://www.feednovascotia.ca/>

<http://www.scaw.org/>

Unit Five: The Pursuit of Justice

Unit Overview

The pursuit of justice is arguably one of the key driving forces behind many of the events of the 21st Century. The purpose of this unit is not only to point out examples of success and failures but also to look at motivating factors and origins of the pursuit in an attempt to have students consider varying conceptions of justice. While we may not always agree with someone else's conception of justice, it is important to know why and how that belief system exists.

The first part of this unit asks students and teachers to look at justice through a number of lenses (social, political, economic and religious) and to consider how these factors contribute to various conceptions of justice. From there, students are given the opportunity to explore a number of case studies on the failure of justice and by examining genocides of the 20th century. A teacher may choose to cover two case-studies as a whole class or to have smaller groups/individuals examine various examples. These studies may be a good starting point for the research required for outcome 6.2. The final outcome looks at international attempts to solve injustice through political, economic and societal approaches.

This unit as a whole provides a sound link to Unit One as the pursuit of justice is often a battle of belief systems. A teacher may choose to assess aspects of Unit Five and Unit One together.

Unit Outcomes

Students will be expected to:

- 5.1 Demonstrate an understanding of the forces that have shaped concepts of justice
 - Consider political, social, economic and religious concepts that have shaped conceptions of justice
 - Christianity, Islam, Judaism (effect on law – North American vs. Islamic states)/correlation to political structure and the justice system
 - Economic disparity and access to justice
- 5.2 Investigate global events that have raised fundamental questions of justice
 - **Case Study:** Apartheid, Rwanda, Ethnic Cleansing, Darfur, Haiti
- 5.3 Investigate examples of genocide that have occurred through the 20th and 21st centuries

- **Case Study:** Holocaust, Ukrainian, Rwanda, Yugoslavia, Armenian, Nanking

5.4 Describe/**analyze** approaches and barriers to achieving greater universal justice

- How effective is the UN?
- What are the barriers of Racism?
- What are the barriers of the economic divide?
- What does justice look like?

Unit Processes and Skills Emphases

Communication

- Read historical text critically, identifying key concepts and ideas related to issues of global justice.
- Discuss concepts, ideas, and theories related to culture in a small-group and/or class settings
- Express in writing and/or orally examples of historical concepts and perspectives
- Record, analyze, summarize, and present research results

Inquiry

- Analyze readings for key concepts, ideas, and perspectives related to issues of global justice.
- Analyze in-depth one aspect of the Global Justice.
- Draw conclusions about an aspect of the Global Justice supported by evidence from a variety of sources.

Participation

- Engage in a variety of learning experiences that include both independent study and collaboration
- Function in a variety of groupings using collaborative and cooperative skills and strategies.

5.1 Demonstrate an understanding of the forces that have shaped concepts of justice

- Consider political, social, economic and religious concepts that have shaped conceptions of justice
- Christianity, Islam, Judaism (effect on law – North American vs. Islamic states)/correlation to political structure and the justice system
- Economic disparity and access to justice

Enduring Understanding

- Consider political, social, economic and religious concepts that have shaped conceptions of justice
 - Christianity, Islam, Judaism (effect on law – North America vs. Islamic states)/correlation to political structure and justice system
 - Economic disparity and access to justice

Inquiry

- Cause + Consequence
- Continuity + Change

Suggestions for Assessment

Students can create a chart, presentation, video or graphic that outlines the parallel between Christianity and the North American justice system *and/or* the Islam and Islamic state structure. As a summative event for this particular question, a student can outline the cause and consequence of a particular law or belief system.

Students can examine a specific issue (ie – freedom of speech) in two countries with differing legal systems and outline and analyze why there are two different belief systems on the same issue using political, social, economic or religious examples to explain.

In working groups, students can come up with a system of justice that is fair and equitable to all members of a society. In undertaking this assignment, students could complete the following in small groups:

- You have been hired to create a new, equitable justice system. In creating your model, consider the following:
 - Who enforces the model?
 - What happens to people who commit crimes?
 - Who/how is the severity of a crime determined?
 - Who/how is the model policed? (In other-words, who determines whether or not the justice system is fair?)

Once students present their findings to the class, it would be an interesting follow-up to ask them to consider their own economic, political, social and religious beliefs that contributed to how they created a model of justice.

Students could analyze an article or a story about an issue of perceived injustice in current affairs, attempting to determine why we perceive it as unjust and why someone else might see it as just.

Suggestions for Learning and Teaching

Students and teachers can have a discussion about how personal belief contributes to how decisions are made. In turn, cultural, economic and social beliefs contribute to how societies are formed. Local examples could be student council, regional government, provincial and federal governments.

Students could look at an issue such as Internet use in Canada vs. China and discuss how differing cultural beliefs lead to different laws. Students could work in small groups to find examples of contrasting laws around the world. This could lead to a discussion/analysis as to why this is the case.

Students could look at laws within Canada or Nova Scotia and examine how the change in culture can change laws. Examples could be the suffrage or prohibition movements.

ICRC Exploring Humanitarian Law Module 4A: Rationales for Justice looks at rules of international Humanitarian Law and some of their roots in cultures across time and around the world. Teachers may choose to use part or all of this unit to show differing perspectives and ideas of justice. There is also a useful teacher resource from pages 245 – 249 that outlines three approaches to international justice.

- For teachers who are interested in examining international justice from a historical point of view, there are also some quick readings on sample codes of warfare over time (beginning in the 8th Century B.C) beginning on page 101 of the ICRC Exploring Humanitarian Law resource that might provide an interesting longitudinal perspective on concepts of justice.

Notes

Websites

<http://www.tonyblairfaithfoundation.org/index.php/faith-and-globalisation/entry/religion-poverty-and-justice/>

5.2 Investigate global events that have raised fundamental questions of justice

- **Case Study:** Apartheid, Rwanda, Ethnic Cleansing, Darfur, Haiti

Enduring Understanding

- Case Study: Apartheid, Rwanda, Ethnic Cleansing, Darfur, Haiti

Inquiry

- Historical Perspective
 - Evidence
- Cause + Consequence

Suggestions for Assessment

Appendix 5.2.1 is a Global Justice Case Study Portfolio assignment. This assignment is broken into three parts and could be used as a major term research assessment. Alternatively, a teacher may choose to assign one part of the assignment to students or to put students into working groups to complete it as a group assignment. It is appropriate to use for this outcome and/or outcome 5.3.

Students can work in small groups to come up with a presentation in the form of a play, movie, poster or oral presentation that answer the following questions about a specific injustice:

- What was the context for this event (social, political, economic)?
- Who was the target of this event and why?
- Who is responsible for the atrocities and why? (the response to this can be multifaceted)
- What was the response of the international community to this event?

- What action could have prevented this event?

Suggestions for Learning and Teaching

The Really! Resource, unit 8, entitled “Why are Children Being Armed for War?” is three classes in duration and includes a video, class discussion, and some article and map work. There are options for assessment including written work, visual art, dramatic reenactments and musical responses. By the end of the three classes, students will have examined the issue of Child Soldiers as a global event that has raised fundamental questions of justice. Note, this unit in the Really! Resource is an adaptation of the ICRC Exploring Humanitarian Law package. Teachers may also want to use Module 2: Limits in Armed Conflict to further explore this topic.

There are many organizations and agencies in Nova Scotia that actively work to spread information about global injustices. Often, these agencies have guest speakers who may be survivors of these atrocities.

Students can choose one of these events and examine it from the point of view of someone who would be their age.

- How did the events in the specific region affect youth ages 15 – 18)?
- Were the effects different on women than men?
- What is/do you believe the long-term effects of this on the political, economic and social communities in these regions?

Notes

Video Resources

The Lost Boys of Sudan - movie

5.3 Investigate examples of genocide that have occurred through the 20th and 21st centuries

- **Case Study:** Holocaust, Ukrainian, Rwanda, Yugoslavia, Armenian, Nanking

Enduring Understanding

- **Case Study:** Holocaust, Ukrainian, Rwanda, Yugoslavia, Armenian, Nanking

Inquiry

- Historical Perspective
 - Moral Judgment

Suggestions for Assessment

Students can work in small groups to come up with a presentation in the form of a play, movie, poster or oral presentation that answer the following questions about a specific genocide:

- What was the context for this genocide (social, political, economic)?
- Who was the target of this genocide and why?
- Who is responsible for the atrocities and why? (the response to this can be multifaceted)
- What was the response of the international community to this genocide?
- What action could have prevented this genocide?

A genocide can easily be reduced to numbers and figures without actually considering the faces who are the victims of genocide. It is often the very human elements that bring the magnitude of an event to reality (ie – the photos of piles of shoes at the concentration camps during the holocaust). Many teachers may have heard of the local teacher who had students connect together paperclips; one for each person who died in the holocaust, as a way to demonstrate the number of people affected. As a creative project, ask students to complete a project that either captures a human element of those people who were victims or the magnitude of its impact. The presentation could be a collection of photos of the faces of genocide, artwork created by survivors or by students, music, a video, etc.

Appendix 5.3.1 is a Global Justice Case Study Portfolio assignment. This assignment is broken into three parts and could be used as a major term research assessment. Alternatively, a teacher may choose to assign one part of the assignment to students or to put students into working groups to complete it as a group assignment. It is appropriate to use for this outcome and/or outcome 5.2.

Suggestions for Learning and Teaching

The term ‘genocide’ is highly contested among academics; the legal definition that is used was published in 1948 during United Nations Convention on the Prevention and Punishment of the Crime of Genocide following World War Two. As a class or

in working groups, read and analyze the key terms that make up this definition, discussing why and when this term might be ambiguous.

There are countless movies about genocides that are available to watch in class. As a class, students can watch a movie as a starting point for discussion or as the summation of the study of a unit. Alternatively, a teacher may suggest groups of students watch particular movies and do a review, commenting not only on the content but on how closely connected the plot of the film is to the actual event.

It may be possible to bring in a guest speaker or to visit a museum (Pier 21, for example) to become exposed to primary source information about a genocide being studied. Being exposed to first-hand accounts of events provides insight and a point of view that is unparalleled.

Notes

Websites

<http://treaties.un.org/Pages/ViewDetails.aspx?src=UNTSO&tabid=2&mtmsgno=IV-1&chapter=4&lang=en#Participants>

<http://www.pier21.ca/>

5.4 Describe/**analyze** approaches and barriers to achieving greater universal justice

- How effective is the UN?
- What are the barriers of Racism?
- What are the barriers of the economic divide?
- What does justice look like?

Enduring Understanding

- How effective is the UN?
- What are the barriers of Racism?
- What are the barriers of the economic divide?
- What does justice look like?

Inquiry

- Cause + Consequence
- Historical Perspective
 - Moral Judgment

Suggestions for Assessment

After studying the composition of the United Nations, a teacher may choose to hold a mock Model United Nations on an issue of global justice. Students may debate how the international community should respond to a current event, or could debate future policy. A teacher can use a modified version of the “Roundtable” Assignment in the Appendix. Rather than interest groups, students would be divided by countries and would be expected to express the policy of the country, rather than their own views.

In working groups, students could create a new world structure that, in their vision, creates a more equitable, fair world order. In completing this assignment, students should consider political, social and economic issues. This fictitious world could solve a single problem (ie – Racism) or something larger such as ‘inequality of all’. In completing the assignment, students could be expected to:

- Work in your group to redesign the world in a more just way.
- Create a visual or a write-up that conveys your final product and explain it to the class.
- In a written response, answer the following questions:
 - What were the challenges in completing your assignment?
 - What are the strengths of your design? What are the limitations?
 - Do you think it’s possible to create a ‘just society’? What are the implications of your response.

Suggestions for Learning and Teaching

The ICRC Exploring Humanitarian Law Module 5E: *Ethics of humanitarian action* questions and examines how international agents can and should react to situations that involve intervention. Raising questions about neutrality and impartiality, the case studies provided allow students the opportunity to discuss the complexity of doing what one thinks is the ‘right thing’.

Students can work in groups to find current examples of injustice and analyze the international reaction to the event. This could be a single event, or, given the

current state of global affairs when teaching the class, could be an ongoing point of discussion/reference for examining international responses to injustice.

Students can begin an 'awareness campaign' of issues of injustice, completing a poster, video or pamphlet that brings attention to a global issue of injustice. They could circulate this information throughout the school or the community, connecting to Outcome 4.4.

Notes

Websites

<http://www.un.org/en/>

Contexts for Learning and Teaching

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. Learning is a process of actively constructing knowledge.

Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. Learning is enhanced when it takes place in a social and collaborative environment.

Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others

- for Learning and Teaching
- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

4. Students need to continue to view learning as an integrated whole.

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations
- 5. Learners must see themselves as capable and successful. Therefore, teachers and administrators have a responsibility to
- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk-taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global
- community
- provide learning opportunities that develop self-esteem

6. Learners have different ways of knowing and representing knowledge.

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. Reflection is an integral part of learning.

Therefore, teachers and administrators have a responsibility to

- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences

- encourage students to acknowledge and articulate their learnings
- help students use their reflections to understand themselves as learners
- make connections with other learnings, and proceed with learning

A Variety of Learning Styles and Needs

Appendix A: Unit Specific Assignments

Assignment 1.2.1

Creating an Ideology

Each student in the class will be put into one of six groups. Each group will represent one of the six ideologies that we have discussed (communism, fascism, capitalism, socialism, democracy, globalism).

Within your group, you will design a society that reflects the ideology. To complete the assignment, you will need to include the following requirements. You may choose to present this to the class as a powerpoint, video, dramatic presentation (perhaps you act out a scene from your society), website, mock facebook site or some other style.

- A detailed description of your society
- A description or diagram of how power is distributed in your society
- A description or diagram of how wealth is distributed in your society
- A profile of the daily life, income, rights/freedoms, job, access to food, access to information etc of each of the following people:
 - The leader
 - Someone who is opposed to the leader's beliefs
 - A woman, aged 35
 - A man, aged 35
 - A woman, aged 17
 - A man, aged 17
 - A woman, aged 65
 - A man, aged 65
 - Two other people of your choice
- Is this a society you would want to live in? Why or why not?

Note: teachers may ask students to record information from class presentations as a way to review/study the various ideologies.

Follow-Up: The teacher may choose to put students back into the 'ideology groups' and tell each group that they are now the government in their respective world. Keeping the beliefs and ideology at the forefront, each group must come up with a

response (written or oral) that outlines how this society would react to one of the following situations:

- Crop Failure
- Nuclear Meltdown
- War
- Economic Meltdown

The response should correspond with the ideology and should highlight sophisticated connections between belief and action.

Assignment 1.2.2

Ideology: Theory vs. Practice

While many ideologies sound great 'in theory', the actual application or 'practice' of the belief system to society often leads to political situations that are different. In this assignment, you (and your group) will choose one of the ideologies we have discussed in class. You will then choose a country or region that enacts that ideology in reality (either a historical or contemporary example). Following the guidelines below, you will look at the similarities and differences between 'theory' and 'practice'.

Part One: Choose one of the ideologies we've discussed in class (communism, fascism, capitalism, socialism, democracy, globalism). In a written response, or in the form of a presentation, answer the following questions:

- What are the key elements of this ideology?
- In theory, who is supposed to benefit from this ideology and why?
- Is it considered to benefit all of society or the people who hold power? Justify your response.

Part Two: Choose a country or region that enacts this ideology in reality (historical or contemporary example) and answer the following questions:

- Who holds the most power in this region/country?
- How is power obtained or sustained? (ie – elections, monarch, by force etc..)
- Are people considered 'free' in this system. Justify your response.

Part Three: Combining your knowledge from Part One and Part Two, answer the following questions:

- Review the key elements of your ideology.
 - What are three you're your region/country exemplify these elements?
 - What are three ways that your region/country goes against these elements?
- Who appears to be benefitting from the power structure in your region/country? Does this match with who is supposed to benefit from the ideology matched to this region/country? Why or why not?

Conclusion:

- Do you think the ideology matches the region/country? In other words, are there more similarities or differences between the 'theory' and 'practice' of this ideology?

Assignment 2.1.1

Causes of the Cold War

What caused the Cold War? Based on class discussions and your own research, you are to create a timeline that includes 15 – 20 key events, situations or people that/who you believe are central to the outbreak of the Cold War. You will, on paper, a poster or using an online program, create a timeline that indicates each of the 15 – 20 events, situations or people. For each event, you will include the following:

1. A clear title and date. If you choose something that happened over a period of time, indicate that.
2. A small visual that has a symbolic connection (ie – a small map, a flag, the image of a person etc..) You may choose to put these right on the timeline, or include them with your written rationale (see next criteria)
3. A five sentence rationale that explains why each choice is a significant cause of the Cold War. These can be included on the timeline, or handed in separately.
4. Where relevant, and a minimum of five times, use visuals (such as arrows) to show a cause and effect relationship between the events that you've chosen. Either on the timeline or in the written submission, in five sentences, outline the relationship between the events, situations or people you are connecting.

Your final submission should be aesthetically pleasing and show clear connections between events leading to the Cold War. Either on this presentation, or in a separate submission you will include the written components (items 3 and 4 above).

Remember – there is no one right answer but many possible explanations. Think creatively and justify your decisions.

Assessment 2.3.1

Evaluate the extent to which at least two “Cold War” events exhibit characteristics of the “East-West” conflict

- Cuban Missile Crisis, Vietnam, Korea, Afghanistan, Middle East, Africa, Nuclear Issue/Nuclear Technology

In groups of four, choose one of the events listed below.

- Cuban Missile Crisis
- Vietnam War
- Korean War
- Afghanistan
- Middle East
- Africa
- Nuclear Issues/Nuclear Technology

In a presentation (oral, video, artistic, written), answer the following questions.

1. What are three – five main ‘characteristics’ of the “East-West” conflict? Consider social, economic, political, ideological and various actors in your response.
2. Summarize your event, including at least ten key elements, events, people, and other actors. This can be a well-crafted written response, or can be a visual sequence of events with a written description for each entry on the timeline.
3. To what extent does this event reflect the characteristics of the ‘East-West’ conflict as you’ve outlined it?

Assignment 5.2/5.3.1

Global (in)Justice Case Study Portfolio

Note: the following assignment may be appropriate for outcome 5.2 or 5.3. A teacher can adapt it to work in many ways: It can be completed in entirety by an individual as a major term project or by a group of students or some questions or part(s) can be assigned.

Once you have chosen your case study and cleared the topic with your teacher, complete the following assignment. To do so, you will need to collect a variety of information. You should include at least eight different sources including various newspaper articles, scholarly journals, texts, books, documentaries etc. In your portfolio, please include copies of your articles (where appropriate).

Your final submission will be a collection of articles and your responses compiled in a portfolio that can be electronic or hardcopy. Make sure that the response to each question is clearly labeled. A table of contents may be appropriate in some cases.

Part One: Setting the Stage

1. Research the context of the event. In doing so explain or describe the *social*, *political* and *economic* situation in the country or region that existed prior to the event.
2. Explain the events leading up to and during the event being studied. This can be completed in a descriptive form (ie – a paragraph) or in the form of a timeline, storyboard or visual.
3. Find at least three visuals (photos, artwork etc.) that show an aspect of this event.

Part Two: Reaction to injustice

1. As this event occurred:
 - a. Was the local community aware of what was happening?
 - b. Was the international community aware of what was happening?
 - c. Did the media have information to report about this issue?
 - i. If yes, do you think that there was adequate coverage of the story to bring attention to it in the local and international community? Why or why not?
2. How did the local or regional government react to the situation? Do you believe they were part of the problem, or part of trying to find a solution?
3. How did the international community react to the situation? (you may need to focus on specific organizations such as the UN, foreign governments or NGOs depending on your case study) Do you feel that the international response contributed to finding a solution?

Part Three: Lessons Learned

1. What does this case study tell us about justice and injustice in the global community?
2. According to survivors, what should be learned from this event? If possible, find two – three artifacts (artwork, interviews, songs etc) from survivors that convey this message.
3. Who do you think is to blame for this happening?
4. How could events like this be prevented in future?

**Appendix B: Templates for Teaching/Assessments for all
Units**

Analyzing Political Cartoons

Choose a Political Cartoon that is current or relevant to the time period being studied. Using the Political Cartoon as a guide, answer the questions below:

Analyzing a Cartoon

Analyzing a Cartoon

Question

Response

What symbols are used in this cartoon?

What does each symbol represent?

What do the words (if any) mean?

What is the main message of the cartoon?

Why is the cartoonist trying to get this message across?

What is your opinion of the message?

Primary Source Analysis – OPVL Rubric

OPVL is an approach taken to analyze primary sources (written or oral) including documents, photographs, videos, letters, essays, newspaper reports etc that are produced or used as information about an event. Identifying the **Origin, Purpose, Value and Limitations** of primary source documents is a key skill for all historians.

In conducting an OPVL analysis, students should consider the following questions in their responses:

1. Origin: where did the document originate? Date? Location? In what context?
2. Purpose: What do you think the author was trying to convey in this document? What principles or statements of interest are offered?
3. Value: How valuable is this source? In comparison to other sources? Is this source a primary or secondary source?
4. Limitations: At what point does this source come to be of value for you, the historian? What part of the historical narrative is not covered in this document? How can this document be verified?

Category	4 Excellent	3 Adequate	2 Minimal	1 Attempted
Origin <i>Who What When Where</i>			Included and correct	
Purpose <i>Why</i>	Demonstrates strong understanding of author and/or time period and purpose for various types of primary sources	Demonstrates some understanding of author and/or time period and purpose for various types of primary sources	Demonstrates some understanding of author and/or time period or purpose for various types of primary sources	Demonstrates little or no understanding of author and/or time period and/or purpose for various types of primary sources
Value <i>To you as a historian</i>	Offers a valid response with two or more accurate and relevant values of the document	Offers a valid response with two or more insights that are somewhat accurate or relevant to the values of the document	Offers a response with one or more insights that may be inaccurate or irrelevant to the value of the document	Response is lacking or completely inaccurate and/or irrelevant to the value of the document
Limitations <i>To you as a historian</i>	Offers a valid response with two or more accurate and relevant limitations of the document	Offers a valid response with two or more insights that are somewhat accurate or relevant to the limitations of the document	Offers a response with one or more insights that may be inaccurate or irrelevant to the limitations of the document	Response is lacking or completely inaccurate and/or irrelevant to the limitations of the document

Roundtable Simulation

In this activity you will be asked to take on the role of _____. You are expected to develop an opinion that represents this person in the context of the debate over _____ In doing so you should take into consideration _____

- **Part 1:** You will be expected to write a 1 paragraph statement that will be used in your opening remarks in the round table discussion. The paragraph will present your position on this issue and set the stage for discussion. Due to the wide open nature of this topic it is expected that a number of ideas will be presented in these opening remarks.
- **Part 2:** You will be expected to participate in the roundtable discussion in class. Your contributions should include researched discussion about your role's point of view on the issue.
- **Part 3:** You will be expected to write a debrief of no more than one page on the round table based on the outcome of the discussion, from your own perspective (not necessarily that of the role you are playing)

Part 1

Mark	2	1.5	1	0.5
Content	Shows a full understanding of the question and their role and relays the content in the written assignment	Shows a good understanding of the question and their role and relays most of the content in the written assignment.	Shows a good understanding of parts of the question and their role.	Does not seem to understand the question or their role very well.
Expectations	Meets all of the expectations as outlined above	Meets all but one of the expectations outlined above.	Meets all but two of the expectations outlined above.	Does not meet more than three of the expectations outlined above
Mark	1	0.75	0.5	0
Mechanics	No spelling/grammar mistakes	1-2 spelling/grammar mistakes	3-4 spelling/grammar mistakes	5 or more spelling/grammar mistakes.

Part 2

Category	4	3	2	1
Participation	Student actively and thoughtfully contributed to the discussion.	Student participated in the discussion demonstrating some thought.	Student contributed once or twice to the discussion.	Student did not participate or showed very little interest.
Content	The student clearly researched their position as is evident in their applied understanding of their role.	The student clearly researched their position and showed some understanding of their role.	The student did some research and shared it through one or two comments.	The student did little or no research and was unable to participate effectively.

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Part 3

Mark	4	3	2	1
Content	Student provides a thoughtful response to the visit demonstrating that they engaged in the exercise and reflected on what they learned.	Student provides a thoughtful response that demonstrates that they participated in the activity.	Student provides a response that demonstrates that they participated in the activity.	Student provides a response that does not indicate they actively participated in the activity.
Mark	1	0.75	0.5	0
Mechanics	No spelling/grammar mistakes	1-2 spelling/grammar mistakes	3-4 spelling/grammar mistakes	5 or more spelling/grammar mistakes.

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Generic Global History Research Presentation

Objective

To assume the role of a historian in conducting research into a specific issue or event and to present it to the class.

Procedure

- 1. Choose a topic.**
- 2. Form a group**
 - You are permitted to work in a group of not more than three students. If you wish, you may work alone, but a partner is advisable as there is considerable work to be done. Your group is to complete each of the following tasks, in order:
- 3. Select a topic and conduct some preliminary research.**
 - This can be a topic from the prescribed list or an independently selected topic, approved by the teacher.
- 4. Develop a research question based on your preliminary research.**
 - The research question is different from the topic as it give a point of view or angle. In a paper, this would be your thesis.
 - Your research should be based on at least five sources including at least two of the following types of sources: journal articles, newspaper articles, documentaries, personal accounts (journals, interviews), books, documentaries.
- 5. Present a detailed description of your research plan.**
 - After you have chosen your research question and found your sources, you should indicate the elements that will be included in your group's project and the work assigned to each member. You are also expected to provide details of how your group will conduct its research, analyse the data and present the results to the class.
- 6. Gather and analyse the data.**
 - Gather your sources, compile and share your resources and put the pieces together to support your research plan. While each person needs to contribute individually, it's important that you work together to determine why each piece is significant to the overall presentation.
- 7. Organize and present your findings to the class**
 - Once your group has completed the research, you are expected to complete a 10 – 15 minute presentation to the class. This presentation should include:
 - i.** Description of the event/issue
 - ii.** Description of your research question
 - iii.** Analysis of the sources
 - iv.** Assessment of the answer to your research question
 - v.** All group members must be involved in the oral presentation of material

- vi. The presentation must be well organized (carefully planned in advance)
- vii. The presentation must use at least one visual resource.
- viii. The presentation should allow for questions from other students.

Assessment:

The bulk of your research presentation involves a **class presentation**, which will be evaluated in the following manner:

1. Content of presentation – 10 points
 - a. An evaluation of the quantity and quality of information presented
 - b. A clearly stated evaluation of the research data
 - c. A summary of the research project (see details below)
2. Organization – 5 points
 - a. The research project is presented in a logical sequence
 - b. All members participate equally in the presentation
3. Presentation – 5 points
 - a. Use of appropriate visual aids to display project results.
 - b. Presenter(s) can be easily heard by classmates (appropriate pace, volume).

You are required to submit a **summary of the research project**, one to two pages in length. Its purpose is to provide an overview of the entire research project from beginning to end, and it must include the following elements

1. A description of the research question
2. An outline of the procedure followed in carrying out the research.
3. A summary of the results of the research. Please note that this part is the most important part of the presentation and will constitute 5 of the 10 marks given for 'Content of Presentation'.