

Public District School Board Writing Partnership

Canadian and World Studies

Course Profile

Canadian and World Issues: A Geographic Analysis

Grade 12
University Preparation
CGW4U

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview

Canadian and World Issues: A Geographic Analysis, CGW4U, Grade 12, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Course Description

This course draws on geographic concepts, skills, methods, and technologies to analyse significant issues facing Canadians as citizens of an interdependent world. Students will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, regional disparities in the ability to meet basic human needs, and protection of the planet's life support systems.

Course Notes

This course has been designed to provide a systematic approach to the analysis of Canadian and World Issues related to the strands and expectations in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*. In this course there is a strong emphasis on the development of higher order and critical thinking skills. Important to this course is the development of good numerical skills and the ability to interpret numbers as geographical evidence.

Expectations were clustered to form a broad framework for the study of world issues, focusing on development and reinforcement of skills through an issues analysis approach, while taking into consideration the need to be flexible in terms of actual content. Threads that run through the course are quality of life, regional disparity, groups influencing change, and future predictions.

All of the topics suggested in this Course Profile are complex, relevant, and interrelated. They are real problems that students will face and have to make decisions about throughout their lives. Students have opportunities to consider these issues by analysing different perspectives and by learning how they can effect change by harnessing their emerging analytical abilities to consider solutions to the myriad of challenges. In this way, students may develop a positive proactive view to the future.

The contentious nature of many of the issues examined may prove challenging both to teachers and to students. Students reflect a broad spectrum of values and beliefs and discussions may be highly charged. Some suggestions about dealing with controversial issues in the classroom include explaining the need to respect others opinions, beliefs and interests; being firm about making the classroom a safe place for learning, by helping students to actively listen to each other; not being afraid to shut down heated debates; reinforcing that opinions are not right or wrong, but facts might be; emphasizing the need for obtaining factual information before drawing conclusions; acknowledging the value of personal, cultural and religious beliefs without making generalizations; not imposing the teacher's social, religious or political view on the discussion; and by emphasizing how tragic any loss of life is.

An important consideration for teachers is the accumulation of resources. It is suggested that throughout this course students participate in developing a Class Resource File, which is a collection of current newspaper and periodical articles, and articles from the Internet. This can be organized by week and/or by subject heading (people, politics, economics, environment) or by region. Students should be required to contribute a selected number of items throughout the course and record the bibliographic information. The Class Resource File will be used in a number of activities and may serve as the basis for ongoing research through the course. Teachers should introduce the methodology and expectations about this collection at the beginning of the course. Working with teacher librarians in unit planning to ensure a wide variety of learning materials is critical to ensure that resources used are current.

Opportunities for the integration of various geotechnologies to enhance student learning and provide for the development of crucial Information Technology skills must also be planned. Suggestions for using Geographic Information Systems (GIS) are offered in a number of activities.

As many students may not have taken geography in several years, many activities in Unit 1 focus on a review of pertinent fundamentals. Students take a broad stroke approach to a number of selected issues. They begin to develop issues analysis techniques that will be applied throughout the course. Teachers introduce the Class Resource File collection responsibilities and topics. Each subsequent unit has been designed to provide scaffolding of essential critical skills to create an informed consciousness. Activities focus on viewing perspectives, developing tactical reading skills, statistical analysis and developing multiple modes of expression. Unit 2 builds on the introductory activities where the geographic frame of reference was established. The concept of interdependence at the local, national, regional and international scales is considered with specific reference to the consequences of decisions made. Unit 3 emphasizes the economic, cultural, and political differences in the world through the study of geopolitics and access to economic opportunity and natural resources, which ultimately have resulted in regional and global conflict. In Unit 4, concepts of sustainable development and sustainable communities are examined through global and local examples. Each unit concludes with a culminating activity that incorporates the content and skills stressed in each unit. Unit 5 is the culminating unit where students deliver a teaching seminar to a group of their peers. This final task is based on the interpretive and analytical skills developed throughout the course. From the beginning of the course students should be aware of what is expected of them and for this reason it is important that teachers introduce the culminating activity early in the term.

Units: Titles and Time

Unit 1	Introduction: Studying Issues	15 hours
* Unit 2	Interdependence	25 hours
Unit 3	Challenges of Diversity and Disparity	25 hours
Unit 4	Towards a Sustainable Global Community	25 hours
Unit 5	Culminating Activity: Current Events Seminar	20 hours (includes in-class research time)

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Introduction: Studying Issues

Time: 15 hours

Unit 1 provides a foundation for understanding the terminology and key issues presented in the remainder of the course. This unit familiarizes the students with the issues relating to human and environmental geography and introduces them to the skills and technology used in geographic study. Students use issues analysis as a means to break down complex issues, cartoon interpretation to gain insight about how the media influences public perceptions of world issues and statistical and mapping techniques to understand global patterns. They begin to collect articles for the Class Resource File.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SSV.01, UCV.01, GIV.04, UC3.01, SS1.03, SS1.06, SS1.08, GI1.01, GI1.06, GI2.05, GI2.06, GI2.09	Knowledge/Understanding Thinking/Inquiry Communication Application	Defining global issues: a survey

2	GI1.04, GI2.01, SS1.04, SS1.06	Thinking/Inquiry	Perspectives on global classification systems
3	GIV.01, GI2.07, GI2.08, GI3.02, SS3.01, GC3.01	Knowledge/Understanding Thinking/Inquiry	Indicators of quality of life
4	HEV.01, HE1.02, UC1.01, UC3.05, SS1.06, SS1.09, GI1.05, GI1.07, GI2.02, GI2.08	Knowledge/Understanding Thinking/Inquiry Communication Application	Demographic patterns: blueprint for the future
5	HEV.02, GIV.01, GI1.03, SSV.01, SS2.01, SS3.01, GC1.01	Knowledge/Understanding Application	Human and natural systems: relationships and interactions
6	SSV.01, SS1.01, UCV.02, UC1.04, GIV.01, GI2.02, HE3.01	Knowledge/Understanding Thinking/Inquiry	Rethinking environmental determinism
7	UCV.01, HEV.02, GIV.01, SSV.01, GC1.01, UC3.05, GI2.05, GI1.07, SS1.01, SS1.06, HE3.01	Knowledge/Understanding Thinking/Inquiry Communication Application	Unit test with questions that cover the skills and topics in this unit

Culminating Activity for Unit 1

A unit test is suggested as the culminating activity. Students must have a firm background in basic geographical skills and knowledge in order to succeed in this course. Test questions should be varied and fit into all categories of the achievement chart.

Unit 2: Interdependence

Time: 25 hours

The focus of this unit is world interdependence at all scales; international, national, regional, and local. Students examine the challenges and opportunities created by our increasingly integrated planet. Using the resource file introduced in Unit 1, students construct proportional flow maps illustrating Canada's global connections. Organizations and individuals that cause change are examined and students decide how they would allocate funds to humanitarian organizations. The colonial legacy is examined and, through a mini-debate process, the impact of colonialism is discussed. Population movements and decision making about environmental issues are analysed through an issues analysis approach.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	GCV.01, GIV.01, SSV.01, GC2.02, GI2.03, GI2.07, GI2.10, SS1.04, SS1.05, HE2.06	Communication Application	Canada's global connections
2	SSV.03, SS1.04, GCV.02, GCV.03, GC1.03, GC2.03, GC3.05, GIV.03, GI2.06, GI3.03, UCV.03	Knowledge/Understanding Thinking/Inquiry Application	Organizations and individuals that cause change
3	GIV.01, GIV.02, GC2.01, GC2.03, GC3.04, GI1.01, GI1.05	Communication Application	Impact of the past on the present: colonial and neo-colonial legacies

4	GIV.01, GI2.01, GI2.03, GI2.04, HEV.02, HE2.01, SSV.02, SS2.03	Knowledge/Understanding Thinking/Inquiry	The human legacy of a hostile world: Refugee movements and impacts
5	GIV.03, GI1.05, GI2.03, GI2.10, GC1.04, HEV.03, HE3.04, SS1.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Connections between resource use and human populations
6	UCV.03, UC3.06, HEV.03, HE2.06, GI1.05, GCV.02	Knowledge/Understanding Thinking/Inquiry Communication Application	International agreements: sharing the responsibility, sharing the solution

Culminating Activity for Unit 2

Issues analysis techniques practiced in Unit 2, such as developing a graphic organizer and writing in role to represent different viewpoints, are applied to the examination of a number of international treaties and their impact on all stakeholders. Students select agreements that relate directly to topics covered in this unit.

Unit 3: Challenges to Diversity

Time: 25 hours

In this unit, students examine the many differences in the world and the challenges posed by increasing global integration. Students are introduced to the study of geopolitics and the importance of homelands to cultural groups. Statistical analysis of economic variables in Canada and worldwide help students to see the varying levels of economic opportunity in a global context. As natural resources are distributed unequally around the globe, access to and ownership of them may determine economic disparity. The impact of these disparities based on historical and geopolitical factors, in combination with strong cultural needs and wants, have resulted in global conflict hot spots.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	GI1.04, SS1.02, SS1.07, GC2.02, GI2.07, SS1.03	Knowledge/Understanding	Sense of place in a global context
2	UCV.03, UC3.02, GC1.05, GC2.03, SS1.02, SS1.08, SS1.09, SS2.02, SS3.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Boundaries and homelands: the importance of geopolitics
3	GC1.02, GI2.08, SSV.02, SS2.02, SS3.02	Communication Application	Global economic disparity
4	SSV.02, SS3.02, SS3.03, GI2.08, GC3.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Regional economic disparities: a Canadian perspective
5	GC1.01, GC3.03, GI1.02, GI3.01, HE1.01, SS1.01	Thinking/Inquiry Communication Application	Patterns of environmental disparity: using GIS
6	SS2.04, UC1.03, UC2.03, GI3.03, GI1.05	Knowledge/Understanding Thinking/Inquiry Communication Application	Redressing the balance: local responses to global issues

7	HE3.01, GCV.02, GC1.02, SSV.02, SS1.07, GIV.01, GIV.02, GI3.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity: Conflict and Disparity Map
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Culminating Activity for Unit 3

Students create a series of maps, graphs, and images to illustrate the relationship between conflict and disparity in a selected geographic location. Through the use of statistics showing standards and quality of living, economic activity, ethnicity, geopolitical aspects, and availability of, and access to, natural resources students answer the question, ‘Why do border disputes occur?’

Unit 4: Sustainability of Communities

Time: 25 hours

This unit introduces students to the concepts and terms associated with sustainability. Through the use of a number of activities such as surveys, examination of statistics and graphs, analysis of case studies and role-playing, students examine how different social, economic and cultural differences can influence people's attitudes towards resource sustainability. Students research individuals and community groups who have contributed to sustainable community projects.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	HE1.03, UC2.02, GI2.10, GI1.04	Knowledge/Understanding	Defining sustainability
2	UC2.02, GI2.01, GI1.04, GI2.03	Knowledge/Understanding Thinking/Inquiry Application	Perceptions of resource sustainability
3	UC1.01, UC1.02, UC2.01, GI1.05, GI1.06	Communication Application	Populations: dynamics and diversity
4	HE2.03, HE2.05, GI1.05, UC1.02, UC3.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Urban growth and sustainability
5	HE2.02, HE3.02, GI2.02, GI2.03	Thinking/Inquiry Communication	Food and agriculture
6	HE2.04, GC3.02, UC3.03, HE3.03, GI2.06, GI2.02, GCV.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Sustainable resource management
7	UC3.04, UC3.05, GI1.07, GI2.03, GI2.05, GI2.06, GI3.04, HE2.05, GI1.03, GI2.09, UC1.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Assessing plans for sustainability

Culminating Activity for Unit 4

Students examine a global environmental problem that is manifested in their local environment. They design and conduct a local survey and locate local and regional resources related to this issue. The final report includes strategies to implement a sustainable action plan in their community.

Unit 5: Course Culminating Activity: Current Events Seminar

Time: 20 hours

Each student selects a global issue not covered in detail in the course and delivers a seminar towards the end of the course. Students collect a number of articles that reflect a variety of viewpoints on their topic. As the skill of critical reading has been developing throughout the course, analysis of the viewpoints presented is a key aspect of this task. They distribute one article that best expresses their perspective, develop a set of discussion questions with model answers, and create a map to analyse the spatial aspects of their issues. The reports include a summary of the research, questions, and model answers, a map, future predictions and a bibliography. Leading a seminar, based on independent research on a student-selected topic, provides a forum for intellectual activity and the development of interactive discussion and critical analysis skills.

There is an expectation that students will actively participate in each other's seminars.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	SSV.03, SS1.06, HEV.01, GC1.02, GC1.05, UC3.02, GI.03, GI2.03, GI3.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Current Events Seminar

Teaching/Learning Strategies

Recognizing the diverse backgrounds and the multiple intelligences of students, it is essential that a variety of teaching/learning strategies be employed to ensure student success. Opportunities to develop critical thinking skills such as formulating a hypothesis, identifying bias and viewpoints, and analysing research data are essential. The use of computers to research and record data as well as to indicate spatial relationships (GIS) helps students to develop essential analytical and technological skills. Individual, small group, and whole class activities that provide opportunities for reading, writing, and sharing of information develop thinking skills and understanding concepts.

Following are some teaching/learning strategies that can be used in the geography classroom:

Aerial Photo Analysis – examine photos of landforms for common characteristics

Brainstorming – group generation of initial ideas expressed without analysis

Case Study – investigating a real or simulated problem

Classifying – grouping according to an identified pattern

Cooperative Learning – small group investigation or problem solving

Conferencing – student-to-student or student-to-teacher discussion

Computer modeling – using databases to build simulated models as an illustration of a concept

Debate – informed research topics articulated in a formal process

Diagramming – synthesizing concept information into visual illustration

Direct Instruction – teacher-led lessons

Discussion – exchange of ideas on an issue for clarification of views

Field trips – practical application of geographic inquiry skills

Games – team quizzes

Geographic Information Systems – use of existing software and data bases

Graphing – visual tool for problem solving

Guest Speakers – experts in the field

Internet Research

Journal writing – reflective writing to share goals, ideas
Lectures – dissemination of information by speakers or teachers
Mapping – representing physical, demographic, numerical data through visual forms
Model building – tactile reproduction of a concept
Mind Mapping – mental images drawn on paper
Note Making – summarizing text
Organizers – an organized outline, based on a pattern, provided as a direction to be followed and leading to a desired product
Portfolio – collection of student’s work
Poster Making – synthesizing information or concepts to deliver a message or advertisement
Presentation/Report – oral, written, and visual presentation of researched topic to a specific audience or person
Quantitative and qualitative assessment – field collection of data and interpretation
Reading – periodicals, articles, journals, newspapers, magazines for information on a selected topic or issue
Researching – use of a variety of sources for the purpose of supporting an inquiry
Role playing/Simulations – enhances metacognition/serves as a hypothesis for predicting actions
Scenario Writing – describes a situation
Seminars – presentation of an opinion or thesis
Statistical analysis – collection and reporting of data
Survey design – adhering to standard principles
Video analysis – viewing with a purpose
Webpage design – meeting standards common to the field

Assessment & Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation in this course is based upon the Achievement Chart in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*, pp. 246–247. The four categories identified are: Knowledge Understanding, Thinking/Inquiry, Communication, and Application. The provincial standard for student achievement is Level 3. There are opportunities to evaluate any one or all of the categories, within any of the clusters of expectations, for each unit. In this Course Profile, suggestions for both formative and summative evaluation strategies and tools are made. Samples are provided for some of the activities and for the unit culminating activity. Considering the range of prior knowledge that students may have, teachers should use diagnostic assessment to determine the geographic skills and knowledge that need to be reviewed or taught.

Before teaching this course, it is highly recommended that teachers create a summative evaluation and formative assessment plan for the entire course. This should include the main items that will be collected and evaluated by the teacher for each unit. Selecting two or three main pieces of student work per unit that cover a number of key expectations will provide a snapshot of how well students are achieving. Suggestions for summative evaluation have been made throughout the profile and may be included in the 70% portion of the final grade. Sharing this plan with the students at the beginning of the term, informs them about what is expected of them.

In order for students to improve their learning, diagnostic and formative assessment must be on-going. Providing descriptive feedback, suggesting next steps and encouraging students to become critical of their own work through a variety of means help students to develop competencies that are far-reaching. Teachers should consider what opportunity students would be given to demonstrate their learning and inform students about how they will be evaluated.

Seventy percent of the grade is based on assessments and evaluations conducted throughout the course. Thirty percent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. The examination could take the format of a case study analysis or an in-class essay, due to the emphasis on the issues approach taken in the course.

Accommodations

Every effort should be made to assist all students in achieving success in this course. Teachers should consult individual student IEPs for specific direction on accommodation for individuals.

The following suggestions are examples of recommendations which may be found in IEPs.

- Maintaining a consistent classroom structure;
- Providing for flexible timelines regarding the completion of projects and assignments;
- Modifying hand-outs in terms of language and content used and size and easy-to-read font;
- Arranging for peer assistance;
- Providing a list of terminology prior to the activity;
- Allowing students to work in an alternate setting, e.g., resource room, where students may receive assistance;
- Providing opportunities to redo all or part of a task;
- Adapting text and exams as recommended by IEP;
- Combining both written and verbal instructions.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films, Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

General Books

Berry, Wendell. *In the presence of fear: three essays for a changed world*. Orion Society, 2001.

Canadian Global Almanac 2002. Toronto: Macmillan Publishers, 2001. ISBN 1-55335-006-5

Cartwright, Fraser, Kim Earle, and Kingsley Hurlington. *On the Threshold: Analysing Canadian and World Issues*. Toronto: Gage Publishing, 2002. ISBN 7715-82358

Chasmer, Ron and Pamela Perry-Globa. *Facing the Future. Global Issues in the 21st. Century*. Toronto: Oxford University Press. 1998. ISBN 0-19-541136-6

Clark, Bruce and John K Wallace. *Global Connections: Canadian and World Issues*. Toronto: Pearson Canada, 2002. ISBN 0-13-041067-5

Draper, Graham and Patricia Healy. *Geonexus: Canadian and World Issues*. Toronto: Irwin Publishing, 2002. ISBN 0-7725-2933-7

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- Hackett, Robert A. and Richard Gruneau. *Missing News: Filters and Blindspots in Canada's Press*. Ottawa: Canadian Centre for Policy Alternatives/Garamond Press, 2000. ISBN 1551930277
- Harshman, Robert and Christine Hannel. *World Issues in the Global Community*. Toronto: John Wiley & Son. 1989. ISBN 0-471-79692
- Homer-Dixon, Thomas F. *Environment, Scarcity and Violence*. Princeton, N.J.: Princeton University Press, 1999. ISBN 0-691-02794-3
- Homer-Dixon, Thomas F. *The Ingenuity Gap: Can we solve the problems of the future?* Toronto: Random House, 2001. ISBN 0-676-97296-9
- Human Development Report 2000*. New York: Oxford University Press for the United Nations Development Programme, 2000. ISBN 0-1952-167-84
- Kolpin, Robert. *Global Links: Connecting Canada*. Don Mills: Oxford University Press, 1999. ISBN 0-195-413-334
- Mathews, Geoffrey J. and Robert Morrow, Jr. *Canada and the World An Atlas Resource*, 2nd ed. Toronto: Prentice Hall, 1995. ISBN 0-13-370073-9
- Molyneux, John and Marilyn Mackenzie. *World Prospects: A Contemporary Study*. Toronto: Prentice Hall, 1994. ISBN 0-13-709569-4
- Ness, Immanuel and James Ciment. *Encyclopedia of Global Population and Demographics*, 2 Volumes. Armond, NY: Sharpe Reference, 1999. ISBN 15632471000
- Prescott-Allen, Robert. *The Wellbeing of Nations. A Country-by-Country Index of Quality of Life and Environment*. Ottawa: IDRC/Island Press, 2001. ISBN 0-88936-955-0
- Rampton, Sheldon and John Stauber. *Trust Us, We're Experts! How industry manipulates science and gambles with your future*. New York: Tarcher/Putnam, 2001.
- Stanford, Quentin. *Canadian Oxford School Atlas*, 7th ed. Toronto: Oxford University Press, 1998. ISBN 0-19-541309-1
- World Development Report 2000/2001: Attacking Poverty*. Oxford: UP, 2001. ISBN 0195211294
- World Resources 1998-99: A guide to the global environment*. New York: Oxford University Press, Inc. ISBN 0-19-521407-2
- World Resources 2000-2001—People and Ecosystems: The Fraying Web of Life*. New York, NY: Elsevier Science, 2000. ISBN 0-08- 043-781
- Worldwatch Institute. *State of the World 2001: A Worldwatch Institute Report on Progress Toward a Sustainable Society*. New York: W.W. Norton & Company, 2001. ISBN 0-393-04866-7
- Worldwatch Institute. *Vital Signs 2001-2002: The Trends that are Shaping Our Future*. London: UK Earthscan publications in Association with the Worldwatch Institute, 2001. ISBN 185-3838322
- World Almanac and Book of Facts 2002*. New York, NY: World Almanac Educational Group, 2002. ISBN 0-88687-872-1

Magazines

- Canadian Geographical Magazine – <http://www.cangeo.ca/default.asp>
- Canadian Journal of Environmental Education – <http://www.edu.uleth.ca/ictrd/cjee/>
- Canadian Social Trends – <http://www.cansim.com/english/kits/social.htm>
- Emagazine – <http://www.emagazine.com/>
- Economist – <http://www.economist.com/index.cfm>
- Geographical Magazine – www.geographical.co.uk
- Green Teacher – <http://www.greenteacher.com/>
- Macleans – <http://www.macleans.com/>
- Monograph – <http://oagee.org/region11.htm>

National Geographic – <http://www.nationalgeographic.org>
New Scientist – <http://www.newscientist.com/>
New Internationalist – <http://www.oneworld.org/ni/index4.html>
New Internationalist in Easier English – <http://www2.gol.com/users/bobkeim/contents.html>
Newsweek – http://www.msnbc.com/news/NW-front_Front.asp
Time Magazine – <http://www.time.com/time/>
UNESCO Courier – http://www.unesco.org/webworld/news/00_special_courier.shtml

Non-Print Materials

“Aftermath: The Remnants of War.” National Film Board of Canada. 2001. 75 minutes.
“Between the Lines.” Highlight Films. McNabb & Connolly. 2000. 58 minutes.
“Coping with terrorism.” McNabb & Connolly. 2001-2. Eight 30-minute videos
“Honour of the Crown.” National Film Board of Canada. 2001. 47 minutes.
“Life: A series about globalization.” TVE International. Bullfrog Films. Distributed by McNabb & Connelly. 2000. Thirty 24-minute VHS videos.
“Looking for Answers.” ITF/VEC. 60 minutes.
“No time for play: working children in Nicaragua.” Affinity Productions. Cine Fete. 2001.
“The Global Generation: The human face behind globalization.” Kineticvideo.com. 2001. Six 25-minute videos.
“People Power: how to bring about change using democratic processes.” Classroom Video. 2001. 22 minutes.
“Rising Waters: Global Warming and the Fate of the Pacific Islands.” Bullfrog. 2000. McNabb & Connolly. 57 minutes
“Spirits of Havana.” National Film Board of Canada. 2001. 90 minutes.
“Sustainable Development- Zero Emissions Production.” Classroom Video. 1999. 14 minutes.
“The Taliban Legacy.” Filmmakers. McNabb & Connolly. 2001. 35 minutes.
“Target America.” ITF/VEC. 2001. 60 minutes.
“The Human Race: A Species at the Crossroads.” National Film Board of Canada. 2000. Four 51-minute videos.
“Trail of a Terrorist.” ITF/VEC. 2001. 60 minutes.
“Woman by Woman: New hope for the villages of India.” ITF/VEC. 2001. 27 minutes.
“World Water Resources: sample studies of China, Israel and Australia.” Classroom Video. 2000. 22 minutes.

Websites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

CIA World Fact Book – <http://www.odci.gov/cia/publications/factbook/index.html>

Canadian Encyclopedia –

http://66.59.133.172/index.cfm?PgNm=ExploreCanada&CFID=1014&CFTOKEN=31217452&TCE_Version=A

Canadian International Development Agency – <http://www.acdi-cida.gc.ca/health.htm>

Citizenship Education - the Global Dimension – web links on International Development – <http://www.citizenship-global.org.uk/sites.html>

David Suzuki Foundation – <http://www.davidsuzuki.org/>
Earth Council – <http://www.ecouncil.ac.cr/>
Earth on the Edge – Bill Moyers Report – PBS Video report on the State of the World's environment
– <http://www.pbs.org/earthonedge/program/index.html>
Energy Information Administration - Country Analysis Brief – <http://www.eia.doe.gov/emeu/cabs/>
Environment Canada – <http://www.ec.gc.ca/envhome.html>
Environment Canada – Cites Web – international control of endangered fauna and flora
– http://www.cites.ec.gc.ca/cites/html/eng/sct0/index_e.htm
Foreign Government resources on the Web – <http://www.odci.gov/cia/publications/factbook/index.html>
Forum Habitat - List of NGOs dealing with international cooperation, housing, poverty health,
technology and human rights – <http://www.forumhabitat.polito.it/links/default.htm>
Future culture-Links to other countries in the world – <http://www.wcpworld.com/future/culture.htm>
Geogratias-geospatial data of Canada – <http://geogratias.cgdi.gc>.
Geosource-Geographical Web Links – <http://www.ccge.org/geosources/jumpstn.htm>
Government of Canada – <http://canada.gc.ca/>
Global Ecovillage Network - links to sustainable communities throughout the world
– <http://www.gaia.org/index.asp>
Global eye – <http://www.globaleye.org.uk/index.html>
Global Network of Environment and Technology – <http://www.gnet.org/>
Human Rights Watch – <http://www.hrw.org/wr2k1/index.html>
InfoNation – Database of United Nations Members
– http://www.un.org/Pubs/CyberSchoolBus/infonation/e_i_map.htm
International Development Research Centre – <http://www.idrc.ca/>
Links to National and Regional Governments throughout the World – <http://www.gksoft.com/govt/en/>
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National Atlas of Canada Online – <http://atlas.gc.ca/english/index.html>
New Internationalist Magazine – <http://www.oneworld.net/partners/index>.
News in Review – <http://www.cbc.ca/insidecbc/newsinreview/>
Newspaper Links-links to Canadian Newspapers
– <http://www.newspaperlinks.com/newspaperlist.cfm?sid=on>
Political cartoons – <http://cagle.slate.msn.com/politicalcartoons/>
Population Reference Bureau – <http://www.prb.org/>
Remote sensing – <http://www.geographynetwork.com>
SchoolNet – <http://www.schoolnet.ca/home/e/>
Statistics Canada – <http://www.statcan.ca/>
UNICEF Statistical Data – <http://www.unicef.org/statis/index.html>
UN site lists countries statistical offices – http://www.un.org/Depts/unsd/sd_natstat.htm
UN statistical division – <http://www.un.org/depts/unsd/>
US Environmental Protection Agency – <http://www.epa.gov/>
Washington Post Online – <http://www.washingtonpost.com/wp-dyn/world/>
World Bank – www.worldbank.org/poverty/
World Gazetteer - Data on population and cities – <http://www.gazetteer.de/home.html>

World News-Links to newspapers and radio stations around the globe
– <http://www.worldnews.com/>

World Resources Institute - Environmental think tank trying to find practical ways to protect the earth and improve people's lives – <http://www.wri.org/wri/wri.html>

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Unit 2 – included in developed Unit

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OSS Considerations

This profile is designed to aid the teacher in developing and delivering the course Canadian and World Issues. This course would fulfill the requirement for an additional credit in Canadian and World Studies within the 18 compulsory credits required for an Ontario Secondary School Diploma in section 3.1.1. (p. 9) and Appendix 5 (p. 72) of *Ontario Schools, Grades 9-12, Program and Diploma Requirements, 1999*. The needs of university bound students have been considered and the activities have been constructed with a balance of theory and application. Expectations for accommodations are outlined in section 7.12 (pp. 56-58) and appendix 6 (pp. 74-75). The basis for assessment, evaluation and reporting practices are outlined on pp. 13-16 of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment*. Strategies for assessment and evaluation are therefore based on the four categories of Achievements Chart as described in *The Ontario Curriculum, Grades 11 and 12 Canadian and World Studies 2000*. The analytical skills that can be developed in this course can be applied in various situations. By participating in cooperative education programs and working in the community, students will begin to understand the relevance of their studies. An essential component of Geographic study is learning to use computers to research and interpret data. Geographic Information Systems, Global Positioning Systems and spreadsheet software will help to prepare students for the future.

Coded Expectations, Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation, CGW4U

Geographic Foundations: Space and Systems

Overall Expectations

- SSV.01** · explain the complex nature of the earth's natural and human systems;
- SSV.02** · analyse the causes and effects of economic disparities around the world;
- SSV.03** · demonstrate an understanding of the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global issues.

Specific Expectations

Understanding Concepts

- SS1.01** – demonstrate an understanding of the interdependence of ecology and economics;
- SS1.02** – explain why places and regions are important to the identities of selected human groups (e.g., Jerusalem as a holy city for Christians, Jews, and Muslims);
- SS1.03** – explain how points of view and paradigms influence an individual's perceptions of a place (e.g., a developer and an environmentalist differ on the best use for a wetland, indigenous peoples differ with other cultural groups on what constitutes a wilderness);
- SS1.04** – identify different methods of grouping countries (e.g., by level of development, political or economic affiliation, cultural characteristics) and evaluate the implications of categorizing countries in these ways;
- SS1.05** – identify ways in which countries and regions of the world are becoming increasingly interdependent;
- SS1.06** – identify the social, economic, cultural, and political components of selected geographic issues;
- SS1.07** – identify similarities and differences in the economic and political aspirations of selected regional or cultural groups within different countries;
- SS1.08** – demonstrate an understanding of the need to respect the cultural and religious traditions of others;
- SS1.09** – demonstrate an understanding of the roles and status of men and women in different parts of the world.

Developing and Practising Skills

- SS2.01** – analyse the distribution of the world's major biomes and determine the reasons for the observed patterns;
- SS2.02** – analyse the changing spatial distribution of political systems (e.g., democracy, socialism, communism, military dictatorship) around the world;
- SS2.03** – analyse the causes and consequences of recent events involving refugees in Canada or in another part of the world and evaluate the effectiveness of the relevant policies for dealing with refugees;
- SS2.04** – evaluate the significance of the participation of people in non-violent movements to protect resources and environments (e.g., Chipko women's movement in India, protests against clear-cutting in Canada).

Learning Through Application

- SS3.01** – compare the productivity and biodiversity of selected ecosystems (e.g., low productivity and biodiversity of deserts, high productivity of tropical rain forests);
- SS3.02** – select and compare statistical indicators of quality of life (e.g., those relating to population, culture, resources, technology, military expenditure, literacy, medical care) for a variety of developed and developing countries in different parts of the world;

SS3.03 – analyse the causes of selected examples of economic disparity in the local or regional community;

SS3.04 – predict geographic consequences of separation or independence for a region or cultural group that is now part of a larger country (e.g., changes in boundaries, trade flows, economic development, involvement in international organizations).

Human-Environment Interactions

Overall Expectations

HEV.01 · analyse selected global trends and evaluate their effects on people and environments at the local, national, and global level;

HEV.02 · analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;

HEV.03 · evaluate approaches, policies, and principles relating to the protection and sustainability of the planet's life-support systems.

Specific Expectations

Understanding Concepts

HE1.01 – demonstrate an understanding of how human-induced changes in natural systems can diminish their capacity for supporting human activity (e.g., excessive use of the Ogallala aquifer of the midwestern United States, desertification in the Sahel region of Africa);

HE1.02 – describe selected world demographic trends and explain the factors influencing them;

HE1.03 – explain how people perceive resources and sustainable development differently at different times and in different places.

Developing and Practising Skills

HE2.01 – analyse the impact of selected human migrations on natural and human systems;

HE2.02 – analyse the impact of past and current trends in agriculture (e.g., Green Revolution, corporate farming, biotechnology, monoculture, organic farming) on natural and human systems;

HE2.03 – analyse the impact of urbanization and urban growth (e.g., destruction of wildlife habitat, traffic congestion, land use conflicts) on natural and human systems;

HE2.04 – evaluate the economic, social, and ecological impact of current methods for raising or harvesting a selected resource (e.g., clear-cutting of forests, development of wildlife habitat areas, monoculture);

HE2.05 – evaluate some of the ways of promoting sustainable development (e.g., polluter-pays principle, zero population growth, local community initiatives) and assess their effectiveness in selected places and regions of the world;

HE2.06 – explain ways in which trade policies or agreements (e.g., fair trade cooperatives, North American Free Trade Agreement) may affect the environment.

Learning Through Application

HE3.01 – explain the interactive nature of selected natural and human systems;

HE3.02 – analyse examples of efforts to increase the productivity of a selected natural environment (e.g., Chinese model of land use, polders in the Netherlands, hydroponic farming, wetland reclamation, hillside terracing, fish farming) and their short- and long-term economic, social, and environmental impacts;

HE3.03 – assess the contribution of selected government policies to sustainable resource development in Canada;

HE3.04 – produce a case study of a specific situation in which resource development has contributed to the disruption of an ecosystem (e.g., hydroelectric dams in Canada or Asia, mining development in Indonesia, tourism in Antarctica).

Global Connections

Overall Expectations

- GCV.01** · demonstrate an understanding of the interdependence of countries in the global economy;
GCV.02 · analyse instances of international cooperation and conflict and identify factors that contribute to each;
GCV.03 · identify the contributions made by a variety of individuals, organizations, and institutions to sustainable development strategies for the developing world, and evaluate their economic, environmental, and social impacts.

Specific Expectations

Understanding Concepts

- GC1.01** – identify current global sustainability issues and environmental threats;
GC1.02 – demonstrate an understanding of how scarcities and inequities in the distribution of resources (e.g., water scarcity, unequal land distribution, confiscation of land) contribute to uprisings and conflicts;
GC1.03 – describe the structure, membership, and activities of an international economic alliance in Africa or Asia (e.g., Organization of African States, Association of Southeast Asian Nations);
GC1.04 – demonstrate an understanding of how economies and environments in some places may be affected by decisions made in other places (e.g., the Matamoros region of Mexico is affected by decisions made by parent companies in Canada or the United States; the delta region of Bangladesh experiences flooding that is partly due to the clearing of forested slopes in the Himalayas);
GC1.05 – identify individuals who have made significant contributions to addressing global issues (e.g., Nelson Mandela and human rights; Gro Harlem Brundtland, former prime minister of Norway, and sustainable development; Jody Williams, Nobel peace prize winner, and land mine treaty negotiations) and evaluate their impacts.

Developing and Practising Skills

- GC2.01** – analyse the economic and environmental consequences for selected countries of colonialism in the past and economic colonialism in the present;
GC2.02 – analyse geopolitical relationships between selected countries and regions (e.g., between countries sharing the waters of the Nile or countries sharing the Grand Banks fishing grounds);
GC2.03 – analyse the evolving global geopolitical role of a selected region or country (e.g., European Union, Russia, Asia Pacific nations) and evaluate how its actions contribute to cooperation or conflict.

Learning Through Application

- GC3.01** – demonstrate an understanding of how quality of life and employment prospects are related to the global economy;
GC3.02 – evaluate the performance of a selected transnational corporation with respect to the promotion of environmental sustainability and human rights;
GC3.03 – research and report on the human and ecological cost of global military spending;
GC3.04 – evaluate factors (e.g., physical geography, growing of cash crops, foreign monetary assistance) that may compound problems of hunger and poverty in a selected country;
GC3.05 – demonstrate an understanding of how the work of the United Nations and other organizations on poverty, disease, and the environment is directly related to their own lives.

Understanding and Managing Change

Overall Expectations

- UCV.01 · analyse, forecast, and evaluate changes in the human use of the earth and its resources;
- UCV.02 · evaluate the cultural, economic, and environmental impact of changing technology;
- UCV.03 · evaluate the effectiveness of methods used by different organizations, governments, and industries to find short- and long-term solutions to geographic problems and issues at the local, national, and global level.

Specific Expectations

Understanding Concepts

- UC1.01 – explain how economic and cultural considerations (e.g., the need for resources or workers, cultural or religious beliefs about child bearing) influence a country’s population policies (e.g., China’s one child policy);
- UC1.02 – explain how local participation in the development process can build sustainable communities;
- UC1.03 – explain, using specific examples, how strategic lawsuits against public participation (SLAPPs) affect the public participation process;
- UC1.04 – explain how new technology affects employment (e.g., skill requirements, proportion of workers in different sectors of the economy) and resource management (e.g., rate of use of resources, labour requirements).

Developing and Practising Skills

- UC2.01 – predict global demographic changes for the future and assess their economic, environmental, and social implications;
- UC2.02 – evaluate the sustainability of selected trends related to consumption of the earth’s resources;
- UC2.03 – evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world (e.g., the Grameen Bank in Bangladesh) in promoting sustainable development and resource management.

Learning Through Application

- UC3.01 – identify awareness levels and viewpoints relating to a geographic issue by conducting a survey in the school or local community;
- UC3.02 – evaluate and communicate (e.g., in a round-table discussion or mock hearing) the perspectives and arguments of various stakeholders involved in a geographic issue;
- UC3.03 – assess the environmental and economic impacts of a selected case of environmental deregulation in Canada;
- UC3.04 – produce an action plan for a local community initiative that contributes to the sustainability of a selected global resource;
- UC3.05 – produce scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology;
- UC3.06 – evaluate the effectiveness of an international strategy and agreement (e.g., Kyoto Protocol, Convention on Biodiversity, Montreal Protocol, Law of the Sea) that has been designed to protect the global commons (e.g., air, water, oceans, biodiversity) or address global issues.

Methods of Geographic Inquiry

Overall Expectations

- GIV.01** · select and apply geographic skills, methods, and technologies to gather, analyse, and synthesize ideas and information;
- GIV.02** · use a variety of methods and technologies to communicate the results of geographic inquiry and analysis effectively;
- GIV.03** · select and apply appropriate decision-making and problem-solving strategies to develop solutions for geographic problems and issues;
- GIV.04** · conduct an independent inquiry that effectively applies geographic knowledge, skills, methods, and technologies to a selected local, national, or global geographic issue.

Specific Expectations

Understanding Concepts

- GI1.01** – use geographic terms correctly in written and oral communication (e.g., *region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, Gaia hypothesis, ethnocentrism, anthropocentrism, sustainable development, human development index*);
- GI1.02** – demonstrate an understanding of the technologies used in the analysis and synthesis of geographic data (e.g., remote sensing, information technology, geographic information systems, hypermedia);
- GI1.03** – demonstrate an understanding of the value and use of geographic representations and methods;
- GI1.04** – describe biases that may inform different viewpoints and perspectives on geographic issues;
- GI1.05** – demonstrate an understanding of the possibility of a number of alternative solutions to any geographic problem or issue;
- GI1.06** – demonstrate an understanding of the need to consider social differences (e.g., race, gender, class) when analysing global problems and issues;
- GI1.07** – explain why it is difficult to make accurate predictions relating to human use of the earth and its resources, and why some predictions are more (or less) accurate than others.

Developing and Practising Skills

- GI2.01** – demonstrate an ability to distinguish between fact and opinion in information sources;
- GI2.02** – analyse cause and effect and sequence relationships in geographic data;
- GI2.03** – evaluate and effectively use information from a variety of primary and secondary sources (including mainstream and alternative print, broadcasting, and electronic sources) when conducting geographic inquiries, and apply relevant data when making decisions and solving problems;
- GI2.04** – analyse how the media influence public opinion on geographic issues (e.g., our perceptions of developing countries and their inhabitants);
- GI2.05** – evaluate the effectiveness of techniques used to predict the future (e.g., forecasting, backcasting, future wheel);
- GI2.06** – draw conclusions or make judgements or predictions on the basis of reasoned analysis;
- GI2.07** – produce mental, thematic, and choropleth maps to illustrate local or global patterns;
- GI2.08** – use statistical analysis techniques (e.g., correlational analysis) to interpret and analyse data;
- GI2.09** – collect data, using field study techniques, and analyse the data to identify patterns and relationships;
- GI2.10** – use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively.

Learning Through Application

GI3.01 – use different types of maps and images (e.g., topographic maps, thematic maps, satellite imagery) to analyse the consequences of human activities or environmental phenomena (e.g., impact of a tropical storm on an island nation, effects of forest harvesting on a watershed);

GI3.02 – use maps to analyse change over time in a place;

GI3.03 – produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills, and applications related to a geographic issue;

GI3.04 – identify practical applications in the local community of conclusions reached in the independent inquiry.

Unit 2: Interdependence

Time: 25 hours

Unit Description

The focus of this unit is world interdependence at all scales; international, national, regional, and local. Students examine the challenges and opportunities created by our increasingly integrated planet. Using the resource file introduced in Unit 1, students construct proportional flow maps illustrating Canada's global connections. Organizations and individuals that cause change are examined and students decide how they would allocate funds to humanitarian organizations. The colonial legacy is examined and, through a mini-debate process, the impact of colonialism is discussed. Population movements and decision making about environmental issues are analysed through an issues analysis approach.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
2.1 What are Canada's global connections?	3 hours	GCV.01, GIV.01, SSV.01, GC2.02, GI2.03, GI2.07, GI2.10, SS1.04, SS1.05	Communication Application	Classification of newspaper articles showing Canada's connections <ul style="list-style-type: none"> • Proportional arrow map • Article summaries
2.2 How can organizations make a difference?	4 hours	SSV.03, GCV.03, GIV.03, GC1.03, GC2.03, GC3.05, GI3.03, GI2.06, SS1.04	Knowledge/ Understanding Thinking/ Inquiry Application	Assessment of UN and other humanitarian organizations <ul style="list-style-type: none"> • Graphic organizer • Internet research • Decision-making matrix • Letter writing
2.3 How have colonialism and neo-colonialism affected today's world?	4 hours	GIV.01, GIV.02, GC2.03, GC3.04, GI1.01, GI1.05	Communication Application	Past and present impact of colonialism <ul style="list-style-type: none"> • Identification • Mini-debate • Flow chart
2.4 What is the human legacy of a hostile world?	5 hours	SSV.02, GIV.01, GI2.01, GI2.03, GI2.04, HEV.02, HE2.01	Knowledge/ Understanding Thinking/ Inquiry	Causes and effects of refugee dislocation <ul style="list-style-type: none"> • Note-taking • Article analysis • Thematic mapping • Virtual tour • Visual representation
2.5 What is the connection between resource use and human populations?	4 hours	GIV.03, GI1.05, GI2.03, GI2.10, GC1.02, GC1.04, HE3.04, SS1.03, UC2.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Assessment of a mega-dam project <ul style="list-style-type: none"> • Issues analysis • Role playing • Report writing

2.6 Sharing the responsibility, sharing the solution: How can international agreements work for all?	5 hours	UCV.03, HEV.03, GI1.05, HE2.06, UC3.06	Knowledge/ Understanding Thinking/ Inquiry Communication Application	How countries work together to solve global issues <ul style="list-style-type: none"> • Research • Issues analysis • Graphic organizer • Speech writing
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Activity 2.1: What are Canada’s Global Connections?

Time: 3 hours

Description

Students use newspaper and magazine articles to develop a shaded or proportional width arrow map that classifies the type of issues (e.g., environmental, geopolitical, economic, social) Canada is involved in and the regional connections in the world. Students first draw on their resource files to collect a variety of articles about issues in which Canada is directly involved and summarize the article on a ‘Global Connection’ card that all the groups post around a large map. These cards allow students to pull together all the issues to develop categories and create a shaded or proportional width arrow map that shows the relative number and type of connections Canada has to regions around the world. Students debrief why certain international connections exist. This activity not only helps students to see Canada’s relationships throughout the world but also helps familiarize them with the names and locations of more regions and countries of the world. It also broadens their knowledge and use of a variety of mapping skills that may prove useful throughout the course.

Strand(s) & Learning Expectations

Strand(s): Global Connections; Methods of Geographic Inquiry;
Geographic Foundations: Space and Systems

Overall Expectations

GCV.01 - demonstrate an understanding of the interdependence of countries in the global economy;
GIV.01 - select and apply geographic skills, methods, and technologies to gather, analyse and synthesize ideas and information;
SSV.01 - explain the complex nature of the earth’s natural and human systems.

Specific Expectations

GC2.02 - analyse geopolitical relationships between selected countries and regions;
SS1.04 - identify different methods of grouping countries and evaluate the implications of categorizing countries in these ways;
SS1.05 - identify ways in which countries and regions of the world are becoming increasingly interdependent;
GI2.03 - evaluate and effectively use information from a variety of primary and secondary sources when conducting geographic inquiries, and apply relevant data in making decisions and solving problems;
GI2.07 - produce mental, thematic, and choropleth maps to illustrate local or global patterns;
GI2.10 - use written, oral and visual communication skills to present the results of geographic inquiry and analysis effectively.

Prior Knowledge & Skills

- If students have not yet practiced any mapping skills in the course, basic mapping conventions and expectations may need to be reviewed for this activity.

Planning Notes

- Remind students to collect newspapers, magazines/journals, and articles from the Internet for the Class Resource File, which is an excellent source of material for this activity.
- The number and type of articles could be more controlled if the teacher believes it will be difficult for students to draw out of the Class Resource enough relevant articles to use in the activity.
- Have approximately 10-15 Global Connection Cards for each group so that they can summarize their articles. This will allow the articles to be kept on file and used again. (Appendix 2.1.1)
- A large map of the world will be needed for students to plot Global Connection Cards and flow arrows. (This could be commercially produced or student-made from material provided.) A laminated map with washable felt pens will work best.
- Each student requires an outline map of the world to do their individual proportional width arrow map at the end of the activity.
- Develop a rating scale for map analysis.
- Make copies of the mapping checklist (Appendix 2.1.2)
- Depending on class access to, and ability with, computing, students may use GIS for the mapping, analysis, and presentation aspects of this activity.

Teaching/Learning Strategies

1. To introduce this topic, the class should brainstorm the connections that Canada has in the world. Students, in groups of four, choose 10-15 articles from the resource file. The articles should reflect an issue in which Canada is connected to another country or region in the world. For example, an article might focus on Canada providing aid to Ethiopia or a Canadian mine in Peru. Next, students group the articles under a maximum of four categories based upon the focus of the issue in the article. Possible categories for the issues could be resource, social, economic, and geopolitical, environmental. Depending upon the class, the teacher may either provide the categories for issues or wait and see what students develop in their groups and come to a consensus on as a class.
2. The teacher leads a discussion on the difficulty of categorizing some issues, and how they often cross over into a number of areas (for example, aid may be considered an economic issue but could also be a social or resource issue). For the purposes of this activity, the categorization of an issue should reflect the focus of the article to which they are referring.
3. Students complete Global Connection Cards (Appendix 2.1.1) for each of the ten articles. For each article they summarize on the card: the type of issue, the country/region connection, the reason for the connection (a two-sentence synopsis of the article).
4. Each group posts their cards on the map in association with the country or region to which Canada is being connected. They draw a coloured arrow, representing the type of issue, from Canada to the respective country or region where their card is located. If this is done on a large laminated map the arrow could be drawn on with a water-soluble overhead pen. Coloured string could also be used.
5. Students create individual flow maps with proportional width arrows representing all the information gathered from the groups. Provide students with copies of Appendix 2.1.2, a checklist to show students mapping requirements. The teacher (possibly with the help of the class) determines how to group the information to show more general patterns in Canada's connections throughout the world. For example, will the arrows flow from Canada to regions of the world (Middle East, Central America, Caribbean) or more generally to continents? Students also have to consider showing the direction of the links, i.e., to or from Canada. Once this has been decided, the students determine the total number of connections that have been made under each of the four categories of issues. Next they determine the widths they will use to represent each connection and the colour of arrow for each category. Samples of maps showing proportional width arrows, such as migration or energy flows, could be used to assist students in visualizing the final product.

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6. When students have completed their maps they should analyse any patterns that have developed and attempt to explain them. Focus questions for this could include: Where does Canada have most of its links? How do the types/categories of links vary with the different regions or continents of the world? Why? How might this map look different if it had been done six months ago? Why? Are there other issues developing in Canada or the world that might make this map different in only a few months? The questions should help students think about the dynamic nature of issues in the world and how events within Canada might affect its connections outside (e.g., a recession in Canada might affect the amount of aid we give to a country).

Assessment & Evaluation of Student Achievement

- For this introductory assignment, formative assessment could be based on how students categorize the links.
- Students could be provided with a map checklist for self-assessment (Appendix 2.1.2).
- Summative evaluation of the map and the patterns that developed can be done by using a rating scale that would reflect students' ability to interpret the map, explain patterns, and make predictions.

Accommodations

- Depending upon the students mapping abilities, the teacher may want to go through the process of completing the map as a class.
- Analysis of the final map could be done as a group to help students who may have less geography background and have difficulties analysing spatial patterns.

Resources

The Class Resource File of newspaper and magazine articles

Atlases to model examples of maps using proportional width arrows

Large world map posted with space for Global Connection Cards to be posted around

Appendices

Appendix 2.1.1 – Global Connection Cards

Appendix 2.1.2 – Mapping Checklist

Activity 2.2: How can individuals make a difference?

Time: 4 hours

Description

Students examine the roles of international, regional, and humanitarian organizations in affecting change throughout the world. This helps students to understand the different scales at which groups work. They use the United Nations (UN) as a model to describe the mandate, structure, goals, and accomplishments of an international organization working on a number of issues throughout the world. The teacher leads an assessment of the United Nations that acts as a model for students who then assess regional economic associations meant to deal with specific regional needs and concerns (for example, the African Development Fund). Students evaluate the websites of several humanitarian organizations to determine which organization they would support through a financial donation.

Strand(s) & Learning Expectations

Strand(s): Geographic Foundations: Space and Systems; Global Connections;
Methods of Geographic Inquiry

Overall Expectations

SSV.03 - demonstrate an understanding of the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national and global issues;

GCV.03 - identify the contributions made by a variety of individuals, organizations and institutions to sustainable development strategies for the developing world and evaluate their economic, social and environmental impacts;

GIV.03 - select and apply appropriate decision-making and problem-solving strategies to develop solutions for geographic problems and issues.

Specific Expectations

GC1.03 - describe the structure, membership, and activities of an international economic alliance in Africa or Asia;

GC2.03 - analyse the evolving global geopolitical role of a selected region or country (e.g., EU, Russia, Asian-Pacific Nations) and evaluate how its actions contribute to cooperation or conflict;

GC3.05 - demonstrate an understanding of how the work of the United Nations and other organizations on poverty, disease, and the environment is directly related to their own lives;

GI2.06 - draw conclusions or make judgements or predictions on the basis of reasoned analysis;

GI3.03 - produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills and applications related to a geographic issue;

SS1.04 - identify different methods of grouping countries (e.g., by level of development, political or economic affiliation) and evaluate the implications of categorizing in these ways.

Prior Knowledge & Skills

- Students refer to the categories developed for issues and relate them to the work of different international organizations.
- Students may build upon their global map of connections developed in the first activity by adding examples of work by humanitarian agencies on a variety of issues.

Planning Notes

- Each student needs a copy of each of the organizers (Appendix 2.2.1, 2.2.2, 2.2.4, and 2.2.5)
- It may be beneficial for students to also have a copy of the website addresses (Appendix 2.2.3).
- If Internet access is not available, the activity could be modified so that students refer to the brochures of humanitarian organizations and subsequently evaluate the brochure as opposed to the website.
- If Internet access is limited, the teacher could provide the students with printed website or textbook information from the UN and any of the other organizations being examined. Also, teachers could request brochures be sent from a variety of humanitarian organizations for students to assess in a similar way.
- Teachers may contact humanitarian organizations to see if representatives can speak to the class or if they have videos available on the work they do.
- Students could become involved in the 30-hour Famine Project or start a cause-related club.
- Some students may research the involvement of the Canadian International Development Agency (CIDA) in humanitarian aid following the UN model used as a class.

Teaching/Learning Strategies

1. Students examine the United Nations (UN) as an example of a global organization working on many issues around the world. Using Appendix 2.2.1, they initially brainstorm what they know about the UN under the headings of History, Mandate, Structure, Activities, Role in Conflict/Cooperation, and Criticisms and Problems. The heading of activities could be further subdivided into the four categories of issues developed in Activity 2.1. A video on the UN could be used to supplement the information they have so far. (See Resources for a list of possible videos and their descriptions.)

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2. Next, students examine the United Nations website to further complete the summary sheet of the structure and work of the organization. The website leads them through the structure of the organization, the member countries, and examples of work in the areas of cooperation and conflict. Each student, or pair of students, finds an example of cooperation or conflict where the UN is involved and creates a UN summary card, similar to that done in Activity 2.1. The card is placed on the world map used in the first activity. The card would state the country(ies) involved, the category of the issue, a summary of the issue in terms of the UN's role, and whether it is an example of conflict or cooperation. To distinguish these cards from the ones in the first activity they could be done on different coloured paper to represent the UN. Connecting arrows should follow the established legend for Activity 2.1
 3. Students have examined the UN as a model of an international organization and are now going to apply this type of analysis to a number of regional organizations in Africa and Asia using the Appendix 2.2.2 organizer. The focus is to examine ways countries group together on a smaller scale to address specific issues within their region. The structure, mandate, and activities of groups such as the African Development Fund (AFD) and the Association of Southeast Asian Nations are examined. A list of websites that can be used for this activity is included in Appendix 2.2.3. Students should choose approximately four websites to summarize and assess in their organizer. In groups of four, students should share the information they have collected. Their discussion should focus on establishing a set of criteria to compare these organizations and their effectiveness.
 4. Students personalize the role they can play in global issues through a variety of humanitarian organizations. Suggest the following scenario to the class: Their Canadian and World Issues class has just completed a fundraising project and they have raised \$1000. They must decide to which humanitarian organization(s) they will donate the money. They may decide to support one or two organizations. Students evaluate the websites (Appendix 2.2.3) of five humanitarian organizations to determine which they would support. In doing this students are also assessing the websites of the organization to decide if they effectively convey the message of the work organizations do. Students use the website evaluation sheet in Appendix 2.2.4 in this process. To conclude, each student could give a brief explanation of the humanitarian organization they chose to support and why. Discussion could also centre around the role and importance of humanitarian organizations, which ones are working in developed countries like Canada and whether there will be a time when they would not be necessary?
 5. Students can use Appendix 2.2.5 to summarize their website evaluations and how they decided to distribute their donation money. Debriefing this activity should include a class discussion on humanitarian aid issues, e.g., how problems in delivering aid vary by scale and location. This provides a tie-in with the issues analysis activities in subsequent activities.

Assessment & Evaluation of Student Achievement

- Formative assessment of students' ability to summarize information and apply inquiry skills to analyse, interpret, and evaluate the information of a number of organizations and put it into a context that relates to what is important to themselves

Resources

Print

Chasmer, Ron and Pamela Perry-Globa. *Facing the Future*. Toronto: Oxford University Press Canada. 1998. pp. 380-385.

Drainie, Bronwyn. "Passion is not enough." *Globe and Mail* (December 5, 2001).

Non-print Materials

“NATO at 50: A New Role.” *CBC News in Review*. Videocassette. CBC. October 1999.

“UN Peacekeeping in the New Millennium.” *CBC News in Review*. Videocassette. CBC. Nov. 2000.

“UN Struggling at 50.” *CBC News in Review*. Videocassette. CBC September 1995.

“Year in Review.” UN Productions. Videocassette. 1995.

Appendices

Appendix 2.2.1 – United Nations Organizer

Appendix 2.2.2 – Organizer for African and Asia Associations

Appendix 2.2.3 – Websites Addresses

Appendix 2.2.4 – Website Evaluation

Appendix 2.2.5 – Decision-Making Matrix

Activity 2.3: How have colonialism and neo-colonialism affected today’s world?

Time: 4 hours

Description

Students examine the past and present effects of colonialism. Through a mini-debate (in pairs) they examine both the positive and negative effects of these events on the colonized country. The debate focus could be:

The countries of the North and the corporate powers are often accused of using the developing world as a cheap source of materials and labour. Is this criticism justified?

After the debates there should be a class debriefing that addresses the main arguments used by each side, and personal views on the issue. To summarize the information that has been addressed, the class develops a flow chart showing the sequence of events of colonization based on their case study. The flow chart will have two branches reflecting the positive and negative aspects of colonization.

Strand(s) & Learning Expectations

Strand(s): Geographic Foundations: Space and Systems; Methods of Geographic Inquiry

Overall Expectations

GIV.01 - select and apply geographic skills, methods and technologies to gather, analyse, and synthesize ideas and information;

GIV.02 - use a variety of methods and technologies to communicate the results of geographic inquiry and analysis effectively.

Specific Expectations

GC2.01 - analyse the economic and environmental consequences for selected countries of colonialism in the past and economic colonialism in the present;

GC3.04 - evaluate factors that may compound problems of hunger and poverty in a selected country;

GII.01 - use geographic terms correctly in written and oral communication;

GII.05 - demonstrate an understanding of the need to consider social differences (e.g., race, gender, class) when analysing global problems and issues.

Prior Knowledge & Skills

- The teacher reviews definitions and background to colonialism. Maps that show past colonial patterns in different regions could be referred to. This may help students to visualize the extent to which many regions were colonized. The teacher situates Canada within the context of colonial patterns.

Planning Notes

- Refer to the Grade 11 Course Profile The Americas: Geographic Patterns and Issues, for further background, articles, and activities relating to colonialism.
- Make copies of the Investigating Links question sheet (Appendix 2.3.1).
- Refer to websites that deal with developing flow charts (see Resources) to review this technique.
- To help students further understand the relationships from colonialism, there could be further atlas study of maps referring to topics such as periods of colonial independence, predominant languages, and religions

Teaching/Learning Strategies

1. To introduce the topic of colonialism, students complete the Quiz - Investigating Links, relating to the vestiges of colonial rule around the world. (See Appendix 2.3.1 for sample questions.) They answer as many questions as possible on their own, or in small groups, then use an atlas to collect additional information. Students who have knowledge of other countries may also want to pose their own questions to the class. Students may also be asked about what they know about Canada's colonial past and its links to the Commonwealth.
2. Divide students into pairs or groups of four. Students are provided with readings emphasizing both positive and negative perspectives of colonialism. Students complete the reading and summarize the arguments for their position.
In their pairs students complete a mini debate:
 - a) Each student provides an introduction that summarizes their point of view and what arguments they will use to support it (2 minutes each).
 - b) Each student presents the main arguments with supporting facts/information (3-4 minutes each).
 - c) Each student presents a rebuttal. This involves stating counter arguments and arguing the weaknesses of what the other person has said (2 minutes each).
 - d) Each student gives a conclusion which summarizes the main points, and could address flaws in the other person's arguments.
3. The class, working together, develops lists summarizing the two sides of colonialism. The discussion can focus on students' opinions before and after the debate what other information they need to make an informed decision, and the issue of ethnocentricity when examining colonialism, e.g., Does your background play a role in your views on this issue? To bring it into a present-day context, the teacher may introduce the idea of foreign economic dominance and present other examples or case studies.
4. Using the information from the debates and discussion, the teacher leads the class in developing and modelling the creation of a flow chart on the issue of colonialism. The flow charts should be introduced as an effective way of expressing the cause-and-effect nature of issues like colonialism. Context for flow diagrams could also be explained in terms of how they are used in computer programming and science, for example. The class could think of other issues where flow charts might effectively be used to show cause/effect relationships.
This flow chart begins with the history of the particular colonizing event used in class. To complete the two opposing sides of the flow chart, there are two possible approaches. One would be for the class as a whole to complete one side, e.g., the pro colonialism, and then have the students complete the other side in groups. The other approach could be to divide the class into the two different sides based on what they debated, and have the two groups develop each of their sides of the flow chart. They would then both be brought together in the larger group to complete the chart.

Assessment & Evaluation of Student Achievement

- Peer assessment - Appendix 2.3.2 – Rating Scale of mini-debate
- Formative assessment - Appendix 2.3.3 – Flow-chart rating scale

Accommodations

- The teacher could provide examples of completed flow charts on a variety of topics.
- The flow charts could be developed by the whole class to ensure that students have a well organized and structured model from which to work in the future
- Students may use a computer program such as *Inspiration* to generate their flow charts.

Resources

Colonialism

Chasmer, Ron and Pamela Perry-Globa. *Facing the Future*. Toronto: Oxford University Press Canada. 1998. ISBN 0-19-541136-6, pp.166-171

Galeano, Eduardo. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press, 1997. ISBN 0-85345-990-8

Political Discourse Theories of Colonialism and Postcolonialism

– <http://www.scholars.nus.edu.sg/landow/>

Colonialism and Africa's Technology – <http://members.aol.com/afriforum/colonial.htm>

Journal of Colonialism and Colonial History

– http://muse.jhu.edu/journals/journal_of_colonialism_and_colonial_history

Colonialism and Imperialism – <http://dewey.chs.chico.k12.ca.us/imp.html>

The Myth of Neo-Colonialism – <http://www.afbis.com/analysis/neo-colonialism.htm>

Colonialism, and Neo-Colonialism – <http://www.arm.arc.co.uk/CronOfColonialism.html>

Flow Charts

Flow Charts – <http://deming.eng.clemson.edu/pub/tutorials/qctools/flowm.htm#Example>

A Fresh look at Flowcharting – <http://www.q-skills.com/flowchrt.html>

Make a Flow Chart – <http://www.cabrillo.cc.ca.us/instruct/tlc/online/flowcht.html>

Flowchart Web Links – <http://www.flowcharts.com/Border/about.html>

Process Flow Charts – <http://sol.brunel.ac.uk/~jarvis/bola/quality/pfc.html>

Data Flow Diagrams – <http://spot.colorado.edu/~kozar/DFD.html>

Professional Flowcharting Software – <http://www.rff.com/>

Data Flow Diagram Examples – <http://www.umsl.edu/~sauter/analysis/dfd/dfd.htm>

Appendices

Appendix 2.3.1 – Quiz – Investigating Links

Appendix 2.3.2 – Mini-Debate Rating Scale

Appendix 2.3.3 – Flow Chart - Rating Scale

Activity 2.4: What is the human legacy of a hostile world?

Time: 5 hours

Description

Students examine the movement, conditions, and effects of refugee dislocation in different regions around the world. The class focuses on a case study of one group of refugees analysing the cause and effect of their situation. Students collect and summarize articles that represent examples of the causes of displacement. Students build a map that shows these patterns. By viewing videos, reading fiction or non-fiction short stories, and taking a virtual tour of refugee camps, students see the realities of being a refugee. Students create a visual representation of one of the aspects of the refugee camp.

Strand(s) & Learning Expectations

Strand(s): Methods of Geographic Inquiry; Human-Environment Interactions;
Geographic Foundations: Space and Systems

Overall Expectations

GIV.01 - select and apply geographic skills, methods and technologies to gather, analyse and synthesize ideas and information;

HEV.02 - analyse geographic issues that arise from the impact of human activities on the environment in different regions of the world;

SSV.02 - explain the causes and effects of economic disparities around the world.

Specific Expectations

GI2.01 - demonstrate an ability to distinguish between fact and opinion in information sources;

GI2.04 - analyse how the media influence public opinion on geographic issues;

SS2.03 - analyse the causes and consequences of recent events involving refugees in Canada or in another part of the world and evaluate the effectiveness of the relevant policies for dealing with refugees;

HE2.01 - analyse the impact of selected human migrations on natural and human systems.

Prior Knowledge & Skills

- Students use their skills at detecting bias and perspectives in this activity.
- A review of terms dealing with human movement and migration from Grade 9 Geography, such as push and pull factors, may be necessary.

Planning Notes

- Students should refer to the Class Resource File for relevant articles/information on the topic of human flows and specifically, refugees.
- Specific care must be taken to consider the reaction of any students who were or are refugees. Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context.
- To complete the virtual tour of a refugee camp students require Internet access. If this is not available then information from the site may need to be discussed.
- Students may need to collect images from magazines and newspapers prior to the class for their visual representation.
- If there is difficulty locating the actual numbers of people going into particular countries, students could add a bar graph overlay of the origins of refugees by each country by region.
- Instead of creating a visual presentation of a refugee camp, students could write a short report that reviews what they have learned about the refugee crisis and what are the potential and actual connections between people in Canada and refugees around the world.
- Select and examine one issue from the on-line Refugees Magazine – www.unhcr.ch/.

Teaching/Learning Strategies

1. The teacher leads a discussion on the reasons for conflicts that result in individuals becoming refugees. These conflicts might be economic/resource, cultural, religious, and political or civil conflicts. Environmental refugees have been affected by natural and human disasters, such as flooding and deforestation. The class should focus on one specific case study concerning refugee dislocation so students are able to see cause and effect patterns. Class discussions should focus on the following questions: Why have these people been forced to move? Where have they moved? How did they move? How have they been treated in their new location? What problems do they face? Students should complete notes that answer these questions.

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2. Distribute copies of Appendix 2.4.1 – Estimated number of persons who fall under the mandate of the United Nations High Commission on Refugees. Ask students why these patterns exist. Divide students into groups of five representing one region of the world. Each student should find an article and present a summary about refugees in that region. The above questions should be included in their summaries. Each group develops a thematic map that shows the countries and categories their articles represent. Further statistics for the number of refugees leaving any country are available on the United Nations High Commission on Refugees (UNHCR) website – www.unhcr.ch. Groups present their maps and findings to the class.
 3. The teacher leads a class discussion about refugees in Canada. Using videos, such as CBC News in Review, the class can examine attitudes toward refugees and examples of specific events. Students should take notes that focus on the following:

What perspective is taken in the video? Is there evidence of bias? What has the developed World done to aggravate or alleviate the refugee crisis? What happens when refugees enter Canada? What are peoples' attitudes in Canada towards refugees? Where do refugees enter Canada? Where do they live and why? How does our geographic location impact refugees? Can a person be who has no resources be a refugee if they have paid large sums of money for transportation? What are the implications for those trying to become?

To gain a better understanding of the struggles that peers/neighbours who are refugees may have gone through, students should read non-fiction/fictional accounts of the experiences of refugees.
 4. Students next take a virtual tour of a refugee camp on the Doctors Without Borders website (the tour begins at www.msf.ca/refugeecamp/about.htm and can be done in English or French). The website provides images of life in a refugee camp along with information on the issues related to creating and maintaining one. The information on the camps is divided into categories: shelter, food, water, latrines, clinics, cholera, vaccination, and nutrition. Students should go through each of these sections and get a sense of what the issue is and how it is addressed in the camp. They could then focus on a particular segment to gain a deeper understanding of the problems. Students could give a short presentation to the class on the area they chose to examine more closely.
 5. There should be a debriefing that focuses on life as a refugee and Canada's policies. The discussion should focus on the issues that arise from refugee movements; the issues that refugees face; and the issues that refugees create. To conclude, in small groups, students create a visual presentation of a refugee camp. The images used could have captions that relate back to the various categories of issues dealt with on the website for Doctors Without Borders. Groups assess each other's posters and the class discusses the characteristics of effective posters.

Assessment & Evaluation of Student Achievement

- Formative assessment of students' analysis and synthesis of issues relating to refugee camps and the impact of these human migrations on the people and the environment
- Peer assessment of visual presentations that focus on how well students represent the issue

Resources

Print

Avery, Donald. "Peopling Canada: Spur to Canada's population growth and economic development immigration has also held a mirror to Canadian's values and temperament." *Beaver*. (Feb-March 2000): 28-37.

"Human rights," *Canada and the World Background*. (May 1997).

"Resettlement of refugees with special needs." *Migration World* (29, 3 2001): 21-24. *SIRS Researcher on the Web*. (23 Nov. 2001). <http://skss5.sirs.com>

Non-print Materials

“Canada’s record as a host nation for refugees and existing policy.” *CBC News in Review*. March 1994.

“Chinese boat people: human cargo.” *CBC News in Review*. Videocassette. October 1999.

“Strangers Becoming Us.” *Classroom Connections*. Audio cassette and teachers guide. 2001.

“Rwandan Refugees.” *CBC News in Review*. Videocassette. CBC. February 1997.

Websites

CBC News Online Backgrounder. “After the attacks: the plight of refugees”

– <http://www.cbc.ca/news/indepth/targetterrorism/backgrounders/wtc-afghanrefugees.html>

Citizenship and Immigration Canada – <http://www.cic.gc.ca/english/index.html>

Immigration and Refugee Board – <http://www.cisr.gc.ca/>

International Organization for Migration – http://www.iom.int/index_flash.htmCIA

World Fact Book – <http://www.odci.gov/cia/publications/factbook/indexgeo.html>

Migration – <http://www.oneworld.org/ni//issue305/facts.html>

Migration News – <http://migration.ucdavis.edu/mn/index.html>

Migration Research Unit – <http://www.geog.ucl.ac.uk/mru/>

New Internationalist - Migration – <http://www.oneworld.org/ni//issue305/contents.html> One World

One World-Refugees – <http://www.oneworld.org/guides/refugees/index.html>

UN Global Statistics – http://www.un.org/Depts/unsd/sd_natstat.htm

United Nations High Commission on Refugees (UNHCR) – <http://www.unhcr.ch/cgi-bin/texis/vtx/home>

United Nations Office for the Coordination of Humanitarian Affairs

– <http://www.reliefweb.int/w/rwb.nsf>

World Refugees – <http://www.worldrefugee.com/>

Appendices

Appendix 2.4.1 – Estimated Number of Persons Who Fall Under the Mandate of UNHCR

Activity 2.5: What is the connection between resource use and human populations?

Time: 4 hours

Description

Students examine the relationship between countries by studying the development of a mega-dam project. This builds on the issue of human flows and the relationship between countries, where one country can have an impact upon the people and the environment of another place. Using the Issues Analysis framework provided, students examine the viewpoints behind the construction of a dam such as the Three Gorges in China. By taking on specific roles, including government officials, displaced citizens, environmentalists, and industry experts, they develop detailed information about the various perspectives. Each of these interest groups develop Role Cards outlining their particular side. The cards are provided to each of the other groups. In the end, the class must make a decision about the fate of the project through this issues approach.

Strand(s) & Learning Expectations

Strand(s): Methods of Geographic Inquiry; Global Connections; Human-Environment Interactions; Geographic Foundations; Space and Systems; Understanding and Managing Change

Overall Expectations

GIV.03 - select and apply appropriate decision-making and problem-solving strategies to develop solutions for geographic problems and issues.

Specific Expectations

GC1.02 - demonstrate an understanding of how scarcities and inequities in the distribution of resources contribute to uprisings and conflicts;

GC1.04 - demonstrate an understanding of how economies and environments in some places may be affected by decisions made in other places;

HE3.04 - produce a case study of a specific situation in which resource development has contributed to the disruption of an ecosystem;

GI1.05 - demonstrate an understanding of the possibility of a number of alternative solutions to any geographic problem or issue;

GI2.03 - evaluate and effectively use information from a variety of primary and secondary sources when conducting geographic inquiries, and apply relevant data when making decisions and solving problems;

GI2.10 - use written, oral and visual communication skills to present the results of geographic inquiry and analysis effectively;

SS1.03 - explain how points of view and paradigms influence an individuals' perceptions of a place;

UC2.02 - evaluate the sustainability of selected trends related to consumption of the earth's resources.

Prior Knowledge & Skills

- Students should be able to interpret maps dealing with energy sources and consumption and demonstrate an understanding of basic units of energy measurement and their equivalents from different sources and geographic distribution of consumption and production.
- Students should be able to identify bias and perspective in news articles.
- Students should have an understanding of resource development.

Planning Notes

- Ensure continued collection of articles for the Class Resource File on this topic.
- Book videos or news clips for viewing background information on the issue.
- Make copies of Appendix 2.5.2 for each student.
- While this activity focuses on the Three Gorges Dam, the teacher can decide what project or projects students can examine. The class could be divided into groups, each studying a different dam project and comparisons can be made in the debriefing.
- The teacher may do a lesson that introduces dams if the students' background knowledge seems weak. This may include the difference between renewable and non-renewable energy sources and the general advantages and disadvantages of dams. This may also include applying the Issues Analysis approach to an issue they are all familiar with (for example, council debate on allowing 'Raves' in their community)

Teaching/Learning Strategies

1. To introduce the topic of mega-dam projects, students should use their atlases to locate information on the proportion of Canada's electricity that comes from hydroelectricity and the number of rivers that are dammed for hydroelectricity. Discussions should focus on the impact on the physical and human geography. This data can then be compared to the case study to be used in this activity, e.g., Three Gorges Dam in China. Discussion might also centre on Canada's expertise in this area and how Canadians are often involved internationally in these projects.

-
2. The students learn how to use the Issues Analysis Approach to examine the topic of mega-dams. This approach involves the following steps:
 - i) Identify the Stakeholders – the people who are involved in, affected by, or concerned with the issue
 - ii) State the issue – define the aspects that are considered important, which often includes factors centring around economic, environmental, cultural, and social issues
 - iii) Define the Viewpoints – once you know the stakeholders and the surrounding issues you must put the information together to define what the views of each stakeholder are and why they are held. It is important that they distinguish between fact and opinion, and are critical of the facts they do find. The opinions of experts, however, can be relevant to an argument or position.
 - iv) Evaluate the Viewpoints – once students have all the viewpoints they can then consider the following: Has the viewpoint been presented honestly? Have holders of this view been fair in their use of evidence? Who will benefit if this viewpoint succeeds? Who will be harmed if this viewpoint succeeds?
 - v) Decide for yourself – after hearing all information the students make an informed opinion about the issue. They may also consider a plan of action. This can in turn be followed up with activities such as letter writing, hearings, position papers, editorials, etc.
 3. In order to complete the issues approach, students must collect information on the topic. The Resource File is a good source of information. In small groups students determine who they think the stakeholders are for this issue and identify the positions they would hold. They then use this information to develop a concept web that integrates all this information. Students should post their webs in the classroom and give a brief verbal report. Four major interest groups, government and industry experts in support of the project and environmentalists and citizens (especially those who may be displaced) in opposition, should be identified.
 4. Divide the class into the four general categories of roles mentioned above. A list of possible roles is suggested in Appendix 2.5.1. Any students without defined roles could be advisors to support the government representatives and citizens' groups. A number of students could also represent the international press corps. Each group organizes their information into key arguments with supporting information. This is summarized on the Role Cards (Appendix 2.5.2). Each character (with advisors) prepares a five-minute summary of his/her perspective and the preferred future of the project. Encourage students to refer to Writing in Role Checklist (Appendix 2.5.3) when developing their statements for the panel discussion.
 5. In the format of a panel discussion, students present their perspectives on the mega-dam project. The press corps should be responsible for asking questions of the panel members. Then in pairs that represent different viewpoints, students work to develop two questions and counterarguments that challenge each other's perspectives.
 6. In groups of four, students share their questions and counterarguments. Individual students write a report highlighting the different perspectives.

Assessment & Evaluation of Student Achievement

- Formative assessment observing students' use of the Issues Analysis model for studying the project and their particular role within it
- Formative assessment of the report summarizing the various perspectives

Resources

Cohen, Martin Regg. "Villages of the Damned." *The Toronto Star*. (13 January 2, 2002). Section B1, B3, B4.

Ward, Geoffrey. "Hotspots: India's Western Ghats." *National Geographic*, Volume 101 Number 1 (January 2002):84-109.

Zich, Arthur. "Before the Flood." *National Geographic*, Volume 96 Number 9. (September 1997): 2-33.

Non-print Materials

“The Dammed.” Nature of Things. CBC. 1995. 50 minutes.

“Footprints in the Delta.” National Film Board of Canada. 1999. 60 minutes.

“Narmada: A valley rises.” The Passionate Eye. CBC. 1992. 50 minutes.

“Riding the Great White Whale.” National Film Board of Canada. 1994. 60 minutes

“The Three Gorges Dam.” Nature of Things. CBC 1996. 50 minutes.

Websites

Action Against Mega-dams – <http://www.atlas.bok.net/zpajol/archive/199911/msg00055.html>

Campaign Against Mega-Dams – <http://www.perc.ca/PEN/2001-03/s-mills2.html>

Case Study: Three Gorges Dam – <http://www.american.edu/ted/threedam.htm> (case study on the project)

China on Line – <http://www.chinaonline.com/refer/ministry-profiles/threegorgesdam.asp> (broad range of information and includes and organizer on various positions on the issue and why)

Chinese Embassy – <http://www.chinaembassy.org/eng/c2718.html> (President Jiang Zemin’s speech on the Three Gorges Dam)

CNN Report on the Three Gorges Dam

– <http://www.cnn.com/SPECIALS/1999/china.50/asian.superpower/three.gorges/>

Dams – <http://www.ens.lycos.com/ens/nov2000/2000L-11-16-02.html/>

Friends of the River Narmada – <http://www.narmada.org>

Human Rights Watch – www.hrw.org/hrw/summaries/s.china952.html (Human Rights Watch –relocation of citizens)

Narmada Dam (New Internationalist) –<http://www.oneworld.org/ni/issue336/contents.htm>

Newshour report on the Three Gorges Dam

– http://www.pbs.org/newshour/bb/asia/july-dec97/gorges_10-8.html

Probe International – <http://www.probeinternational.org/pi/index.cfm>

(links from here go to the Three Gorges project and other large scale electricity projects in India and Africa)

World Bank (dams and reservoirs) – <http://www.worldbank.org/htm/extdr/thematic.htm>

The World Commission on Dams – <http://www.perc.ca/PEN/2001-03/s-mills2.html>

International Rivers Network – <http://www.irn.org>

Appendices

Appendix 2.5.1 – Character Roles

Appendix 2.5.2 – Role Card

Appendix 2.5.3 – Writing-in-Role Checklist

Activity 2.6: How can International Agreements work for all?

Time: 3 hours

Description

In this culminating activity students apply the issue analysis knowledge and skills they developed in the previous activity and apply them to an international agreement that relates to an environmental issue. Students randomly draw the agreement on which they will focus, along with the role/perspective they will adopt. Students work in groups of four, each representing the same agreement, but different perspectives. Students conduct background research, create a concept web of the various perspectives and supporting information, then develop a focussed analysis of their particular role. From this the groups of four students create a short presentation on their agreement and present this to another group of students such as students in the grade nine course as part of (or background for) their Global Connections unit.

Strand(s) & Learning Expectations

Strand(s): Understanding and Managing Change; Human-Environment Interactions;
Methods of Geographic Inquiry

Overall Expectations

UCV.03 - evaluate the effectiveness of methods used by different organizations, governments and industries to find short and long-term solutions to geographic problems and issues at the local, national and global level;

HEV.03 - evaluate approaches, policies, and principles relating to the protection and sustainability of the planet's life-support systems.

Specific Expectations

GI1.05 - demonstrate an understanding of the possibility of a number of alternative solutions to any geographic problem or issue;

HE2.06 - explain ways in which trade policies or agreements may affect the environment;

UC3.06 - evaluate the effectiveness of an international strategy and agreement that has been designed to protect the global commons or address global issues.

Prior Knowledge & Skills

- Students use the skills they developed from Activity 2.4, to create a concept web relating to a specific international agreement.
- Students also use their Issues Analysis model from Activity 2.5 to examine the issues surrounding the international agreement they have chosen.

Planning Notes

- The teacher may have some videos/news clips on the different topics ready for students to use in their research.
- Have a list of the international agreements. Be sure to include agreements that involve Canada.
- Provide copies of the in-role script rubric (Appendix 2.6.1) and writing-in-role checklist (Appendix 2.5.3).
- Speeches could be presented to the class, a guest panel or Grade 9 students in their Global Connections unit. If presenting to the Grade 9 students, they could prepare a summary (using the issues analysis headings in Activity 2.6) and a set of questions for the Grade 9 students to answer from their presentation.

Teaching/Learning Strategies

1. Students, in groups of four, examine the issues and perspectives of an international agreement. The perspective that students take could be determined by a lottery system. From one hat they pick the agreement they will be studying and from the other hat they pick the role they will have (e.g., government, environmental group, industry representative, scientists, or citizens). Students should be able to further develop their roles by deciding upon an appropriate government official they could portray or a particular industry with a stake in the agreement; for example, Kyoto Protocol – Canadian Foreign Affairs Minister – John Manley; CEO for GM Canada; Greenpeace; Renewable Energy and Sustainable Energy Organization – www.newenergy.org/organizaitons.html Canadian Wind Energy Association. Review In-Role Script Rubric Appendix 2.6.1 with students so they are aware of the activity expectations.
2. Following the Issues Analysis model, students conduct some background research on the agreement and the various points of view. Their research should include whether the agreement has succeeded or failed in mitigating environmental damage, as well as an analysis of implications of the success and/or failure on specific geographic locations. When students have done this they should come together with the others working on the same agreements but with different viewpoints and begin to construct their concept web. This provides an overview of the topic and supplies each person with some idea of other perspectives and their biases.
3. Each student writes in role a speech outlining his or her position with supporting arguments and facts.

Assessment & Evaluation of Student Achievement

- Summative evaluation of each students' issue analysis and written (or oral) presentation of his or her position (Appendix 2.6.1) to be included in 70% summative evaluation plan.

Resources

International Agreements (Treaties)

United Nation Treaty Collection - Web Sites of International Treaties

– <http://www.untreaty.un.org/English/treaty.asp>

Montreal Protocol on Substances that Deplete the Ozone layer – <http://www.unep.org/ozone>

United Nations Framework Convention on Climate Change – Kyoto Protocol on Climate Change

– <http://unfccc.int/resource/convkp.html>

UN Agreement Relating to Conservation and Management of Fish Stocks

Climate Change Convention – <http://www.unfccc.de>

Biodiversity Convention – <http://www.biodiv.org>

CITES – <http://www.cites.org>

Ramsar Wetlands Convention – <http://www.ramsar.org>

Basel Convention on Hazardous Wastes – <http://www.basel.int>

Migratory Species Convention – <http://www.wcmc.org.uk/cms>

Rotterdam Convention on Hazardous Chemicals – <http://www.nicnas.gov.au/foreign/pic.htm>

UN Convention on the Law of the Sea – <http://www.un.org/Depts/los/index.htm>

UN Treaty on Terrorism – <http://untreaty.un.org/English/Terrorism.as>

Appendices

Appendix 2.5.3 – Writing-in-Role Checklist

Appendix 2.6.1 – In-Role Script Rubric

Appendix 2.1.1

Global Connection Cards

Headline: _____
Canada's Connection to: _____
Type of Issue: _____
Article Summary: _____

Appendix 2.1.2

Mapping Checklist

	Yes	No
Title		
• printed neatly	<input type="checkbox"/>	<input type="checkbox"/>
• located at top of page	<input type="checkbox"/>	<input type="checkbox"/>
• clearly reflects topic	<input type="checkbox"/>	<input type="checkbox"/>
Border		
• surrounds entire map	<input type="checkbox"/>	<input type="checkbox"/>
• neatly drawn with a ruler	<input type="checkbox"/>	<input type="checkbox"/>
Legend		
• well-positioned	<input type="checkbox"/>	<input type="checkbox"/>
• framed using ruler	<input type="checkbox"/>	<input type="checkbox"/>
• colour codes for arrows	<input type="checkbox"/>	<input type="checkbox"/>
• scale for arrow widths	<input type="checkbox"/>	<input type="checkbox"/>
• data ranges well chosen	<input type="checkbox"/>	<input type="checkbox"/>
North Arrow included		
• accurate and neat	<input type="checkbox"/>	<input type="checkbox"/>
Cards are matched to countries	<input type="checkbox"/>	<input type="checkbox"/>
Arrows clearly match with regions	<input type="checkbox"/>	<input type="checkbox"/>
Regions are clearly labelled	<input type="checkbox"/>	<input type="checkbox"/>
Overall appearance		
• appropriate use of colour	<input type="checkbox"/>	<input type="checkbox"/>
• consistent shading	<input type="checkbox"/>	<input type="checkbox"/>
• use of ruler	<input type="checkbox"/>	<input type="checkbox"/>
Accurate	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate use of colour consistent shading	<input type="checkbox"/>	<input type="checkbox"/>
Name and Date	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 2.2.1

United Nations Organizer

Mandate	Member Countries and History	
Activities	United Nations	Structure/Flow Chart of Organization
Criticisms/Problems		Role in Conflict/Cooperation

Appendix 2.2.2

Organizer for African and Asian Associations

Organization	Member Countries	Mandate/Aims	Activities (Role in Conflict or Cooperation)	Your perceived value or importance of group

Appendix 2.2.3

Website Addresses

A. United Nations

United Nations – <http://www.un.org/>

Websites of United Nations Organizations – <http://www.unsystem.org/>

About the United Nations/History – <http://www.un.org/UN50/index.html>

Model United Nations in Canada – <http://www.unac.org/mun/>

United Nations Foundation – <http://www.unfoundation.org/>

United Nations Development Programme – <http://www.undp.org/>

United Nations Environment Programme – <http://www.unep.org/>

United Nations Population Fund – <http://www.unep.org/>

United Nations Industrial Development Organization – <http://www.unep.org/>

Food and Agricultural Organization of the United Nations – <http://www.fao.org/>

United Nations Save the Children Fund – <http://www.unicef.org/>

United Nations Volunteers for Peace and Development – <http://www.unv.org/>

United Nations Research Institute for Social Development – <http://netec.mimas.ac.uk/>

United Nations Centre for Human Development – <http://www.unchs.org/>

Milestones in United Nations History – <http://www.un.org/Overview/milesto4.htm>

United Nations Links – <http://www.undcp.org/unlinks.html>

Appendix 2.2.3 (Continued)

B. Asian/African Economic Organizations

Directory of Economic Commodity and Development Organizations

– <http://www.imf.org/external/np/sec/decdo/contents.htm> –

This link in the IMF site provides a listing of most economic organizations

African Development Fund – <http://www.afdb.org/>

Asia Pacific Economic Cooperation – <http://www.apecsec.org.sg/>

Commonwealth – <http://www.thecommonwealth.org/whoweare/comm.html>

Organization of Petroleum Exporting Countries (OPEC) – <http://www.opec.org>

International Monetary Fund (IMF) – <http://www.imf.org/external/np/exr/center/action/eng/>

Group of 77 – <http://www.g77.org/>

Arab Fund for Economic and Social Development – <http://www.arabfund.org/>

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

Asian Development Bank – <http://www.adb.org/default.asp>

Association of Southeast Asian Nations – <http://www.aseansec.org/800x600.html>

East African Development Bank – <http://www.transafrica.org/eadb/>

South Asian Association for Regional Cooperation – <http://www.transafrica.org/eadb/>

Asian Pacific Centre for Transfer of Technology – <http://www.apctt.org/>

Asian and Pacific Coconut Community – <http://www.apcc.org.sg/>

Common Market for Eastern and Southern Africa – <http://www.comesa.int/>

League of Arab States – <http://www.leagueofarabstates.org>

World Trade Organization – <http://www.wto.org>

Organization of African Unity – <http://www.oau-oua.org>

C. Humanitarian Organizations

Directory of Non Governmental Organizations

– http://www.reliefweb.int/contacts/dirhome_page.html#ngo

This website provides the urls for many NGOs in throughout the world

Red Cross – http://www.redcross.ca/index_english.html

Doctors of the World – <http://www.doctorsoftheworld.org/>

Care – http://www.care.ca/care_e.shtm

Save the Children – <http://www.savethechildren.ca/>

Doctors Without Borders – <http://www.doctorswithoutborders.org>

Care Canada – http://www.care.ca/care_e.shtm

World Vision – <http://www.worldvision.ca/>

World Relief – <http://www.worldreliefcanada.org/>

Partnership Walk – <http://www.partnershipwalk.com/>

World Literacy – <http://www.nald.ca/wlc.htm>

Oxfam – <http://www.oxfam.ca/what/canada/index.html>

UNICEF – <http://www.unicef.ca/eng/travail/main.html>

Appendix 2.2.3 (Continued)

Canadian Hunger Foundation – <http://www.partners.ca/>
 Shelter Now International – <http://www.shelter.org/about.html>
 Aga Khan Foundation – <http://www.akdn.org/agency/akf.html>
 Plan International – <http://www.planinternational.org/canada/about/where/where>
 Partners – <http://www.partners.ca/>
 American Refugee Committee – <http://www.archq.org>
 Centre for victims of Torture – <http://www.cvt.org>
 International Rescue Committee (refugees) – <http://www.intrescom.org/whoweare/index.cfm>
 National Peace Foundation – <http://www.nationalpeace.org>
 War Child Canada – <http://www.warchild.ca/>

Appendix 2.2.4

Website Evaluation

URL:	Organization:				
Level of language used is appropriate for the average person investigating the site (yes) 5	4	3	2		1 (no)
Clearly explains the mandate and structure of the organization (yes) 5	4	3	2		1 (no)
Provides you with an idea of how funds are spent and the impact the organization has (yes) 5	4	3	2		1 (no)
Overall function of site – easy to navigate and find information, appropriate information, understandable (yes) 5	4	3	2		1 (no)
Value you assign to the work the organization does (high) 5	4	3	2		1 (low)
					Total- /25

Appendix 2.2.5

Decision-Making Matrix

Organization	Evaluation (Total)	Donation Amount	Explanation of Decision

Appendix 2.3.1

Quiz – Investigating Links

Questions

1. What is the most popular sport in India?
2. Where did the United Kingdom send many of its criminals in the 1800s?
3. Which is the city with the largest number of Portuguese-speaking people?
4. What is the most widely spoken language in the following countries?
Angola Haiti Nigeria Chile
5. What is the most popular sport throughout South and Central America?
6. What is the most common religion in the Congo?
7. To which country do most Algerians migrate?
8. Silver from which country financed Spanish wars in the 17th and 18th century?
9. Where did many of the towns and rivers of Ontario get their names?
10. What is the common language of some cities along the west coast of India?
11. Where does the term Banana Republic come from?

Answers

1. Cricket
2. Australia
3. Sao Paulo
4. Portuguese, French, English, Spanish
5. Soccer
6. Christianity
7. France
8. Mexico
9. England (United Kingdom)
10. Portuguese (they controlled some port cities along this coast while India was under British rule)
11. Banana republic referred to nations that were practically owned by American Banana importers. Countries like Ecuador and Honduras relied so much on the export of their banana crops that they had to comply with the companies' wishes. Today it refers to any country that relies on one or two agricultural products. (*Facing the Future*, p.170)

Appendix 2.3.2

Mini-Debate Rating Scale

Researched well, organized, and prepared to debate	excellent	satisfactory	needs work
Position is clearly stated	excellent	satisfactory	needs work
Supporting arguments are reasoned and persuasive	excellent	satisfactory	needs work
Other positions considered and countered	excellent	satisfactory	needs work
Opposing views effectively critiqued and questioned	excellent	satisfactory	needs work

Appendix 2.3.3

Flow Chart – Rating Scale

(Rate student chart on 5 point scale – 1 is low)

Content (understanding of the issue and ability to draw out the key points)	5	4	3	2	1
Accuracy (there are direct references to the article/case study using specific details)	5	4	3	2	1
Connections (the number of extensions out showing causes and effects)	5	4	3	2	1
Links (details and issues are bridged showing the relationships between factors within the Issue)	5	4	3	2	1

Appendix 2.4.1

Estimated Number of Persons Who fall Under the Mandate of UNHCR

Region	1 January 2001
Asia	8 450 000
Africa	6 072 900
Europe	5 571 700
North America	1 047 100
Latin America and the Caribbean	575 600
Oceania	76 000
Total	21 793 3000

Appendix 2.5.1

Character Roles (based on Three Gorges Dam)

(These characters are real and are involved in this project.)

Lu Fang - a farmer on the banks of the Yangtse River

You are a fourth-generation farmer who lives in a small village on the lower banks of the Yangtse River. You have been told by the government that your farm will be flooded and covered by a reservoir when the Three Gorges dam is built. The government has promised your family a new house, a cheap supply of electricity, and a sum of money, if you relocate. The farming area to which you will be moving has steeper land and the climate is less suitable for the growth of your orange crop. As a village leader and local Communist Party Secretary you feel that you should move for the common good, but you are afraid that your way of life and traditions will be destroyed.

Fuying Liu - Director of the Bureau of Resettlement

As the government official in charge of resettlement you concede that relocating the inhabitants has been a challenging task, but you feel that it will benefit the people in the long term. The old villages had houses without windows, running water, or electricity. The new settlements have modern buildings with affordable electricity and wide roads. By creating better ports and a power supply, the new dam will provide future jobs and increased prosperity in a depressed area.

Patricia Adams - Toronto-based environmentalist with Probe International

As an environmentalist, you are concerned about the impact the dam will have on a unique ecosystem of plants and animals. It has been estimated that two thirds of the present land will be destroyed. The pollution in the Yangtse River will be increased as toxic chemicals leach out of drowned factories and human and industrial waste is dumped into a static lake rather than being washed away by the river. You are also concerned about the silt build up in the dam that will hit the fisheries and agriculture downstream and could make the dam useless within 12 years. The weight of the lake on a fault line may trigger earthquakes causing the dam to collapse. You propose that the megadam be replaced by a series of small dams built on tributaries.

Lu You Mei - Deputy Chief of the Three Gorges Planning Office

You sincerely believe that this project will provide a major impetus for the Chinese economy. The hydroelectricity produced will provide a clean energy alternative that will reduce China's dependence on coal as fuel and reduce global warming. The dam will provide irrigation and help prevent flooding and loss of lives. The controlled river will have better and safer navigation and the beautiful lake and dam created will be major tourist attractions.

Nelly Ng - Toronto doctor who chairs the Canadian Foundation for the Preservation of Chinese Cultural and Historical Treasures.

When the Yangtse rises, historic and tourist sites all along the river will be flooded, including whole villages with their ancient temples, monuments, and burial grounds, which have great significance for the local people. A priceless archaeological heritage which includes Precious Stone Fortress, the Zhang Fei Temple as well as the Moyo Cliff carvings (over 100 years old) will be lost forever. Surveys have identified more than 1000 relics that merit protection in the area of the planned reservoir.

Shiela Campelli-Senior for Advisor Acres International

(Canadian Engineering and Consulting Firm involved in the project)

You appreciate the technical challenge of this project and have earned substantial amounts of money by helping design and construct the dam. A Canadian feasibility study of the dam in the 1980s came out strongly in favour of the construction of the dam and resettlement of the population. This led the way to lucrative export contracts many of which went to Canadian companies. Large amounts of capital have been invested by Canadian industry and thousands of Canadian jobs depend on the construction of the many generators, turbines, and super computers required in this project.

Appendix 2.6.1

In-Role Script Rubric

Student's Name: _____

Role: _____

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - understands relative success of international agreements in protecting the environment GI1.05	- demonstrates limited understanding of the variety of opinions and solutions possible for an issue	- demonstrates some understanding of the variety of opinions and solutions possible for an issue	- demonstrates with a great deal of understanding of the variety of opinions and solutions possible for an issue	- demonstrates a thorough and insightful understanding of a specific point of view on the success or failure of international agreements to protect the environment
Thinking/ Inquiry - evaluates international agreements and their impact on the environment HEV.03	- applies few of the inquiry (Issues Approach) skills to evaluate the policies or approaches taken in dealing with a global issue	- applies some of the inquiry (Issues Analysis) skills to evaluate the policies or approaches taken in dealing with a global issue	- applies most of the inquiry (Issues Analysis) skills to evaluate the policies or approaches taken in dealing with a global issue	- applies all of the inquiry (Issues Analysis) skills to evaluate international agreements and their impact on the environment
Communication - articulates effect of trade policies and agreement on the environment HE2.06	- explains in writing with little effectiveness the way trade policies or agreements affect the environment	- explains in writing with some effectiveness the way trade policies or agreements affect the environment	- explains in writing with considerable effectiveness the way trade policies or agreements affect the environment	- explains by writing in role, with a great deal of effectiveness the way trade policies or agreements affect the environment
Application - successfully makes valid conclusions about the impact of international agreements on the environment UC3.06	- transfers the Issues Analysis model with limited effectiveness to evaluate the effectiveness of an international agreement or strategy	- transfers the Issues Analysis model with some effectiveness to evaluate the effectiveness of an international agreement or strategy	- transfers the Issues Analysis model with considerable effectiveness to evaluate the effectiveness of an international agreement or strategy	- always or almost always makes logical conclusions or generalizations of the impact International Agreements on the environment that keep with the perspective they are presenting

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.