Culminating Activity: *How can the differing views of actors and interested parties during international conferences be resolved in order for resolution to occur?*

Time: 300 minutes

Description
Students will participate in an international conference dealing with the increase in international conflicts and the difficulties in resolving them. Students will form delegations and will be appointed as a specialist within that delegation. Each delegation and each specialist will address the conference based on the current event that corresponds to their specialty. Their statement must reflect research of the issue, and their "character" perspective. In addition, each specialist must submit a product based off a choice board that reflects their position at the conference while answering the critical question above. The issues that will be discussed at the conference include Terrorism, Haiti Reconstruction, the Alberta Oil Sands, the Greek and Irish Debt Crises, and North Korean Aggression. The specialist roles will be a military general, economist, environmental advocate, human rights lawyer, and government official.

Strands and Expectations

Strands:
- Participation in the International Community
- Power, Influence and the Resolution of Differences
- Values, Beliefs and Ideologies
- Methods of Political Inquiry and Communication

Overall Expectations:
By the end of this course, students will:
- Describe the structure and function of international intergovernmental and non-governmental organizations.
- Evaluate the role and operation of the international human rights protection system.
- Analyze how international organizations, the media and technology are able to influence the actions of sovereign states.
- Analyze how social and cultural beliefs and political ideologies influence national and international politics.
- Analyze information gathered about political events, issues, and trends according to fundamental principles of political interpretation and analysis.

Enduring Understandings:
- The make up of various organizations such as the IMF, World Bank, and the UN and their function is based within a western democratic model, however this is not always reflected in their practice.
- The internal structural problems within the complex nature of human rights and its role in the international community.
- The differences and biases inherent in reporting on conflict and their effects on the conflict in question.

- Inequalities and differences amongst various religious, ethnic, and socio-economic groups can lead to tensions both within states and between states.

Planning Notes

- Prior to distributing the Culminating Activity, the teacher will first assess his or her own assumptions regarding conflict resolution.
- The assignment itself is physically distributed and broken down with students during Activity 1 of the unit. The teacher informs the students of the breakdown of the various roles they will each have to play, and the manner in which the final products will be presented and submitted in class.
- Ensure that students are aware of where to find reliable information, both online and in the library. The teacher can bring in current newspapers and magazines to help students accessing some of these materials.
- Schedule a period in the library in order to have the librarian assist students in conducting appropriate and relevant research in their topic area.
- Schedule a period in the computer lab in order to allow students some time to conduct online research with the rest of their group members.
- Ensure that students have time in class to plan how the work will be delegated, and discuss their progress throughout the unit.
- Teachers should be aware of and plan for students who may require extra help and guidance throughout the Culminating Activity, by ensuring availability both in and out of classroom.

Prior Knowledge Required

- Students will have a knowledge base of the various conflicts being analyzed for the Culminating Activity via Activity 1 through 5.
- Students will have experience in writing reflective responses, analyzing differing perspectives, and orally presenting an argument.
- Students will be familiar with how to disseminate and analyze primary source documents, identifying their biases and analyzing their significance as evidence towards supporting specific arguments.
- Students will be able to conduct research using both print and electronic resources, working in a group setting, and understanding multiple perspectives on issues.

Teaching/Learning Strategies

Action	
1. On Day 1, students will have a library period with their group in order to begin preliminary research on their conflict and will begin assigning roles and filling in their graphic organizer.	AforL/AasL- Graphic Ogranizer
2. On Day 2, students will be given a period in the computer lab to consolidate their research findings, and begin to write up their group reports to be presented at the conference.	AforL- Observation

3. On Day 3, the students will have an in-class work period to put together their group and individual assignment pieces. 3. Each group will consult with the teacher on their progress. They will show the teacher the group graphic organizer and each members individual research and planning. The teacher will provide feedback. 3. On the final day, the teacher will arrange the seating in a circular fashion, with flags and nameplates for the individual members of each country. 4. Prior to class, the teacher will provide a schedule of the order in which the conflicts will be presented and the statements by the various representatives. 5. The teacher will act as the moderator and will commence the conference when class starts. The conference will last the duration of the class, however, if time permits, the class can engage in a brief discussion concerning how effective the conference may have been in solving the conflicts discussed. *Consolidation* 1. At the end of the class, each country will submit its report. 2. Every individual report will be handed in a week following the conference, allowing students an opportunity to gather their thoughts concerning how successful the conference may or may not have been.	AforL- Consultations / Teacher Feedback AofL- Rubric for International Conference

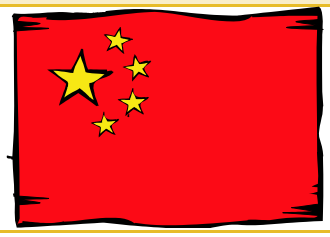
Appendices
Appendix CA. 1 – International Conference on Conflict Resolution
Appendix CA. 2 – Individual Research and Planning Process
Appendix CA. 3 – Group Brainstorming Graphic Organizer
Appendix CA. 4 – Rubric

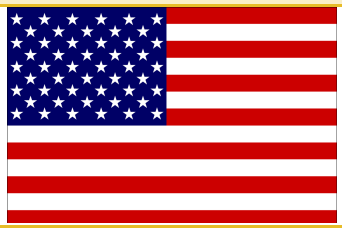
International Conference on Conflict Resolution

After studying the various international conflicts throughout this unit we have come to the understanding that immediate action is neccessary to deal with this increase in International Conflict. We hope to respond to these conflicts in a diplomatic manner so we are holding an in class international conference to discuss the options of resolving these disputes.

Task: Students will be divided into groups that represent delegates from a particular country. Each students within the group will represent a specialist in a particular area (ex: human rights lawyer, military general, etc). You will research your countries position on the specific conflicts that will be discussed during the conference. Each delegate must make a statement elaborating on how you plan to assist in dealing with the conflict at hand. Be sure to take notes of what other delegates from different countries are saying, as you will be required to produce a written report of the success or failure of the conference.

Step 1: Choose your country and delegate a role to each member in your group.

Country	Role	Student Name
China	• Military General	
	• Economist	
	• Diplomat	
	• Amnesty International Representative	
	1) Environmental Activist	
Canada	2) Military General	
	3) Economist	
	4) Amnesty International Representative	
	• Diplomat	
	• Environmental Activist	
India	• Military General	
	• Economist	
	• Representative from Amnesty International	
	• Diplomat	

	• Representative from Amnesty International	
	• Diplomat	
	• Environmental Activist	
The Russian Federation	• Military General	
	• Economist	
	• Representative from Amnesty International	
	• Diplomat	
	• Environmental Activist	
United States	- Military General	
	- Economist	
	- Representative from Amnesty International	
	- Diplomat	
	- Environmental Activist	

<u>Criteria:</u>

❑ Each group will type up a 2 page summary on their perspective of the conflicts that are discussed during the conference. They will include their country's position on the conflicts and how they intend on responding to these issues.

❑ During the conference each delegate is to come prepared with a two minute statement. The Delegates are encouraged to take notes during the conference and are able to make a concluding statement after they have heard each country speak. Students will be required to keep in mind the perspectives of the country they are representing.

❑ After the conference each delegate is to write a 4 page report on the success or failure of the conference. In this report students will be required to address the following questions:

- Was the conference a success or a failure for you? (why or why not)
- Were there any difficulties in resolving a particular dispute? If so, what were these difficulties? (Ex: clash of ideologies)
- How will the results of the conflict resolution impact your country?
- What further measures do you plan to take to address these conflicts?

❑Students MUST research their countries current response to these conflicts to effectively write this report.
❑ Incorporate 1 newspaper article that relates to your topic and 4 academic resources

INDIVIDUAL RESEARCH & PLANNING PROCESS

The delegate I am researching on behalf of is:	
The conflict I am dealing with is:	
Explain how the political ideologies of your country may influence your actions/statements regarding this conflict:	
What actions must be taken to resolve this conflict:	
Notes:	**Resources**
	List resources you are using:
	❑ I have checked the credibility of websites I am using ❑My sources are relevant
Main points that will be addressed in the conference:	

Teacher Feedback:

GROUP BRAINSTORMING GRAPHIC ORGANIZER

Country's Values and Beliefs On:

Climate Change

Human Rights

War on Terror

Our country is a member of
- ❑ UN Security Council
- ❑ G8
- ❑ G20
- ❑ Other: _____

Country we are Representing:

_____

Political Characteristics

Involvement in Controversial Events/ Issues

- •
- •
- •
- •
- •
- •
- •
- •

Appendix CA.4

International Institutions and Conflict Resolution Rubric:

How can the differing views of various interested parties during international conferences be resolved in order for reconciliation to occur?

Name: _____.
Topic: _____.

Criteria	LEVEL 4 100-80%	LEVEL 3 79-70%	LEVEL 2 69-60%	LEVEL 1 59-50%
Knowledge and Understand Describe the structure and function of international intergovernmental and non-governmental organizations.	Describes the structure and function of international intergovernmental and non-governmental organizations with a *significant* degree of effectiveness	Describes the structure and function of international intergovernmental and non-governmental organizations with a *high* degree of effectiveness	Describes the structure and function of international intergovernmental and non-governmental organizations with a *moderate* degree of effectiveness	Describes the structure and function of international intergovernmental and non-governmental organizations with a *low degree* of effectiveness
Thinking				
Analyze how social and cultural beliefs and political ideologies influence national and international politics. **Analyze how international organizations, the media and technology are able to influence the actions of sovereign states.**	-Analyzes how social and cultural beliefs and political ideologies influence the outcomes of the case study with a *significant* degree of effectiveness. -Assesses the influences of organizations, the media and technology with a *significant* degree of effectiveness	-Analyzes how social and cultural beliefs and political ideologies influence the outcomes of the case study with a *high degree* of effectiveness. -Assesses the influences of organizations, the media and technology with a *high degree* of effectiveness	-Analyzes how social and cultural beliefs and political ideologies influence the outcomes of the case study with a *moderate* degree of effectiveness. -Assess the influences of organizations, the media and technology with a *moderate* degree of effectiveness	-Analyzes how social and cultural beliefs and political ideologies influence the outcomes of the case study with a *low degree* of effectiveness. -Assess the influences of organizations, the media and technology with a *low degree* of effectiveness

Application				
Analyze information gathered about political events, issues, and trends according to fundamental principles of political interpretation and analysis.	-Conclusions and interpretations drawn in the final report demonstrate the use of the principles of political interpretation to a *significant* degree. -Demonstrates a *significant* degree of understanding of important concepts through the individual report.	-Conclusions and interpretations drawn in the final report demonstrate the use of the principles of political interpretation to a *high degree.* -Demonstrates a *high degree* of understanding of important concepts through the individual report.	-Conclusions and interpretations drawn in the final report demonstrate the use of the principles of political interpretation to *a moderate degree.* -Demonstrates a *moderate degree* of understanding of important concepts through the individual.	-Conclusions and interpretations drawn in the final report demonstrate the use of the principles of political interpretation to *a low degree.* -Demonstrates a *low degree* of understanding of important concepts through the individual report.
Communication				
Express opinions, understandings, arguments and, conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., role plays, interviews, simulations, debates, group presentations, seminars, reports, essays).	-Organizes information and ideas with a *significant* degree of coherence and clarity. -Language and style have a *significant* degree of sophistication and sense of purpose. -Presentation highlights key words and uses visuals with a *significant* degree of effectiveness.	-Organizes information and ideas with a *high degree* of coherence and clarity. -Language and style have a *high degree* of sophistication and sense of purpose. -Presentation highlights key words and uses visuals with a *high degree* of effectiveness.	-Organizes information and ideas with a *moderate* degree of coherence and clarity. -Language and style have a *moderate* degree of sophistication and sense of purpose. -Presentation highlights key words and uses visuals with a *moderate* degree of effectiveness.	-Organizes information and ideas with a *low degree* of coherence and clarity. -Language and style have a *low degree* of sophistication and sense of purpose. -Presentation highlights key words and uses visuals with a *low degree* of effectiveness.

Activity 4.1: *Dealing With Conflict*

Time: 75 minutes

Description
In the introductory activity the students will look at case studies of conflict that occurs between every day people. The students will get into teams and create an action plan as to how they will resolve this conflict to make most parties happy. In the process they will note any obstacles they may face, the different views being resolved in the process and the various 'rules' of institutions that make resolving conflict sometimes difficult. This activity will act as a minds-on activity for the unit as it highlights some key enduring understandings that will be taught throughout the activities.

Strands and Expectations

Strands:
- Participation in the international community
- Power, Influence and the resolution of differences

Overall Expectations:
By the end of this course, students will:
- Describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts.

Specific Expectations:
By the end of this course, students will:
- Identify the causes and consequences of non-governmental international conflict and violence (e.g., terrorism, tribalism, organized crime).
- Explain the origins, functions, and objectives of international cooperation organizations (e.g., the United Nations, Asia-Pacific Economic Cooperation, and the World Health Organization).
- Explain how nationalist and internationalist ideologies shape ideas, as well as conflict or cooperation within and among nations.

Planning Notes
- Teacher must prepare conflict scenarios for students.
- Culminating activity should be prepared and ready to be given to students, attached with rubric.
- Exemplars should be provided for students to go over.

Prior Knowledge Required
- Students will have gone through Canada's role in international relations.
- They have basic understanding of different roles of government in the international community.
- Students understand what it means to be a global citizen, and have analyzed the various functions in the government that determine how decisions are made.

- Students will have been exposed to various research methods throughout the course and have had many opportunities working collaboratively with peers.

Teaching/Learning Strategies

<table>
<tr>
<td>
Minds On
1. Play the YouTube clip highlighting some major events in history dealing with international conflict.
http://www.youtube.com/watch?v=PxwUx_lzhwE
2. Students Think/Pair/Share: How come we have not learned from history, why does international conflict cease to exist?

Action
1. Teacher will organize students into 4 groups.
2. Each group will be given case scenarios (Appendix 1.1) of every day conflict between ever day people.
3. As a group the students must complete the action plan template (Appendix 1.2), which will highlight how they seek to resolve the conflict, what sorts did they face in resolving this conflict.
4. Each group will share their results with the class.
5. The teacher will explain how this activity highlights some essential questions that will be addressed throughout the unit.
6. The teacher will then distribute copies of the Culminating Activity. As a class they will go over each step of the culminating activity. Ensure each requirement is clear to all the students.

Consolidation
1. Students will be complete an exit card at the end of this class to highlight any questions they have regarding the unit expectations.
<table>
<tr><td>3 Things I learned today</td><td>2 Questions I have</td><td>1 thing I am eager to learn</td></tr>
<tr><td>1.
2.
3.</td><td>1.
2.</td><td>1.</td></tr>
</table>
</td>
<td>
AforL- Group Discusssion

AfoL- Action Plan Organizer

AasS/AforL- Exit Card
</td>
</tr>
</table>

Accommodations

- Cooperative group learning for ELL learners
- Scaffolding steps for the Culminating activity to ensure students know the process

Resources

Media

7 Global Issues: Series 4 – International Conflicts. Retrieved February 14, 2011.
http://www.youtube.com/watch?v=PxwUx_lzhwE

Appendices

Appendix 4.1.1 - Case Scenarios: Everyday Conflict
Appendix 4.1.2 - Action Plan Template

Case Scenarios Every Day Conflict

Case Scenario 1

You have known Vinny for 16 years, you are both the same age, you live in the same neighbourhood and have been in the same school since you were in kindergarten. You and Vinny have never really gotten along you whole life ever since you got in a fight at the jungle-gym in Grade 2 because Vinny made Nicole, who was your first crush, cry.

Vinny has not appeared to be doing very well and there are rumours he is having problems at home because his parents are getting a divorce. Lately he has been shoving you in the halls when you walk past each other and making fun of you. You know that Vinny has no friends and is extremely isolated socially from all the other students. When you arrive at school your locker has been destroyed and all your belongings are scattered all over the hall. He also wrote a violent threat on your locker in permanent marker. All of your peers think that Vinny is crazy but he is threatening to fight YOU after school.

Case Scenario 2

A large group of students have started wearing green hats at school. Recent video surveillance showed that a student wearing a green hat committed a serious act of vandalism on the principals car at the school parking lot. Because of the act the entire culture of the school has changed, students are not allowed to wear hats anymore and the winter semi -formal has been cancelled as punishment. The teachers have asked that all students who have been known to wear green hats be reported to school administration. They may all be subject to expulsion or even charged with vandalism, they even set up a hotline where fellow students can call and anonymously report every student they saw wear a green hat ever!

Your best friend Ronnie has worn a green hat in the past, but you both are from the same neighbourhood and your parents are also very close. You know that there is no way that Ronnie could have committed the act. Ronnie later confides in you that he knows who did the act and the reason. Ronnie explains that the car was vandalized as a response to suffering years of torment under the principal who had instilled bad teachers and a bland learning environment on "his people." He explains that the green hat group would never have even existed if it wasn't for the harsh treatment received from the principal.

Case Scenario 3

Jenny is a popular girl in school and loves her cell phone. She constantly needs to feel connected to her friends on BBM. When she goes to class she is ALWAYS using her cell phone, this disrupts the teacher and the students. Mr. Doubtfire teaches Jenny civics and they are currently studying the unit on human rights. There are school cell phone policies in place that prohibit the use of them in the classroom, Mr. Doubtfire has warned Jenny that the next time she brings her cell phone in class he will take it from her and keep it for one week.

Jenny comes to class the next day and enters the class 20 minutes late and is chatting on the phone as she enters. Mr. Doubtfire waits for her to finish and goes over and asks her to hand over her cell phone. He takes her phone with her, but she argues that this has been a breach of her human rights.

Appendix 4.1.2

Action Plan Template - How Will *YOU* Resolve Conflict

As a group try and devise a plan to resolve the conflict that is outlined in your scenario.

Key Areas of Conflict	Key Players Involved	Obstacles	3 Ways to Resolve this conflict

Did all members in your group agree on the methods to resolve your conflict Y/N?

In resolving your conflict will ALL parties be happy Y/N?

Briefly describe the process in resolving this conflict, be sure to share your frustrations and difficulties in the process.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Activity 4.2: *Can You Design A Better International Organization?*

Time: 225 minutes

Description
The class will be divided into groups of five which will be assigned an area of conflict and the groups will create their own international organization with a mandate to solve conflicts within their designated area (regional/interest). Students will need to design the institution to be inter-governmental based or non-governmental. The institution must be designed to serve their assigned area of interest, i.e. socio-economic, human rights, war and military, environmental, etc. Students will have three classes for this activity; the first class will be a lecture on international institutions and groups are assigned, the second class will be devoted to research on this activity, and the final class will be group presentations and teacher directed wrap up. Visuals must be included in the presentation along with a basic handout to the class with basic information on their assignment organization and their created institutions charter. There will be high use of online resources for this activity, which also allows ELL students to better access resources since many global organizations, and news sources are multilingual. Finally, this activity will teach students about the different international organizations and their role(s) direct/indirect in conflict resolution which will scaffold for the culminating activity.

Strands and Expectations

Strands:
- Participation in the International Community
- Methods of Political Inquiry and Communication

Overall Expectations:
- Describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts.
- Describe the structure and function of international intergovernmental and non-governmental organizations.
- Communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats.

Specific Expectations:
- Identify the causes and consequences of non-governmental international conflict and violence (e.g., terrorism, tribalism, organized crime).
- Explain the origins, functions, and objectives of selected international non- governmental organizations (e.g., the International Committee of the Red Cross, Amnesty International, the International Olympic Committee).
- Explain the origins, functions, and objectives of international cooperation organizations (e.g., the United Nations, Asia-Pacific Economic Cooperation, the World Health Organization).

- Analyse the need for new international organizations as a result of globalization and the advent of new technologies (e.g., organizations for regulating extra-governmental firms, controlling drug trafficking, regulating activities in outer space).
- Collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies).
- Draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.
- Present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images).

Planning Notes

- In order to keep the activity interesting, relevant, and easy to research online with resources such as international news agencies the instructor should update the activity to look at current and contemporary conflicts in order to choose which organizations the instructor will be focusing on.
- The instructor should be aware of the different learning abilities in the classroom in order to create equitable groups in which all participants can contribute in an equal manner and to facilitate cooperative learning.

Prior Knowledge Required

- Students should already know the main basic political ideologies.
- Students should be aware of some contemporary and current conflicts.
- Students should be aware of some international organizations (governmental and non-governmental) that exist.
- Students should already have some basic research skills from prior assignments in past units and should be aware and critical of the online research they will be conducting.

Teaching/Learning Strategy

Minds On 1. Four Corners: Before you start your lecture, ask your students to divide into four corners into the following opinions. a) You believe international organizations are highly effective in conflict resolution. b) You believe international organizations are doing an overall good job in conflict resolution but they could definitely improve. c) You believe international organizations are doing a bad job in handling conflict resolution but they are salvageable. d) You believe that current international organizations are doing a terrible job in conflict resolution and should be abolished. 2. Brief Oral Lecture: Basic information on international organizations, their history, role, functions, membership, specialties, interests (IGOs & NGOS).	Assessment *For*, *As*, and *Of* Learning Strategies and Tools

3. Think/Pair/Share: Get students to reflect again on their Four Corners opinion, to share it and to reflect if they have changed their minds. *Action* 1. Assign the groups and explain the activity. 2. Online Research: Students are given a period in the library or computer lab to work in their groups and to research. *Consolidation* 1. Oral Presentation: The Groups present on their assigned international organization and their created organization. 2. Peer Assessment: The class assess their classmates' oral presentation (anonymously) and vote on whether or not their peer created organization is more effective in handling conflict resolution than the already existing international organization in existence.	

Accommodations

- The instructor should create the groups in order to ensure every learning style, skill, and ability is present in each group and to ensure gender equity.
- The web resources used are from multilingual organizations and the conflicts used should be current and contemporary therefore ELL students could also research in their own language.
- It is recommended for ELL students to use Kurzweil and Dragon Naturally Speaking to help them write and translate.

Resources

Al Jazeera Web site. (2011). Retrieved February 14, 2011, from http://english.aljazeera.net/

Amnesty International Web *site*. (2011). Retrieved February 14th, 2011, from http://www.amnesty.org/

BBC World News Web site. (2011). Retrieved February 14th, 2011, from http://www.bbc.co.uk/news/world/

CBC News Web site. (2011). Retrieved February 14th, 2011, from http://www.cbc.ca/news/?refresh

CNN News Web site. (2011). Retrieved February 14th, 2011, from http://www.cnn.com/

Doctors Without Borders Web site. (2011). Retrieved February 14th, 2011, from http://www.doctorswithoutborders.org/

European Union Web site. (2011). Retrieved February 14th, 2011, from http://europa.eu/

Greenpeace Web site. (2011). Retrieved February 14th, 2011, from http://www.greenpeace.org/international/

International Monetary Fund Web site. (2011). Retrieved February 14th, 2011, from http://www.imf.org/external/index.htm

Legal Frontiers Web site. (2011). Retrieved February 14th, 2011, from http://www.legalfrontiers.ca/

United Nations Web site. (2011). Retrieved February 14th, 2011, from http://www.un.org/

Appendices

Appendix 4.2.1 - Teacher Instruction Handout
Appendix 4.2.2 - Student Instruction Handout
Appendix 4.2.3 - Presentation Checklist
Appendix 4.2.4 - Peer Assessment Handout
Appendix 4.2.5 - Individual Group Assessment Handout
Appendix 4.2.6 - Graphic Organizer to Guide Students

Can You Design A Better International Organization Activity
(Teacher Handout)

Our world is full of conflict today! The United Nations is not doing enough to manage and solve the world's conflict whether they are financial, humanitarian, environmental, social, etc. As the leaders of tomorrow the United Nations General Secretary has issued the call for students to take on an area of conflict and teach your peers about a prominent international organization (inter-governmental or non-governmental) that specializes in your assigned area of conflict. Furthermore, you must create a new organization (intergovernmental or non-governmental) that will be more effective in conflict resolution than the current one. Everything will be presented in an oral presentation and your peers will decide whether or not your groups organization should be replace the already existing organization.

Steps:

- Students are assigned to their groups
- For homework students should look up their assigned organization and area of conflict to start formulating how their group can design a newer and more effective organization for conflict resolution
- Students need to decide whether to design their organization as a inter-governmental organization or a non-governmental organization (remind them consider certain important factors such as funding and even the area of conflict and regions that maybe more affected than others to help them decide)
- Research Period in the Library: Groups should begin designing their organization and they should begin planning for their presentation
- Make sure students divide up their tasks in the suggested manner: two people should be in charge of visuals, one person should be in charge of the bibliography, two people should be in charge of the handout and all other tasks should be shared
- Make during the library research period that each group has at least one example of a conflict that their assigned organization failed to resolve or did not do so effectively
- Students must give you their handout to be photocopied the morning of their presentation or before (based on your own discretion)
- Oral Presentation: everyone must speak so asks questions if certain members are not saying anything
- Class Assessment/Vote: collect assessments at the end of class and add closing remarks after the votes to conclude the activity

- Groups should consult Appendix 3,4,5 ,(assessment handouts, checklist, graphic organizer) as a guide for students to use throughout the activity

Suggested areas of Conflict and Organizations that should be covered:

A) Environmental (Greenpeace)
B) Humanitarian (Doctors Without Borders)
C) Human Rights (Amnesty International)
D) War/Military (Inter-governmental Regional or Interest Based)
E) Socio-Economic (Inter-governmental Regional or Interest Based)

Schedule

Day 1:

- groups are announced
- global organization and area of conflict assigned
- Homework: recommended that students look up their organization and their area of conflict

Day 2:

- Library Research Period: go around and assist/advise students

Day 3:

- Oral presentation
- Students must hand in handout before class for you to photocopy (deadline based on your own discretion)

Online Resources:

Note: All online resources below are suggested; it is your discretion to add or omit the websites listed. It is recommended you present the list in APA citation to model for the students or any other citation style you wish to use.

Al Jazeera Web site. (2011). Retrieved February 14, 2011, from http://english.aljazeera.net/

Amnesty International Web site. (2011). Retrieved February 14th, 2011, from http://www.amnesty.org/

BBC World News Web site. (2011). Retrieved February 14th, 2011, from http://www.bbc.co.uk/news/world/

CBC News Web site. (2011). Retrieved February 14th, 2011, from http://www.cbc.ca/news/?refresh

CNN News Web site. (2011). Retrieved February 14th, 2011, from http://www.cnn.com/

Doctors Without Borders Web site. (2011). Retrieved February 14th, 2011, from http://www.doctorswithoutborders.org/

European Union Web site. (2011). Retrieved February 14th, 2011, from http://europa.eu/

Greenpeace Web site. (2011). Retrieved February 14th, 2011, from http://www.greenpeace.org/international/

International Monetary Fund Web site. (2011). Retrieved February 14th, 2011, from http://www.imf.org/external/index.htm

Legal Frontiers Web site. (2011). Retrieved February 14th, 2011, from http://www.legalfrontiers.ca/

United Nations Web site. (2011). Retrieved February 14th, 2011, from http://www.un.org/

Can You Design A Better International Organization Activity

Overview: Our world is full of conflict today! The United Nations is not doing enough to manage and solve the world's conflict whether they are financial, humanitarian, environmental, social, etc. As the leaders of tomorrow the United Nations General Secretary has issued the call for students to take on an area of conflict and teach your peers about a prominent international organization (inter-governmental or non-governmental) that specializes in your assigned area of conflict. Furthermore, you must create a new organization (intergovernmental or non-governmental) that will be more effective in conflict resolution than the current one. Everything will be presented in an oral presentation and your peers will decide whether or not your groups organization should be replace the already existing organization.

Steps:

- Groups are assigned, write down your names and contact info
- For homework everyone should look up your assigned organization and area of conflict to start formulating how your group can design a newer and more effective organization for conflict resolution
- Decide whether or not to design your organization as a inter-governmental organization or a non-governmental organization (consider where funding will come from when you make this decision)
- Research Period in the Library: Groups should begin designing your organization and should begin planning for your presentation
- Divide up roles: two people should be in charge of visuals, one person should be in charge of the bibliography, two people should be in charge of the handout and all other tasks should be shared
- Design your organization and have a Charter to present with a minimum 10 points
- Make sure your group has at least one example of a conflict that your assigned organization failed to resolve or did not do so effectively
- Give the teacher your handout to be photocopied the morning of your presentation or before
- Oral Presentation (everyone must speak!)
- Class Assessment/Vote
- Consult Appendix 3,4,5 (assessment handouts and checklist) to help guide your group through this activity

You have all been divided into groups of five (write your group members names below)

1. **2.**

3. **4.**

5.

Area of Conflict:_____

Global Organization:_____

Schedule
Day 1:
- Your groups are announced
- Your global organization and area of conflict assigned
- Homework: look up your organization and your area of conflict

Day 2:
- Library Research Period
- Design your own global organization for conflict resolution

Day 3:
- Hand in your handout before class for photocopies

Online Resources:

Use the suggested online resources below to conduct your research. All resources must be cited in APA format.

Al Jazeera Web site. (2011). Retrieved February 14, 2011, from http://english.aljazeera.net/

Amnesty International Web site. (2011). Retrieved February 14th, 2011, from http://www.amnesty.org/

BBC World News Web site. (2011). Retrieved February 14th, 2011, from http://www.bbc.co.uk/news/world/

CBC News Web site. (2011). Retrieved February 14th, 2011, from http://www.cbc.ca/news/?refresh

CNN News Web site. (2011). Retrieved February 14th, 2011, from http://www.cnn.com/

Doctors Without Borders Web site. (2011). Retrieved February 14th, 2011, from http://www.doctorswithoutborders.org/

European Union Web site. (2011). Retrieved February 14th, 2011, from http://europa.eu/

Greenpeace Web site. (2011). Retrieved February 14th, 2011, from http://www.greenpeace.org/international/

International Monetary Fund Web site. (2011). Retrieved February 14th, 2011, from http://www.imf.org/external/index.htm

Legal Frontiers Web site. (2011). Retrieved February 14th, 2011, from http://www.legalfrontiers.ca/

United Nations Web site. (2011). Retrieved February 14th, 2011, from http://www.un.org/

Presentation Checklist

Every presentation should satisfy the following criteria:

- Handout must list your created organization's mandate (charter) on membership rules and regulations and the organization's functions and responsibilities

- Handout must list your assigned organization, basic facts (i.e. membership rules and regulations and its functions and responsibilities) and why it is no longer effective in conflict resolution

- A copy of your handout must be given to the instructor the day of the presentation (before is even better) before class so that copies can be made for all students

- General use of appropriate visuals (images, pictures, maps, graphs, charts)

- Create/Have images of your newly created global organization in order to support your facts and support your arguments

- Have a minimum ten articles for your new organizations' charter

- When stating why a new organization is required for conflict resolution please use an example of a current, contemporary, or recent conflict/event that your assigned organization failed to solve or did not solve within a reasonable time or manner
  Note: this should be taken in account when creating your own organization

- Orally state why you chose to design your organization as a inter-governmental or non-governmental organization

- Make sure everyone has a role in the presentation; everyone must have some speaking time!

- You will be assessed by the class, consult the Peer Assessment handout to better plan your presentation and look at the Individual Group Assessment to guide your group

- If you are using PowerPoint to present, you must inform the instructor before the day of presentations and you must be ready to present without the PowerPoint if there are technical difficulties
  Note: if there are technical difficulties you must have all your facts however you will not get into trouble for not having visuals available however the PowerPoint must be presented to the instructor at a later time for formative assessment

Appendix 4.2.4

Peer Evaluation

Ranking Scale:
1.0 – 1.5 Poor/Fair/No
2.0 – 2.5 Fair/Good/Sometimes
3.0 – 3.5 Good/Very Good/Most of the Time
4.0 Excellent/Always/Yes

Did the group demonstrate that they had a good understanding of the functions and responsibilities of their assigned international organization?

1.0 1.5 2.0 2.5 3.0 3.5 4.0

Did the group take into account the current world conflict situations and social, economic, and political context of the nature of their conflict when designing their new global institution?

1.0 1.5 2.0 2.5 3.0 3.5 4.0

Did the group create a new organization that is better for managing and solving conflict than the already existing institution?

1.0 1.5 2.0 2.5 3.0 3.5 4.0

Did all members of the group contribute orally?

1.0 1.5 2.0 2.5 3.0 3.5 4.0

Were the visuals (pictures, diagrams, maps, charts, images) used appropriate and effective in communicating their message?
Note: Not Applicable if presentation is on PowerPoint and there are technical difficulties!

1.0 1.5 2.0 2.5 3.0 3.5 4.0

Comments:

Appendix 4.2.5

Individual Group Assessment

Note: The Individual Assessment/Checklist will remain anonymous; no one else will know what you wrote about your group members.

Ranking Scale:
1.0 One to Two members
2.0 Half of the group
3.0 Everyone but not fairly
4.0 Everyone contributed in a fair and equitable manner

Group Members (list names)

1. 2.
3. 4.
5.

Do you think you understood the activity? Yes or No (circle one)

Did members of this group work politely and constructively with one another?

1.0 2.0 3.0 4.0

Did all members of this group contribute equally to the creation of your groups' global organization?

1.0 2.0 3.0 4.0

Did all members of this group contribute their fair share of work and assigned tasks?

1.0 2.0 3.0 4.0

If given the choice, would you work with most members of this group in another assessment (for growth and learning) activity again? Yes or No (circle one)

If given the choice, would you work with most members of this group in an evaluative (for marks) assignment in the future? Yes or No (circle one)

What was your role in the group and how did you contribute?

Final Comments:

Graphic Organizer

Use this Graphic organizer to help organize your ideas!

	International Organization	**Your International Organization**
1) Organization's Name **2) Is your organization Inter-governmental or Non-governmental**		
Area of Interest/Specialty i.e. socio-economic, humanitarian, environmental, etc.		
What is membership based upon? List some member states		
What is your organization's main functions, responsibilities, mandate, limitations?		
Other Important Points		

Activity 4.3: *The Ideas That Shape our World: Which is the Most Effective in Resolving Conflict?*

Time: 225 minutes

Description
This activity is designed to have students use a variety of print and online resources in order to examine the role of political and social ideology in the outcome of conflict resolution. Students will be examining a number of case studies (namely the Persian Gulf War of 1991, Kosovo in 1999, and the War on Terrorism since 2001) and be asked to identify some of the ideological interpretations on the decisions to engage in the above conflicts. The focus for students will be on applying the knowledge they gather from multiple perspectives in order to be able to best identify the most efficient means by which conflicts can be resolved, from a theoretical framework at least. Finally, students, in groups of 5, will be required to submit a brief video podcast outlining how they feel this framework meets the criteria – of which the students will come up with in class – of a successful end to conflict. This activity will ensure that students are well prepared for their Culminating Activity when it comes time to analyze

Strands and Expectations

Strands:
- Participation in the International Community
- Values, Beliefs and Ideologies

Overall Expectations:
- Analyze how social and cultural beliefs and political ideologies influence national and international politics.

Specific Expectations
- Identify ways of preventing war and conflict between states (e.g., military preparation, international law, peace movements).
- Identify the key components of nationalist ideology (e.g., the definition of a nation, types of nationalism, the role of theorists and groups, national symbols and images).
- Explain how similar vales, beliefs, and ideologies (e.g., religions, nationalism, culture, social and economic values) can result in cooperation between governments.
- Describe the peaceful legal means used to adjudicate conflicts between governments (e.g., Canadian federal-provincial conferences, the International Court of Justice) and explain their relationship to values, beliefs and ideologies.

Planning Notes
- The teacher should be well informed on the large variety of political thought, both classical and contemporary, that have come to shape our political landscape today.
- The teacher should plan on reviewing, only very briefly, the ideas of Liberalism and Realism with the class. This can be done online.
- One class period should be booked in the library to allow students an opportunity to conduct the online portion of their research.

- One class period should also be booked in the library seminar room in order to allow students an opportunity to individually record their podcast blog, in the event they would be unable to do so at home or in the classroom.
- Ensure that an appropriate number of copies of each student handout are made.
- Ensure that the audio and video set-up for the minds on video is ready for student viewing.

Prior Knowledge Required

- Students should already be aware of the some of the key thinkers of political philosophy, such as John Locke, Jean-Jacques Rousseau, Adam Smith, and Machiavelli, and their impact on modern day political theory.
- Students should have a basic knowledge of Liberalism and Realism, as the two key political theories of the 20th Century, as well as some an idea of what institutionalism, constructivism, feminism, and religion have imparted upon the field of political theory, especially in the last 30 years.
- Students should be informed on the history of the coming to being of the United Nations, NATO, and other key international bodies designed to help protect the individual and collective rights – be they political, social, or economic – of their member states' populations.
- They should also be aware of the existence of non-governmental organizations that play a role in trying to ensure the same rights described above are guaranteed by other, often more peaceful, means.

Teaching/Learning Strategies

Minds On 1. The teacher will show a *Youtube* video outlining how The Prisoner's Dilemma, a type of game theory, plays out. The students will then watch a second *Youtube* video, this time outlining the notions of non-zero sum solutions. 2. Once both videos are finished, the teacher will assess for student understanding of the concept of zero sum solutions and the idea that in order for one side to win another must necessarily lose, as well as the concept of non-zero sum solutions and the idea that in order for one side to win the other must also win, by conducting a K-W-L activity (Appendix 4.3.1). This activity will encompass the entire activity, though before the students are able to answer the learning, they must first complete the assigned task. 3. A class discussion around the differences between realism and liberalism should then take place. Also, the teacher should begin to expand on how other theories, such as institutionalism and constructivism, might respond to the notion of game theory and its impact on world affairs, the emergence of conflict, and finding solutions to such problems.	Assessment *For*, *As*, and *Of* Learning Strategies and Tools AforL and AasL through a K-W-L activity.

Action 1. The teacher will be sure to go over the pertinent details of realism, liberalism, constructivism, and institutionalism in a mini-lecture form. The purpose here is not so much to provide information, but rather to ensure that students understand the basics of the theoretical frameworks mentioned above. 2.The class will then be split up into groups of 4. They will work with these groups for the remainder of the activity. The teacher is encouraged to allow students to choose their own group members, but to possibly place students in particular groups where it is felt that some may benefit more from working with stronger students, etc. The students will then be given their handout outlining how their task will be played out. Once it is explained how the students will conduct their research using some of the resources provided, the teacher will give students the remainder of the class to work in their groups. 3. The teacher will then have the class brainstorm ideas for what constitutes appropriate criteria for effective conflict resolution. This criteria will be used for the remainder of the activity as the students examine the political theories and their ability to lead government to effective conflict resolution. 4. The teacher will hand out the article from the Toronto Star entitled *Boom Time for the PMO's God Squad* to be read for homework. 5. Upon entering the computer lab, students will be given the 1st 5 minutes of the class to write a brief reflection on how the reading for homework has impacted their opinions on influences on government decisions. The teacher should be sure to contrast this with the following questions: "What of the idea that George W. Bush consolidated with a higher father when deciding on whether or not to invade Iraq?" 6. The teacher will then lecture briefly on the main ideas of feminist thought and the impact of religion on the international political landscape. This discussion should be applied to the case studies presented to the students at the outset of the activity, and have it relevant to the particular conflicts being addressed. 7. The lecture will also be recorded on video podcast, and an explanation to the students on how this is done will be provided. This is important, as the students themselves will have to do the same when submitting their assignment. 8. Students will then have the remainder of the period to complete their research, and organize their thoughts concerning what kind of argument they will wish to present as to which theory provides the most effective method of conflict resolution. The teacher should be circulating and making sure the students are on the right track with their assignment.	AasL through the brief reflection on the reading.

Consolidation 1. Students will be given the final period to work in their groups on finalizing and recording their argument. The teacher should be circulating, ensuring that students have finalized their arguments and are able to record their discussion as a video podcast. 2. Students who wish to record the short video clip at home will be permitted to do so. Others who wish to use teacher and school resources after class hours will be also be able to do so. 3. To end the class, though some groups may not have submitted the assignment, the teacher will fill in the last column of the K-W-L in order to assess student learning.	AasL through a video podcast checklist.

Accommodations

- Students who are ELL will be given handouts with the key words and definitions, notably concerning the political theories and their underlying themes.
- Students who do not have access to a computer at home will have the ability to use school and teacher resources to conduct their research and record their video response to the critical question.
- Students will also be given access to teacher notes in order to help with their learning where the content may be too difficult to comprehend.
- The teacher will be available outside of the classroom to provide assistance to those students who may need more time or help in finalizing their assignment.

Resources

Print

Clark, William Roberts. (1998). Agents and Structures: Two Views of Preference, Two Views of Institutions. *International Studies Quarterly*, 42, 2, 245-270.

Huntington, Samuel P. (2003). The Clash of Civilizations and the Remaking of World Order. New York: Simon and Schuster Paperbacks.

Koehane, Robert and Nye, Joseph. (1998). Power and Interdependence in the Information Age. *Foreign Affairs*, 77, 5, 81-94.

Mazarr, Michael J. (2007). Unmodern Men in the Modern World: Radical Islam, Terrorism, and the War on Modernity. Cambridge: Cambridge University Press.

Ruypers, John, Austin, Marion, Carter, Patrick, and Murphy, Terry G. (2005). *Canadian and World Politics*. Toronto: Emond Montgomery Publications Ltd.

Electronic

Cranmer, Skyler J. (2005). *Realism and Liberalism: Third Pass*. Retrieved February 15, 2010, from http://www.lib.uoguelph.ca/assistance/writing_services/components/documents/APA.pdf

Diebel, Linda. (2009). Boom Times for PMO's God Squad. *The Toronto Star*. Retrieved February 15, 2010,
from http://www.thestar.com/printarticle/740337

Marlatt, Craig. (2010). *Ending Conflict Between Governments: Case Studies*. Retrieved February 15, 2010, from
http://www.craigmarlatt.com/school/politics/ending_conflict_between_governments_case_studies.pdf

National Commission on Terrorist Attacks Upon the United States. (2004). *The 9/11 Commission Report*.
Retrieved February 15, 2010, from http://www.9-11commission.gov/report/911Report.pdf

Open Democracy. (2005). *Hans Morgenthau and the Iraq War: Realism Versus Neo-Conservatism*.
Retrieved February 15, 2010, from http://www.opendemocracy.net/print/2522

Media

Clinton, Bill. (2006). Non-Zero Sum Solutions [video file]. Retrieved February 15, 2010, from
http://www.youtube.com/watch?v=DnLosZVG54k

Spaniel, William. (2010). Game Thoery 101: The Prisoner's Dilemma [video file]. Retrieved February 15,
2010, from
http://www.youtube.com/watch?feature=iv&annotation_id=annotation_867313&v=IotsMu1J8fA

Appendices

Appendix 4.3.1 – K-W-L
Appendix 4.3.2 – Podcast: Which Model is Best?
Appendix 4.3.3 – Teacher Checklist

Appendix 4.3.1

K – What do I KNOW about this topic?	**W – What do I WANT to learn about this topic?**	**L – What have I LEARNED of the topic?**

Podcast: Which Model is Best?

Your Task

In your group use the websites listed below, as well as through your own research, to explore the material on political ideology and their impact on decision-making. Be sure to seek out how the governments of the countries involved in the case studies have made decisions, and what some of these theories have said about those decisions. Here are the case studies:

- First Gulf War (1991)
- Kosovo (1999)
- War on Terrorism (2003)

At the end of the activity, each group will record a video podcast with a brief discussion on how their findings answer the question *Which Model is Best*? The podcast need only be about 5 minutes in length, and no memorization is required. Students will be offered time both in and outside of class to use school resources to record their skit, or they may choose to do it on their own time. Students **must** be sure to use the criteria they outlined on the first day as the basis for which they answer the question.

Teacher Checklist: Podcast Recording

Criteria	Yes	No
Students understand notion of Absolutism and its role in influencing colonial expansion.	❑	❑
Students understand notion of Imperialism and the adverse effects it had on other population (ie. Slavery).	❑	❑
Students demonstrate a link between the ideas above and the increase in global conflict in order for states to maintain power at home.	❑	❑
Students are able to show how the ideas presented in their previous activity lead to rebellions in North America and Europe, increasing tensions.	❑	❑
Students are creative in their podcast recordings: trying to roleplay, use costumes where available, speak in the language of the times.	❑	❑
Students demonstrate an ability to use the technology provided in order to increase their learning.	❑	❑

Activity 4.4: *Does the media differ in both its reporting and portrayal of conflict, and does it influence conflict resolution?*

Time: 150 minutes

Description
This activity provides students with the opportunity to examine and analyze the way that conflict is presented and represented in various types of media, from newspapers and journals, to film. In this activity students will examine reporting on the recent Iraq conflict and analyze how various media reported differently on similar events. Students will use SOAPSTone graphic organizers as they work in small groups and dissect the articles. From there the students will examine the recent phenomenon of 'embedded' journalism continuing with the reporting on the Iraq conflict examining how they influenced what people knew about the conflict via a cooperative jigsaw activity. Students will watch two portrayals of people who can be called both freedom fighters and terrorists, one is a Hollywood film, and the other is a European documentary. Students will actively watch the films while filling out a graphic organizer. The consolidating activity will be an extended exit card that asks students to reflect on how the framing of conflict influences the resolution of conflict. By the end of this activity students will understand differences in the reporting and portrayals of conflict, and its actors, in the media. Students will assess how these biases influence their reporting and representation of conflict. This connects to culminating activity by reinforcing the idea of multiple perspectives, media literacy, and source analysis.

Strand(s) and Expectations

Strand(s):
- Power, Influence and the Resolution of Differences
- Methods of Political Inquiry and Communication

Overall Expectations:
By the end of this course students will:
- Analyze how international organizations, the media and technology are able to influence the actions of sovereign states.
- Analyze information gathered about political events, issues, and trends according to fundamental principles of political interpretation and analysis.

Specific Expectations:
By the end of this course students will:
- Explain the relationship between changes in information, telecommunications, and military technologies and changes in international, political, and economic relations (e.g., the American military development of the Internet, military and commercial uses of satellite telecommunications, the spread of industrial espionage).
- Collect data from a range of media and sources (e.g., print or electronic media, interviews, and government and community agencies).
- Classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams.

- Draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.

Planning Notes

- Make the appropriate copies of each of the following
  - Appendix 4.4.1 - Nigerian Reader
  - Appendix 4.4.2 - Soapstone graphic organizer and articles
  - Appendix 4.4.3 - embedded journalism articles and jigsaw questions organizer
  - Appendix 4.4.4 - Terrorist vs. Freedom Fighter Organizer
  - Appendix 4.4.5 - Exit Card Paragraph
- Make sure Television and DVD player for film clips are available for each class.

Prior Knowledge Required

1. Students have already had discussions on media literacy, bias, and how Hollywood portrays violence.
2. Students have participated in a jigsaw activity.
3. Students have already used various types of graphic organizers for gathering and organizing information.
4. Students have analyzed documents to evaluate its values, purposes, and limitations in Grade 10 Canadian History.

Teaching/Learning Strategies

Minds On- 1. Distribute copies of the story of Eshu the Nigerian trickster God (Appendix 4.4.1) to each student and allow time to read the short story. 2. Once students are done open up a discussion based of the following prompts. A) What lessons can we draw on this story when it comes to dealing with products from the media? B) How can we reconcile the fact that both groups of villagers believe what they saw was the 'truth'? C) Is it possible for there to ever be a universal objective view of something?	AforL- Group Discussion
Action 1. The purpose of this activity is for students to gain an understanding as to how media frames foreign conflicts. Framing is manifested in, among other things, the amount of media coverage of a particular conflict and the language used to describe the actors and events in that conflict. The type of framing employed determines whether the public will empathize with one of the sides involved or feel detached from events taking place far from them. Framing is analyzed through a comparison of a *New York Post* article on the Iraq conflict and an article fro*m The Guardian.* 2- Students will be given a copy of each article and a corresponding comparative SOAPSTone graphic organizer. (Appendix 4.4.2)	AasL/AforL- SOAPSTone Graphic Organizer- peer and self assessment

3-Students can work independently or in small groups. 4-Once students have filled out the organizer have them self and peer assess the organizers in small groups. 5- After students have completed the organizer use the following prompts for a group discussion. How do these articles differently present the conflict? What type of language does the articles use, is it solely descriptive or does it use emotional language? What emotions does the American article make you feel about the conflict, how is it different from the British article? Which article is more accurate portrayal of the conflict? 6- Building on the students understanding of how the language media chooses to adopt can elicit different emotional responses, introduce the concept of embedded journalism and the Jigsaw activity. 7-Number students into groups of four and hand out the Question Organizer and articles to each student. (Appendix 4.4.3) 8-Students 1 and 2 are responsible for answering questions 2-5, Student 3 is responsible for answering questions 1 & 6, and Student 4 is responsible for answering questions 7&8. 9- Once each student has answered their assigned questions together they return to their home group to debrief their answers with their other group members and allow time for each member to completely fill out the questionnaire. 10- After all students have completed the questionnaire, use the following prompts for a group discussion. What are some of the concerns discussed about embedded journalism? How does the notion of embedded journalists impact the framing of conflict? We have examined how reporting already differs on conflict do you think embedded journalists create more problems with honesty? 11-Introduce to the students that it is not only reporting that influences our perceptions and opinions, but that it also how images are constructed in popular culture which influence us. 12-Hand out to each student the Terrorist / Freedom Fighter Chart. (Appendix 4.4.4) 13- Inform students to fill out the appropriate columns as they feel necessary and introduce the two video clips they be watching, Terror's Advocate and True Lies. 14- Ask students if they have watched either films. Ensure that students know that one is a Hollywood action film the other is a European documentary. Let the students know that each film portrays similar groups in very different manners. 15-Play clip from film True Lies. 16- Play clip from Terrors Advocate	AasL/AforL- JIGSAW Question Organizer- peer and self assessment AasL- Graphic Organizer- peer and self assessment

17-Once film clips are completed allow time for students to finish their graphic organizer and to discuss in small groups. *Consolidation* 1. Hand out each student an exit card (Appendix 4.4.5) to reflect on the question "How could the framing on foreign conflicts determine the way in which public policy makers decide where diplomatic and material resources are committed?" 2-Allow time in class to be completed. 3-Ask students to hand in for teacher comments once completed.	AasL/AforL- Exit Card-teacher comments

Accommodations

- Give ELL student's shorter readings for the jigsaw and journalism analysis assignments.

Resources

Print

Byrne, C. Reporting truth about war proving difficult. *The Guardian*, March 26 2003.

Campbell, J. (1959). *The masks of god*. (1991). New York: Penguin Publishing.

Goldberg, S. A picture of killing inflicted on a sprawling city. *The Guardian*, April 9 2003.

Latham, N. Hunt and kill squads set to take out Saddam and Sons. *The New York Post*, February 24 2003.

New Rules for a New War. *Time magazine.*

Electronic

Pros and Cons of embedded journalism- March 27, 2003. Retrieved from http://www.pbs.org

Film

Cameron, J. (director & producer). (1994) True Lies.20th Century Fox Entertainment.

Dagher,R. (producer). Schroeder, B. (director). (2007).Terror's Advocate. Magnolia Pictures.

Appendices

Appendix 4.4.1 - Eshu the Nigerian Trickster
Appendix 4.4.2 - Comparative SOAPSTone Graphic Organizer
Appendix 4.4.3 - Jigsaw Question Organizer
Appendix 4.4.4 - Compare and Contrast Graphic Organizer
Appendix 4.4.5 - Exit Card Question Prompt

Eshu the Nigerian Trickster God

In Yoruba mythology, Eshu is an Orisha, and one of the most respected deities of the tradition. He has a wide range of responsibilities: the protector of travelers, god of roads, particularly crossroads, the deity with the power over fortune and misfortune.

Eshu is a trickster-god, and plays frequently tempting choices for the purpose of causing maturation. As an example, Eshu was walking down the road one day, wearing a hat that was red on one side and blue on the other. Sometime after he departed, the villagers who had seen him began arguing about whether the stranger's hat was blue or red. Eshu makes it even worse by first walking in one direction and then turning around and turning his hat around, too, so that again it will be red or blue. The villagers on one side of the road had only been capable of seeing the blue side, and the villagers on the other side had only been capable of seeing the red half. They nearly fought over the argument, until Eshu came back and cleared the mystery, teaching the villagers about how one's perspective can alter one's perception of reality, and can be easily fooled.

(In many versions of this tale, the two tribes were not stopped short of violence; they actually annihilated each other, and Eshu laughed at the result, saying "Bringing strife is my greatest joy".)

Appendix 4.4.2

SOAPSTone Chart

Title, Author and Newspaper	**Article 1**	**Article 2**
Subject		
Occasion		
Audience		
Purpose		
Speaker		
Tone		

'A picture of killing inflicted on a sprawling city - and it grew more unbearable by the minute'
By: Suzanne Goldenberg
The Guardian, Wednesday 9 April 2003

Death's embrace gave the bodies intimacies they never knew in life. Strangers, bloodied and blackened, wrapped their arms around others, hugging them close. A man's hand rose disembodied from the bottom of the heap of corpses to rest on the belly of a man near the top. A blue stone in his ring glinted as an Iraqi orderly opened the door of the morgue, admitting daylight and the sound of a man's sobs to the cold silence within.

Here were just some of the results of America's progress through Saddam Hussein's dominions yesterday, an advance that obliterated the symbols of his regime at the same time as it claimed to be liberating its people.

These were mere fragments in a larger picture of killing, flight, and destruction inflicted on a sprawling city of 5 million. And it grew more unbearable by the minute.

In two adjoining stalls of the casualty ward of Kindi hospital, the main trauma centre of eastern Baghdad, a girl, long black plait held off her forehead by a red Alice band, was laid out beside her little brother. Their mother lay across the aisle, beige dress soaked in blood from hem to armpits. Another brother slumped on the floor, insensible to the fact that he was sitting in his mother's blood.

A neighbour who had followed the family to hospital said the girl had been called Noor Sabah and was 12 years old, though she looked smaller next to the doctors who surged into the examining cubicle. Her brother, Abdel Khader, who began the day neatly dressed in dark trousers and a check shirt, was four or five. When their two small corpses were loaded on to the same trolley to take them to the morgue, even the nurses were reduced to tears.

The elderly female orderlies who had been constantly lugging blood-encrusted trolleys back and forth to the ambulances and battered cars that pulled up at the gates wailed until they were hoarse, and thumped their pain out on the walls.

The doctors turned to watch the small bodies pass, the best they could offer by way of a ceremony, and abandoned the mother, Wael Sabah, on her trolley. "She's fatal," said one. The doctors could do no more than watch her die.

The Sabah family, in their home in the eastern Baladiyat district, had been as far as they could possibly be from the focus of American operations yesterday and still be in Baghdad. A neighbour leaning heavily against a grubby, tiled wall said their home had been hit by a rocket fired from a low-flying American aircraft. Nobody was certain of the details, and they would not change anything anyway for the head of the family, who wept in a doctor's arms outside. Only one thing was clear: nowhere was safe.

On the western banks of the Tigris river American forces began reasserting their mastery over Baghdad before dawn yesterday, with several concussive explosions announcing their presence in President Saddam's preserves.

At dawn truckloads of Iraqi fighters - a few regular soldiers among the militiamen - had dared a counterattack on the compound of President Saddam's palace, which had been seized by American forces on Monday and occupied overnight.

The Americans clearly had been expecting them, or had their own plans to expand their base in central Baghdad from the palace and the Rashid Hotel, which commands sweeping views of the area. This time, with tanks and covered by low-flying aircraft, the US forces were determined to tear deeper into the heart of the city.

As thick black smoke swirled out of at least six separate pyres, and amid a barrage of mortar and artillery fire, the US forces moved northwards along the river embankment and a parallel road. They moved past the grounds of the palace to offices of the Republican Guard, the force under the command of President Saddam's second son and heir, Qusay, which had been pounded on an almost nightly basis for two weeks.

Nothing was safe in their path. At 7am a correspondent from al-Jazeera television was killed by two rockets fired on the local bureau of the Arab satellite network, cutting him down live on camera.
Certainly, the Iraqi militiamen and the remnants of the Republican Guard and the regular army would have encountered no mercy. Only a day before they had waved and made V-signs to passersby from their small positions on the main road off the bridge. They were underarmed, and were pitifully exposed in their small sandbag posts, but they had seemed resolved to fight.

By 9am yesterday they must have fled or been killed as wave after wave of A-10 aircraft swooped overhead, pulverising the entire western bank of the Tigris with heavy machine gun fire. At one point a few dozen Iraqi fighters dived for the river and swam upstream, others scurried into the reeds along the bank. And still it did not stop.

By 9.30am two Abrams tanks loomed into view on Jumhuriya (Republic) bridge, one of the principal spans of central Baghdad, turrets spitting fire and devastation on the Iraqi positions, and on at least one car foolish enough to venture on to the bridge from the eastern shore.

By mid-morning the centre of the Iraqi capital was effectively split in two: the western bank of the Tigris, with its modern neighbourhoods and broad, tank-friendly roads, was under American control.

On the eastern side of the river, shabbier now, but still the repository of Arab history as the site of medieval Baghdad, Iraqi soldiers and militiamen sealed off three bridges that cross the heart of the city with concrete blocks and lorries.

Accepting US supremacy west of the Tigris, they tried to hang on to the eastern shore.

But it seemed futile. By mid-day the tanks on the Jumhuriya bridge were firing on both sides of the river.
They targeted a telephone exchange on the eastern side and fired on a multi-storey hotel at least a mile away, the Palestine, home to the contingent of foreign journalists.

A Reuters television cameraman was killed as he filmed them from his balcony on the 15th floor. Three other staff from the news agency were injured, one seriously, and a cameraman for a Spanish channel was killed.

As it had from the outset of this war, America had absolute control over the skies. Fighter planes prowled low overhead, attacking the eastern, southern and northern suburbs. In one surreal moment two rockets travelled the length of Sadoon Street, a main artery on the east side of the river, flying at about 20 metres.

The amount of firepower deployed, and its duration - with only intermittent pauses from dawn to dusk yesterday - was almost beyond belief. So too were the results as the Iraqi regime began to enter its death throes.

Even on the eastern banks of the river, the city came to a halt, with little evidence of the presence of the millions of Iraqis who normally live there, beyond the accumulating piles of rubbish in the largely deserted streets. Teashops and cigarette kiosks, the last preserves of commerce in a shocked and battered city, were shut.

The militiamen who had swarmed the area only a few days ago, toting their assault rifles and rocket-propelled grenades over their shoulders, melted away. The army trucks which had sheltered beneath palm trees and highway overpasses vanished, as did the heavy gun emplacements.

The only sign of motion came from the dreary trickle of civilians heading for safety. They had withstood the bombardments for more than a fortnight, and had been without electricity and phones for nearly a week, and they could take no more. They packed up whatever they could carry and made their way out of the city on foot.

Over at Kindi hospital, doctors had already passed their own point of exhaustion. By mid-afternoon all 12 operating theatres were in action, and still the wounded and dead kept coming in.

The doctors tried to maintain their clinical detachment, reeling off the kinds of injuries they were seeing - burnt faces, disembowelled torsos, fractured limbs and skulls, bodies coated with an all-over glaze of blood. They spoke about the technical difficulties of operating with fitful generators, and with their limited stocks of surgical and other supplies. They attempted to put a figure on the daily death toll - four or five, they said.

But there had been perhaps 15 bodies packed together in just one of the refrigerated containers at the back of the hospital, and a constant ebb and flow of orderlies wheeling the dead to the morgue and families collecting them for the speedy burial dictated by Muslim custom. As with

the flow of casualties, too fast and too many to accurately count, it became too much for the doctors. They were overwhelmed.

"This is severely traumatic," said Osama Salah, the director of medical services.

"It is very difficult to a see a child lying in front of you and I have seen three children.

"I keep seeing the faces of my own children in these children. It could be my kid. It could be my cousin, and still the Americans continue, and they don't stop."

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HUNT-AND-KILL SQUADS SET TO TAKE OUT SADDAM & SONS
By: NILES LATHEM

February 24, 2003 -- WASHINGTON - Special "hunter-killer teams and aircraft would target Iraqi strongman Saddam Hussein - and his two evil sons - within 48 hours of the launch of any military campaign, The Post has learned.

The moves would include a series of massive, surgical airstrikes and commando raids in the opening hours of the action. Specially trained operatives would target Saddam, sons Uday and Qusay and other key aides.

Qusay, who heads Saddam's personal Republican Guard unit, has orders to unleash weapons of mass destruction should something happen to his father, according to British intelligence.

Saddam's eldest son, Uday, is said to command Iraq's vicious paramilitary groups in charge of sabotaging infrastructure, such as bridges, and committing atrocities against their country's own civilians to blame on the United States.

In the past, Uday has been accused of personally brutally beating Iraqi Olympic athletes, as well has having ties to terrorists. He also is considered the money man who helps fund Saddam's regime.

Taking the fiendish father and sons out would be part of what U.S. military officials and outside defense analysts say is a bold and radical battle plan for Gulf War II. The plan aims to use exotic new weapons and the full range of U.S. military power in a series of nearly simultaneous air and ground attacks on the citadels of Saddam's power in the opening hours.

A massive intelligence-gathering effort - involving electronic eavesdropping and clandestine contacts with potential Iraqi military moles - has been under way for months to try to track the world's best-protected tyrant.

U.S. military officials now believe that the best way for them to nail him will be out in the open, as he runs from place to place, trying to escape their forces.

U.S. war planners believe that Saddam, once attacked, will resort to "scorched earth tactics, including use of chemical and biological weapons, burning oil wells and creating some kind of a humanitarian disaster to slow down a U.S. invasion.

"This is why you have to go in early and go after the critical targets first, rather than have a long build-up and take the more systematic approach that we have seen in past conflicts, retired Gen. Daniel Christman, the Army's chief war planner during the Gulf War in 1991, told The Post.

"The longer we wait to go after leadership targets and weapons of mass destruction sites, the more difficult it is going to be.

Retired Gen. William Nash, who commanded U.S. forces in Bosnia, agreed.

"Because of the nature of the threat from Saddam, you have a number of early missions that have to happen almost simultaneously. It has to be real intense, real quick, he said.

Defense analysts said the planned massive early thrust into Iraq is designed to end the war quickly without directly taking on its army - and with special care given to avoiding civilian casualties and winning over the local people.

Warplanes from six aircraft carriers and air bases in Turkey, Kuwait, Qatar, Oman, Saudi Arabia and Diego Garcia in the Indian Ocean are expected to attack as many as 3,000 Iraqi leadership and weapons targets a day with the new generation of smart bombs and bunker-busters.

The air forces also have two secret new weapons - the powerful "e-bomb that disables electronics through a powerful microwave pulse, and the Agent Defeat Weapon, a bomb that creates intense heat and chemical reactions to burn and then disinfect chemical and biological weapons sites.

At the same time, thousands of elite troops - Special Forces, Army Rangers, Marines and paratroopers from the Army's 82nd and 101st Airborne Divisions - will be airlifted by helicopter. They'll take control of airfields, oil wells, leadership sites and chemical-weapons sites in the war's opening hours, analysts expect.

Then, light, mobile computerized Army units will move from Kuwait toward Baghdad. Meanwhile, the Army's 1st and 4th Infantry Divisions will move toward Saddam's stronghold Tikrit from the north.

The invasion concept is called "rapid decisive operations, or "shock and awe, in military parlance.

"You want to create a situation where you have a military commander in a bunker in Baghdad confronted with a 360-degree attack who has just heard 20 command centers have been taken out at once and then has his communications taken out, said Harlan Ullman, a defense strategist who helped develop the "shock and awe concept for Defense Secretary Donald Rumsfeld.

Questions From Readings: The New War and The New War Correspondent

- What is your reaction to the Pentagon's new rules for war coverage? What do you think is the reason for each rule?

- Why might news organizations censor themselves? What are Fisk's criticisms of CNN policies? What are your reactions to those criticisms?

- What does Fisk mean when he writes, "We are going to have to see a US Army officer denying everything the Iraqis say if any report from Iraq is to get on the air"? What are his "suspicions"? Why?

- Do you agree with Mowrer's comments? Why or why not? How do you think the Pentagon might respond to it?

- What is your reaction to Considine's remarks? Do you think the media have shaped any of our perceptions?

- What do you think the difference is between the restrictions placed on reporters and outright censorship?

- What are some of the benefits of embedded journalism? What are the common criticisms?

- How can we know "what we don't see" and "what we are not told"?

New Rules for a New War
Time Magazine

For this second war with Iraq, the Pentagon has a new set of rules. The one getting the most attention is that journalists covering a US attack on Iraq will be "embedded," or have assigned slots with combat and support units and stay with them for up to two months. About 500 correspondents, including about 100 from foreign and international press agencies, have already been given slots. Many have also been trained for combat conditions and offered the same inoculations against smallpox and anthrax that American soldiers have received.

This policy is a significant change from the tight restrictions the Pentagon has enforced since the Vietnam War. Most news executives and reporters welcomed the change. David Halberstam, a Pulitzer Prize-winning correspondent for the *New York Times*, praised it, "given the controls last time [1991], which were excessive." He added, though, that the crucial issue was access: "Can you get where you want?" Donatella Lorch, a *Newsweek* correspondent, said the new policy "brings up a lot of issues for reporters," a major one being the pressure "to remain critical and independent" while living every day with troops one is covering.

Dan Rather, the CBS news anchor, expressed concern that the Pentagon would continue to make it difficult to get out images telling a story other than the one the military want told. "A lot of people said the right things," Rather said. "In the fog of war, these things have a way of changing."

Because it is likely that some "embedded" correspondents will be with units that see little or no action, *Newsweek* has announced that, like most other news organizations, it will have "correspondents roaming the region freely as well as embedded with troops. It's like campaign coverage; you need some reporters on the plane with the candidates and others out talking to the voters. One big questions is how the military will treat reporters who aren't embedded."

The changes are possibly the result of 1) the desire of the Pentagon to have correspondents be able to give firsthand reports that would counter any Iraqi claims of American atrocities and 2) the drumfire of criticism of past restrictions.

Other Pentagon rules include the following:

- Reporters cannot carry a sidearm.
- They cannot use flash photography at night.
- They cannot report a unit's exact position.
- They cannot release reports of live, continuing action without the permission of the commanding officer.
- They cannot report on future or cancelled operations.
- They can give the date, time and place of military action, as well as any results, in general terms only

Of course, news organizations can censor themselves. For example, there has already been criticism of a CNN document, "Reminder of Script Approval Policy," that states: "All reporters

preparing package scripts must submit the scripts for approval. Packages may not be edited until the scripts are approved [and those originating from] all international bureaus must come to the ROW in Atlanta for approval." (The ROW is the row of CNN script editors in Atlanta who can demand changes or "balances" in a reporter's work.) "A script is not approved for air unless it is properly marked approved by and authorized manager... When a script is updated it must be re-approved..."

Media critic Robert Fisk comments, "Note the key words here: 'approved' and 'authorized'. CNN's man or woman in Kuwait or Baghdad... may know the background to his or story; indeed, they will know far more about it than the 'authorities' in Atlanta. But CNN's chiefs will decide the spin of the story... The relevance of this is all too obvious in the next Gulf War. We are going to have to see an US army officer denying everything the Iraqis say if any report from Iraq is to get on the air." This system of "script approval," says Fisk, refers to "someone" making a change in the script but doesn't say who the "someone" is. He concludes: "But when we recall that CNN revealed after the 1991 Gulf War that is had allowed Pentagon 'trainees' into the CNN newsroom in Atlanta, I have my suspicions."

Paul Scott Mowrer, editor of the *Chicago Daily News*, writes: "In this nation of ours, the final political decisions rest with the people. And the people, so that they may make up their minds, must be given the facts, even in time of war, or perhaps especially in time of war."

Dr. David Considine, an Appalachian State University professor of media studies, writes: "The mass media is not only capable of shaping products but also shaping the perceptions we have. It's not just a question of what we see but what we don't see, what we are told but what we are not told. It's a question of whose stories are told and who's doing the telling... Public policy is frequently based on public perception... So clearly, what stories are told and what stories are left out really can shape our perceptions and then, as a result of that, public policy."

Reporting truth about war proving difficult, says BBC news chief
By: Ciar Byrne
MediaGuardian, Wednesday 26 March 2003

Sambrook: responded angrily to Campbell's complaints.

BBC director of news Richard Sambrook has admitted it is proving difficult for correspondents in Iraq to distinguish the truth from false reports, after a series of media claims about the progress of coalition forces turned out to be premature.

The pressures facing round-the-clock news channels such as BBC News 24 have led to inaccurate reports, including claims that coalition forces had taken the Iraqi seaport of Umm Qasr and the key southern city of Basra.

"Nobody including the media has the full picture of what's going on. Reporting the war is about putting together fragments of information. We're all trying to work out this jigsaw and what the overall picture is," said Mr Sambrook.

"The difficulty with a 24-hour news channel is you're trying to work out live on air what's true and what isn't," he told BBC Breakfast this morning.

All the media have faced difficulties establishing what is true in a war that is being fought as much in the press as it is on the battlefield.

Umm Qasr has reportedly been taken more than nine times since Friday and today Basra was the subject of further confusion after reports that Iraqi civilians were involved an uprising proved premature.

The BBC pledged after the recent publication of the Lambert report into News 24 that it would place accuracy above the urge to be first to break the news.
The corporation has said that in reporting the war it will state clearly when a report has come from just one source.

"We have to be completely transparent and clear with our audience, to say 'this is what we've heard, we'll try to check it out and do the best we can'," Sambrook said.

He added that while there were restrictions placed on BBC correspondents "embedded" with British and US forced, there was no actual censorship.

"We say regularly that teams with coalition forces aren't able to report details of where they are or locations, but that's the only censorship there is.

"And that's the same in Baghdad. There's no actual censorship, but people are restricted in where they can go and their reports are monitored."

Mr Sambrook also emphasised that the BBC would not show gratuitous images of front line fighting and of the dead and wounded.

His remarks followed an incident at the weekend when the mother of a Royal Marine saw her son burning as he ran out of a building in the Iraqi base at Al Faw.

"We have a balance to strike. Of course we shouldn't sanitise the horrors of war, but we have a responsibility to our viewers and what we beam into their living rooms," he said.

"I don't subscribe to the view that says we have to show the most shocking images to convey the horrors of war.

"I've decided that if we're broadcasting live and it involves people or individuals we'll put a delay on it. Broadcasters have to take responsibility."

Mr Sambrook's comments echoed evidence given yesterday by the BBC director of public policy, Caroline Thomson, to a parliamentary inquiry into privacy and media intrusion.

"When the first helicopter came down there was a lot of confusion about how many British troops were on board. We try not to report anything as fact until it is clear, but the military spokesmen themselves don't always get it right," Ms Thomson told the culture and media select committee.

"In our response to the News 24 report we said we didn't worry about always being first with the news. We haven't changed our policy on that at all. Our policy is things have to be verified. Where there's only one source we say it's coming from one source. We'll say 'the Jerusalem Post says...'"

Ms Thomson added that if viewers wanted to get a fuller picture of what was happening in Iraq, they should watch the BBC's main news programmes as well as News 24.

"We need to watch standard bulletins to stand back and see what's going on," she said.

She said that the BBC's policy on identifying soldiers who have been killed or seriously wounded was to wait until relatives have been informed.

In the case of footage of American POWs shown on Arabic and other TV stations, she said the BBC had decided it could not ignore it because it was substantially in the public domain but had decided to refer to it in only a minimal way.

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Story: Pros and Cons of Embedded Journalism
3/27/03

A partnership between the military and the media has changed the nature of war journalism.

Journalists are experiencing unprecedented access to the battlefield thanks to a partnership between the military and the media that has embedded journalists within specific military units. The embedded reporters have to follow several agreed upon rules as they live with the soldiers and report on their actions.

New rules in a new arrangement

The new arrangement was formed out of meetings between the heads of news organizations and the Defense Department officials aimed at allowing journalists to report on war with the least possible danger.

Before joining their **battalions**, the embedded journalists had to sign a contract restricting when and what they can report. The details of military actions can only be described in general terms and journalists agreed not to write at all about possible future missions or about classified weapons and information they might find.

In addition, the commander of an embedded journalist's unit can declare a 'blackout,' meaning the reporter is prohibited from filing stories via satellite connection. The blackouts are called for security reasons, as a satellite communication could tip off a unit's location to enemy forces, the Pentagon explains.

Seeing "a slice of the war"

At the beginning of the experiment, U.S. Secretary of Defense Donald Rumsfeld called the embedding of journalists "historic," but cautioned that the close-up view is not always complete.

"What we are seeing is not the war in Iraq; what we're seeing are slices of the war in Iraq," he said.

"We're seeing that particularized perspective that that reporter or that commentator or that television camera happens to be able to see at that moment, and it is not what's taking place. What you see is taking place, to be sure, but it is one slice, and it is the totality of that that is what this war is about."

Thus far, editors of many large papers are pleased with the quality of journalism coming from embedded journalists, according to Editor and Publisher magazine. Susan Stevenson of The Atlanta Journal-Constitution said the embedded reporters give a "sense of immediacy and humanity" that make the stories very real. "From what a blinding sandstorm feels like to reporting how one of our embeds broke his unit's coffee pot, we're giving readers a better sense of the field."

How embedding can distort

However there have been instances when the embedded reporters transmitted inaccurate information. On Wednesday, embedded correspondents for several news organizations reported seeing a convoy of up to 120 Iraqi tanks leaving the southern city of Basra, and most news outlets reported a large troop movement.

The next day, a spokesman for the British military said the "massive movement" was really just 14 tanks.
Additionally, some journalism professors have warned that the embedding process can distort war coverage. Syracuse University Professor Robert Thompson warns, "When you are part of the troops that you're going in with, these are your fellow human beings. You are being potentially shot at together, and I think there is a sense that you become part of that group in a way that a journalist doesn't necessarily want to be."

Final results unknown

The results of the embedding experiment will not be known for some time. Bob Steele, from the Poynter Institute, an organization for journalists, says the access "has allowed reporters and photographers to get closer to understanding (the complexities of war), to tell the stories of fear and competence, to tell the stories of skill and confusion. I think that's healthy."

But, Steele cautioned that while "closeness can breed understanding," journalists must remain objective and not write about "we" or "our," but about "they."

"There's nothing wrong with having respect in our hearts for the men and women who are fighting this war, or respect for the men and women who are marching in the anti-war protests. The key is to make sure those beliefs don't color reporting," Steele said.

Compare and Contrast: Graphic Organizer

Item #1:_____
_____

Item #2:_____
_____

How are they alike?

How are they different?

Exit Paragraph- How could the framing of foreign conflicts determine the way in which public policy makers decide where diplomatic and material resources are committed?

Activity 4.5- Can We Institutionalize Ethics on a World Scale?
Time: 300 minutes

Description
In this activity students will engage in an in class debate that seeks to address the complexity of human rights and the application of these rights on the world stage. Students will take a cultural relativist or universal approach in the debate and use current issues to support their arguments. Preliminary activities will help students develop the skills necessary to successfully engage in this debate. In addition, this activity is an essential step to prepare students for the culminating activity in which they are required to prepare statements and argue a particular perspective on a specific conflict.

Essential Questions
How do individual and group interpretations clash with international definitions of human rights and their standards?

Strand(s) and Expectations
Strand(s):
- Participation in the International Community
- Values, Beliefs and Ideologies
- Methods of Political Inquiry

Overall Expectations:
- Evaluate the role and operation of the international human rights protection system.
- Demonstrate an understanding of the many similarities and differences in the aspirations, expectations, and life conditions among the peoples of the developed and the developing nations.
- Develop supportable conclusions about political events, issues, and trends and their relationships to social, economic, and cultural systems.
- Communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats.

Specific Expectations
- Describe the role of agencies responsible for ensuring the upholding of human rights (e.g., the Human Rights Commission, the Commission on the Status of Women).
- Explain the role of state and non-state participants in international controversies about certain rights.
- Demonstrate an understanding of the commonality of human aspirations for a better, more secure life.
- Prepare summary notes in a variety of forms and for a variety of purposes (e.g., for recording research findings, making oral presentations, and studying for tests and examinations).
- Draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.

- Present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role-plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images).
- Think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select.

Planning Notes

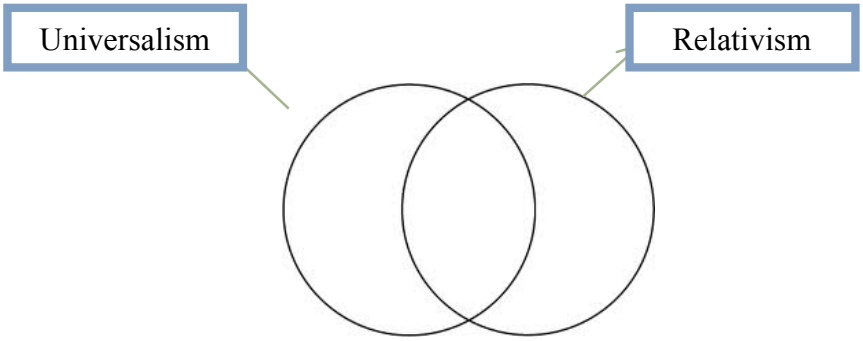
- Teacher should prepare organizers for students in advance.
- Teacher will prepare a PowerPoint that covers the history and evolution of human rights.
- Before discussing human right violations, teacher should consider the students who may come from cultures who have practices that may be seen as controversial.
- Book library and computer lab time accordingly.
- Teacher should have the room prepared on the day of the debate.
- Teacher should reflect on his/her own biases before beginning the unit.
- Teacher should understand the role he/she will take in dealing with this controversial issue.
- Review class rules and ensure that students are to engage in discussions that are respectful.
- Teacher should prepare a log for him/herself to reflect on some of the following questions, what resources did you provide? What voices did you present etc…

Prior Knowledge Required

- Students have been exposed to the idea of human rights and its role in local, national and global politics.
- As one of the final units in the course students have already developed their research skills and have also worked cooperatively.
- Students have covered human rights content in grade 10 civics.
- Have been exposed to the Universal Declaration of Human Rights.

Teaching/Learning Strategies

Minds On: Windows and Mirrors Activity 1. Organize students into small groups of 4; each group will be given a picture to analyse with some questions to discuss in their groups. **(Appendix 4.5.1)** After students are given time to discuss questions with their group members each group will share some thoughts about their picture to the whole class. 2. The teacher will specifically encourage students to respond to the questions: Are human rights really universal? Do you think the person(s) in the picture wants the same human rights as you do? Do you think the person(s) enjoys the same human rights as you? Why or why not	AforL- class discussion

Action 1. The teacher will begin the class by handing out the debate activity and debate template **(Appendix 4.5.2)** to the students, as a class they will go over each step to clarify any questions the students may have. The teacher should explain that over the next few days the class will be analyzing how problematic it can be to apply human rights on the world stage.	
2. The first class will be spent going over general concepts that students will need to know in order to have the background knowledge required to successfully complete the debate.	AforL- Observation, anecodotal
3. The teacher will have students revisit the definition of human rights and ensure it is a definition that the whole class agrees on.	
4. In a mini-lecture the teacher will go over the history and evolution of human rights in international politics and the governing institutions that were created to uphold them. Students are urged to take notes during the lecture.	AasL/AforL-Class Discussion
5. It is important to highlight to students that when we analyze human rights we must be critical and look at all perspectives of the story. Groups like amnesty international often provide one side of the story, but it is important to look at all the facts. To have students understand this they will be broken into 4 groups and given a handout called "Both sides of the story."(**Appendix 4.5.3)** In groups students are to use the questions to engage in a discussion over the issue.	AforL: Note taking organizer
5. The teacher will then briefly explain that the ideas of human rights can be the source of conflict because they are sometimes contradictory from the practices of cultural or religious groups. The teacher will provide students with a reading taken from *Global Politics: Origins, Currents, Directions*. The students will be given a note taking organizer to assist them in this reading. **(Appendix 4.5.4)** 6. The teacher will create a Venn Diagram on the blackboard which students will copy in their notes and they will discuss the two opposing views. For each theory students should come up with some examples or evidence for both sides.  	AforL- Class Discussion/ Venn Diagram
7. After the reading, the teacher will pose the question "are human rights universal?" On one side of the room there will be an "agree" sign and on	

the other "disagree" students will go to each side depending on their opinion. In their groups they will briefly discuss why they are standing on each side and share their thoughts with the class. 8. Explain to students that where they are standing is the stance they will be taking on the debate over universalism or relativism. If students have gone to the 'agree' side they will be arguing **for** universalism, if they have gone to the disagree side they will be arguing **against** the universal idea of human rights by taking a cultural relativist approach. 9. The teacher should ensure the sides are equal, if they are not the teacher may need to ask some students to move sides. There will be 2 debates held on the day of the debate. 10. Students will be given a Debate Etiquette handout **(Appendix 4.5.4).** As a class we will go over the proper rules for engaging in debate. The teacher must emphasize that students are to respect the opinions of others.	
11. Students will be given a full class period for research and debate preparation. During this class all debate groups will consult with the teacher to ensure that they are on track. 12. Each team is given 30 minutes to engage in their debate. Students who are not debating will be given a peer assessment checklist. **(Appendix 4.5.5)** 13. On the last day of the activity students will seek to answer the enduring question by addressing the current issues facing Haiti today. To infuse current issues into the lesson, the teacher will show a clip outlining some human right violations taking place in Haiti.	AforL- Oral Consulatation AasL-Peer Assessment Checklist
Consolidation 1. After the first class the teacher will give students an exit card to ensure that all students are confident in the content to begin preparing for debate. I know: Things you learned during the lesson I think: What are your opinions on the topic? I wonder: What burning q's do you have?	AasL/AforL- Exit Card
2. To consolidate their knowledge students will produce a one page double-spaced written report on what actions should be taken to respond to the situation in Haiti. Students should write this report with the perspective of one political theory as its basis. **(Appendix 4.5.7)**.	AforL- Argumentative Paragraph.

Accommodations

- Graphic organizers are provided for ELL learners.
- Students with reading and writing learning disabilities will be able to use assistive technology devices while doing research for the debate.
- Key concepts will be reviewed for all students but will assist students who are ELL learners.

Appendices:

Appendix 4.5.1 – Minds On Kit
Appendix 4.5.2 – Where Do You Stand: Student Debate Handout
Appendix 4.5.3 – Both Sides of the Story Case Study Examplar
Appendix 4.5.4 – Student note taking organizer – textbook reading
Appendix 4.5.5 – Debate Etiquette
Appendix 4.5.6 – Debate Peer Assessment Checklist
Appendix 4.5.7 – Critical Writing Challenge Student Handout

Resources

Print

Francis, G., Inoue, K., and Orrick, S. (2001). *Examining Human Rights in a Global Context.* Stanford, CA: Leland Stanford Junior Board of Trustees.

Ogle, D., Klemp, R., and Mcbride., Bill. (2007). Building *Literacy Strategies in Social Studies.* Virginia: Association for Supervision and Curriculum Development.

Sens, A. (2005). *Global Politics: Origins, Currents, Directions.* Toronto: Thomson, Nelson.

Thomas, K. (2001). Discussing Controversial Issues: Four Perspectives on the Teacher's Role.*Philosophy of Education*. W.Hare and J. Portelli (Eds.). Calagary: Detselig Enterprises Ltd., pp221-242.

Web

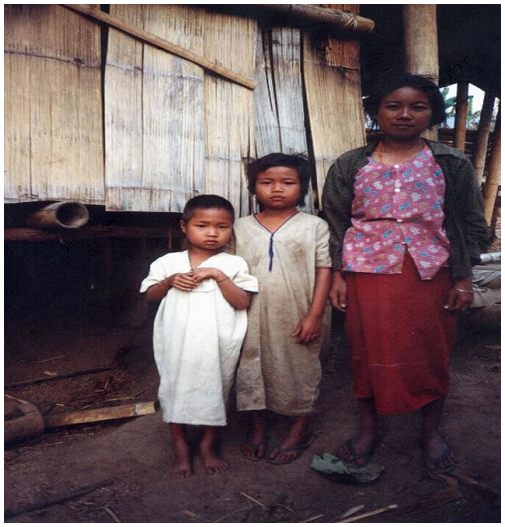
Haiti: Human Rights in Haiti. (2011). Retrieved from http://www.amnesty.org/en/region/haiti

Human Rights Photos (2003). Retrieved from http://www.yesnet.yk.ca/schools/wes/projects/human_rights_sofie/human_rights_photos/index.html

International Debate Education Association. Retrieved from http://www.idebate.org/teaching/index.php

Oxfam Development Education. Teaching Controversial Issues. (2006). *Global Citizenship Guides.* Retrieved from http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/

United Nations. *Human Rights.* (2011). Retrieve d from http://www.un.org/en/rights/index.shtml

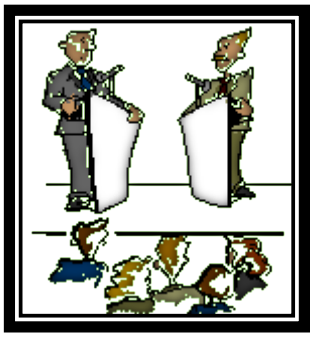


Each group is given one of these pictures. As a group they should discuss the following questions

- Why do you think the photographer chose this subject?
- What do you find in the picture that serves as a **mirror** of your own life, reflecting something familiar that you can easily recognize?
- What do you find in the picture that serves as a **window** onto another culture or way of living, something that is strange and unfamiliar to you?
- What do you think is going on here (e.g., is it a working environment? a religious setting?)
- In what ways do you think the person(s) in the picture lives a very different or similar life from you? Has different values? needs? hopes? expectations of life?

- Is this a complete picture of the way the person lives? What might be missing?
- Is there any evidence of victimization in this picture? Of privilege? Of discrimination or privilege based on class? gender? ethnicity?
- What human rights do you think are most important to the person(s) in the picture? Do you think different rights are most important to you?
- Are human rights really universal? Do you think the person(s) in the picture wants the same human rights as you do? Do you think the person(s) enjoys the same human rights as you? Why or why not?

WHERE DO YOU STAND:
ARE HUMAN RIGHTS UNIVERSAL?



TASK: In groups of four you will engage in a debate on the topic of human rights. Your group will research the topic and prepare for a debate against another group of four. Each group should ensure that they use current issues to defend their argument. In addition to participating in the debate students will be expected submit their completed debate template. After the debate students will write a report on how they would seek to resolve the human rights issues in Haiti, in their response they should make an explicit connection to the idea of universalism or relativism.

YOU MUST INCLUDE THE FOLLOWING:

❑ Consult at least 3 academic resources and include 1 newspaper article to support your evidence

❑ During your debate you must:

- Have a 1 minute introduction.
- Each member must speak for 2 minutes and have 2 supporting arguments.
- Each member must rebuttal at least one opposing argument.
- Both teams must conclude in a 1 minute statement.

❑ A post-debate written report on resolving the human rights issues in Haiti.

❑ Submit a bibliography using APA reference styles.

Introductory Statement:	
Evidence/ Example #1: **Source:**	**Explanation/Defence:**
Evidence/Example #2: **Source:**	**Explanation/Defence:**
Concluding Remarks: (Reword your main argument established in the introductory statement)	

Teacher Comments:

handout #2b **introduction**

BOTH SIDES OF THE STORY: CHILD SOLDIERS

Group Task
Read the following questions. Keep the questions in mind as you read the handout. Write down your thoughts and answers to the questions when you are finished reading. Designate a reporter from your group to summarize your discussion for the rest of the class.

Questions

1. Do you think the story depicts issues relating to human rights? If so, try to classify them into one or more of the following categories: 1) political rights, 2) minority/indigenous rights (including religious minorities), 3) women's rights, 4) children's rights, 5) worker's rights, or 6) prisoner's rights.

2. Consider the people or groups involved in this story. Were anyone's human rights violated? If so, whose and how? Remember to consider both sides of the story.

3. How might one of the people or groups acted differently to avoid the outcome of this story? Remember to be realistic in your suggestions.

Be prepared to summarize the event in your handout and share the highlights of your group discussion with the rest of your class.

Child Soldiers

Listening to Usman Koroma recount the events of his life, many would have a hard time believing he is only 15 years old. Born in a rural village in a country that has been ravaged by a civil war since his birth, he saw his younger siblings and mother killed by rebel forces at age 11. Usman and his father were abducted by the rebels at the same time, but taken to different camps. He has yet to find his father and doubts that he ever will.

civil war—war between opposing groups of citizens within one country

rebel forces—groups opposing government authority

abducted—kidnapped

In the past four years, the rebel group that abducted him has trained Usman as a child soldier. He sleeps on the floor in a shack with dozens of other kidnapped children like himself. He eats whatever the rebel soldiers decide to share with the children and is consequently malnourished and underweight for his age. He is constantly threatened and harassed by the rebel soldiers, and has learned to obey orders so as not to be beaten. Such orders have included beating other children who disobey the rebel soldiers, setting villages on fire, and fighting people of different ethnicity for reasons that are often unclear to him. He admits that he has killed many people on order and will continue to do so because "it is the only life that I know."

malnourished—lacking minimal amount of food essential for sound health and growth

ethnicity—qualities or characteristics relating to race

The leader of the rebel camp where Usman currently lives, claims that Usman is being held against his will. He claims, "If the child wants to leave, there are plenty of opportunities for him to do so. He stays because he knows that we are in a war and that he must fight for his community."

Usman somewhat agrees with the leader. Like many children at the camp, he has nowhere else to go. He would not be able to find his way back to his village, there is no access to school for orphaned children in his country, and he knows of no one he can trust. Furthermore, he realizes that children play an important role in the fights because the enemies often do not suspect them. He knows that he has been

 © SPICE

Appendix 4.5.4 Student Note Taking Organizer: Textbook Reading

Name:_____ Title of Heading:_____ Pages: _____

Key Terms	Main Ideas	Supporting Evidence/ Examples	Notes
Questions that are raised:			

Debate Etiquette

Introductions should come **before** the debate, beginning with the **Affirmative** side:

- Each Captain will introduce him/herself and teammates
- Captains will also introduce the side that they will be arguing

Before Debate:

When the students are ready for the debate, have them sit at two separate tables in the front of the room. The Affirmative side sits on the audience's left.

Before beginning, students must take note of some typical "Debater's Lingo" that you will need to use. This includes the following:

Debater's Lingo

Refer to the opposite side as "**my opponent**".

Use phrases like "There are three main points that prove the affirmative. Firstly..."

In the rebuttal, say: "My opponent said...; however,... "

Detailed Description of Sequence

	AFFIRMATIVE	**NEGATIVE**
POINT 1	***First Affirmative Speaker*** • Begins with an interesting, attention-getting introduction. • Present the first major point. Point must be supported by evidence and reasoning.	***First Negative Speaker*** • Analyze what the affirmative speaker has said. • Refute the Affirmative point. Present evidence, opinion, and reasoning to destroy the opponent's argument.
POINT 2	***Second Affirmative Speaker*** • Rebuild your case. Introduce new point and offer further evidence and reasoning. • Attack the Negative points.	***Second Negative Speaker*** • Analyze the debate by comparing the two cases again. • Rebuild your case. Restate your points and offer further evidence and reasoning. • Attack the Affirmative points. • Present the remaining Negative points. • Summarize. Review the major points.

During Debate:

· The debater should not offer emotional appeals. H/she should concentrate on the evidence.

· When a debater is speaking, all other debaters must remain silent and allow the speaker to finish his/her point uninterrupted.

· The debater should never falsify, create or distort evidence.

· Debaters address their remarks to the judge or audience, not to the opposing side. It is important to give the audience eye contact.

Assessor: _____

Group you are assessing:

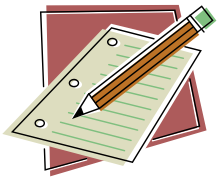
_____

_____

Criteria for Success	**Excellent** **(Meets all criteria)**	**Good** **(Meets most criteria)**	**Satisfactory** **(Meets some of the criteria)**	**Needs Improvement** **(Hardly meets the criteria)**
<u>Knowledge/Understanding</u> **Information is accurate and the student demonstrates an high understanding of the issues being discussed.**				
<u>Thinking</u> **Both arguments use evidence that clearly supports the overall argument**				
<u>Communication</u> **The student clearly speaks with confidence and is articulate.**				

One thing you liked about their debate:

One suggestion for the future:



Critical Challenge: What Would YOU Do to Resolve the Crisis in Haiti?

Task: Now that you have been exposed to both sides of the human rights debate, can we institutionalize ethics on the world stage? Answer this question by using the current crisis in Haiti as your point of reference.

Resources
Print

Byrne, C. Reporting Truth About War Proving Difficult. *The Guardian*, March 26 2003.

- This resource shows how the media is aware of and expresses their concerns regarding the conflict between objective and impartial reporting and the issue of embedding journalists.

Campbell, J. (1991). *The Masks of God*. New York: Penguin Publishing.

- Joseph Campbell is a respected mythologist and storyteller. His story on the Nigerian trickster god is a very accessible and interesting insight into the issues of perception and how different interpretations can have consequences.

Clark, William Roberts. (1998). Agents and Structures: Two Views of Preference, Two Views of Institutions. *International Studies Quarterly*, 42, 2, 245-270.

- This article is mainly designed as a teacher resource in order to ensure familiarity with the concept of Institutionalism. It allows for the teacher to come prepared with two differing views on the theory itself, as well as how it might have an impact on the material being covered.

Francis, G., Inoue, K., and Orrick, S. (2001). *Examining Human Rights in a Global Context*. Stanford: Leland Stanford Junior Board of Trustees.

- This kit provides a series four creative lessons with handouts included. Each activity emphasizes multiple perspectives and enhances critical thinking and decision-making skills.

Goldberg, S. A Picture of Killing Inflicted on a Sprawling City. *The Guardian*, April 9 2003.

- The article gives a different insight of the conflict and the suffering endured by ordinary citizens in Iraq. It shows the American military as brutal in their actions in the war. It is a stark contrast form the other article students read in the assignment.

Huntington, Samuel P. (2003). *The Clash of Civilizations and the Remaking of World Order*. New York: Simon and Schuster Paperbacks.

- When contrasted with Mazarr's work below, it is another great way for a teacher to prepare him or herself for the material to be covered in class. This book offers a radically different approach to explaining the advent of international conflict. Whereas Mazarr takes a more liberal approach to finding a solution, Huntington clearly advocates a realist approach.

Koehane, Robert and Nye, Joseph. (1998). Power and Interdependence in the Information Age. *Foreign Affairs*, 77, 5, 81-94.

- This article gives students an idea for how two of the leading Liberal theorists of our time believe that the power struggles facing international conflicts has come about and what some of the possible solutions might be. Although it is a little bit dense, it can be used as additional or complementary information for those who wish to gather yet another account and explanation for international conflict.

Latham, N. Hunt. Kill Squads Set to Take out Saddam and Sons. *The New York Post*, February 24 2003.

- This article shows how some American media vilified Saddam Hussein and his children. It uses language such as evil, villain, fiendish, and brutality. It serves as an excellent example how the media used framing to influence perspectives on the conflict.

Mazarr, Michael J. (2007). *Unmodern Men in the Modern World: Radical Islam, Terrorism, and the War on Modernity*. Cambridge: Cambridge University Press.

- This book gives a very descriptive overview of how religious fanaticism has impacted the world. Although it addresses Islam specifically, the conclusions that Mazarr comes up with can be applied on a universal level to all religions. His discussion on how states should deal with the rise of religious fanaticism is also a great starting point, and certain excerpts could even be brought into the classroom to help students gather yet another perspective on the issue.

New Rules for a New War. *Time magazine.*

- This article is very useful as a resource for students as it is very clear and organized. It provides a list of Pentagon rules regarding journalists in Iraq. In addition it provides numerous quotes from respected journalists and their thoughts on embedded reporting and it's problems.

Ogle, D., Klemp, R., and Mcbride., Bill. (2007). Building *Literacy Strategies in Social Studies.* Virginia: Association for Supervision and Curriculum Development.

- This is a resource that would be helpful for any social science teacher. It provides several strategies for infusing literacy into the content. For the civics teacher also provides strategies for promoting civic engagement and organizing a classroom for democratic engagement.

Ruypers, John, Austin, Marion, Carter, Patrick, and Murphy, Terry G. (2005). *Canadian and World Politics*. Toronto: Emond Montgomery Publications Ltd.

- As the sole textbook recommended for this course, it is a useful guide to addressing the course requirements in terms of the overall expectations. Though it does not delve into deep detail concerning much of the theory that will be looked at in this activity, it is nonetheless useful for students to refer to in order to get a basic idea for some of the basic principles of the topics at hand.

Sens, A. (2005). *Global Politics: Origins, Currents, Directions.* Toronto: Thomson, Nelson.

- This is a university text that highlights key issues surrounding the debate of universalism/relativism. Although it is a university text it easy to read, but would increase students vocabulary and reading ability. Students may also use this for research.

Thomas, K. (2001). Discussing Controversial Issues: Four Perspectives on the Teacher's Role. *Philosophy of Education*. W.Hare and J. Portelli (Eds.). Calgary: Detselig Enterprises Litd., 221-242.

- This article is helpful for teachers who are teaching controversial issues. It highlights the various perspectives on the different approaches teachers can take, and outlines the pros and cons of each approach.

Electronic

Al Jazeera Web site. (2011). Retrieved February 14, 2011, from http://english.aljazeera.net/

- Al Jazeera News provides students with a non-Western view on contemporary issues. This is especially important for building critical thinking when a non-Western news organization such as Al Jazeera is contrasted against American views and other Western sources.

Amnesty International Web site. (2011). Retrieved February 14th, 2011, from http://www.amnesty.org/

- Human rights violations have long been an area of conflict. Many pro-democracy uprisings/revolutions occurring today are linked to demands of democratization and are against authoritarian regimes that commit right violations against their citizens. Amnesty International is recommended as an organization for students to study because of its international scope and its power as a non-governmental organization.

BBC World News Web site. (2011). Retrieved February 14th, 2011, from http://www.bbc.co.uk/news/world/

- BBC World News was chosen as a news source for its in-depth coverage on international news and long history which includes timelines and editorials which can present a broader Western perspective on contemporary conflicts as well as provide its historical background. Also, the BBC is one of the most multi-lingual news sources in the world therefore this website will be especially helpful in aiding ELLs.

CBC News Web site. (2011). Retrieved February 14th, 2011, from http://www.cbc.ca/news/?refresh

- CBC News will give the students a more Canadian perspective on current and contemporary conflicts, Canadian and international. For example a current environmental conflict issue between Canada and the world are the Alberta Tar Sands.

CNN News Web site. (2011). Retrieved February 14th, 2011, from http://www.cnn.com/

- CNN News provides students with a more American based Western view on current world issues. Like the BBC, CNN also provides a great deal of in-depth coverage on contemporary conflict issues; especially ones that are tied to American interests.

Cranmer, Skyler J. (2005). *Realism and Liberalism: Third Pass*. Retrieved February 15, 2010, from http://www.lib.uoguelph.ca/assistance/writing_services/components/documents/APA.pdf

- This article is also quite long. However, certain excerpts can be very valuable to students looking to review key aspects of both Liberal and Realist theories, as outlined on a few pages focusing on the key tenants of each one. At the same time, it also delves into the contemporary versions of the theories, offering an explanation for how they have evolved over time.

Diebel, Linda. (2009). Boom Times for PMO's God Squad. *The Toronto Star*. Retrieved February 15, 2010, from http://www.thestar.com/printarticle/740337

- This article offers students a local perspective on how religion can influence the political landscape. Although this article does not deal with the international ramifications of such influence, it would nonetheless allow for some interesting conversations to be had with the students concerning how these ideas might be applied to the international political arena.

Doctors Without Borders Web site. (2011). Retrieved February 14th, 2011, from http://www.doctorswithoutborders.org/

- Doctors Without Borders was chosen because it is a non-governmental organization devoted to providing medical and humanitarian aid to those in need; for example war torn areas, disaster zones, refugee camps, etc. Furthermore, the nature of medical care and the organization's neutrality allows Doctors Without Borders to be more effective than many global institutions, intergovernmental and non-governmental, when responding to a conflict.

European Union Web site. (2011). Retrieved February 14th, 2011, from http://europa.eu/

- The European Union is a regional organization that students could have the option of researching; for example the European Union has been a region experiencing great financial troubles in the current global recession.

Greenpeace Web site. (2011). Retrieved February 14th, 2011, from http://www.greenpeace.org/international/

- Greenpeace is a global non-governmental organization dedicated towards the cause of protecting the environment. It is also very well known and active organization that is often involved at the heart of environmental conflict issues which makes the organization a very direct and active actor.

Haiti: Human Rights in Haiti. (2011). Retrieved from http://www.amnesty.org/en/region/haiti

- Amnesty International is a great resource for teachers and students. There are several articles, media clips etc addressing human rights issues. Both teachers and students must be cautious while using this source as it only presents one view or picture of the story being told.

Human Rights Photos (2003). Retrieved from http://www.yesnet.yk.ca/schools/wes/projects/human_rights_sofie/human_rights_photos/index.html

- Provides a photo essay of human rights, covering different themes.

International Debate Education Association. Retrieved from http://www.idebate.org/teaching/index.php

- This website provides information on how to run a quality debate. There are a number of different formats and exercises that are useful in a number of settings.

International Monetary Fund Web site. (2011). Retrieved February 14th, 2011, from http://www.imf.org/external/index.htm

- The International Monetary Fund is one of the main institutions of the Bretton Woods system. The organization can be a very influential actor, more so than the United Nations, because many diverse areas of conflict are linked directly or indirectly to monetary factors.

Legal Frontiers Web site. (2011). Retrieved February 14th, 2011, from http://www.legalfrontiers.ca/

- Legal Frontiers is a blog style website that is run by McGill University law students on current international legal issues. Many of the issues presented also relate to contemporary and ongoing international conflict issues which introduce students to the legal side of conflict and conflict resolution.

Marlatt, Craig. (2010). *Ending Conflict Between Governments: Case Studies*. Retrieved February 15, 2010, from http://www.craigmarlatt.com/school/politics/ending_conflict_between_governments_case_studies.pdf

- This online resource put up by a secondary school teacher in Ontario offers a great way to examine the events of problem solving in the three conflicts outlined in the document. The students will use these case studies as the basis of their assignment for this activity

National Commission on Terrorist Attacks Upon the United States. (2004). *The 9/11 Commission Report*. Retrieved February 15, 2010, from http://www.911commission.gov/report/911Report.pdf

- Though the report in its entirety is massive, Chapters 10 and 12 would offer students an interesting glimpse into the perceived response by the American government in how it dealt with the aftermath of the 9/11 terrorist attacks.

Open Democracy. (2005). *Hans Morgenthau and the Iraq War: Realism Versus Neo-Conservatism*. Retrieved February 15, 2010, from http://www.opendemocracy.net/print/2522

- This article gives students an idea for how a leading realist of the 20th Century would have interpreted the American decision to go to war in 2003. The interesting part about the article is the fact it is comparative and will allow students an opportunity to see more than one side of the more conservative ideologies that have governed international relations for the better part of the 20th Century.

Oxfam Development Education. Teaching Controversial Issues. (2006). *Global Citizenship Guides.* Retrieved from http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/

- This article is useful for any teacher who incorporates controversial issues in their classroom. It covers the pros of teaching controversial issues, the role of the teacher, how to prepare your classroom etc. In addition, this source provides some activities that deal with controversial issues.

Pros and Cons of embedded journalism. March 27, 2003. Retrieved from http://www.pbs.org

- This article provides students with the pros and cons of embedded reporting and serves as a balancing argument towards the other articles in the jigsaw activity.

United Nations Web site. (2011). Retrieved February 14th, 2011, from http://www.un.org/

- The United Nations, its function and membership, will be covered in a lecture however it is recommended for students to explore the United Nations website for resources such as reports on current global issues and areas of conflict as the United Nations is such a vast organization involved in every area of conflict present in the world today. Also, students will find the Charter of the United Nations, the organizations founding document because it is highly encouraged that they base their own created organizations' mandate off the United Nations Charter.

United Nations. *Human Rights.* (2011). Retrieved from http://www.un.org/en/rights/index.shtml

- Good research website for students that is a reliable and provides in depth overviews of human rights issues.

Media

Clinton, Bill. (2006). Non-Zero Sum Solutions [video file]. Retrieved February 15, 2010, from http://www.youtube.com/watch?v=DnLosZVG54k

- This clip, when compared with that listed below on zero sum game theory, allows students to engage in a discussion on how we might best find solutions to the conflicts going on in the world around us. It also features a smart and witty Bill Clinton, and should provide some amusement for students too.

Spaniel, William. (2010). Game Thoery 101: The Prisoner's Dilemma [video file]. Retrieved February 15, 2010, from http://www.youtube.com/watch?feature=iv&annotation_id=annotation_867313&v=IotsMu1J8fA

- This video clip offers students a brief explanation of how game theory tries to solve the prisoner's dilemma. It promulgates a zero-sum solution, where only one side comes out the winner, and another must lose. It is a great way to start a conversation with students, especially when contrasted with the idea of non-zero sum solutions, on what form of problem-solving might be best.

Film

Cameron, J. (director & producer). (1994). True Lies. 20th Century Fox Entertainment.

- This is a very useful film in demonstrating how terrorists have been traditionally portrayed in Hollywood pictures. The film portrays the terrorists as irrational fanatical actors and is a good representation for students to reflect on whether this is an accurate or exaggerated characterization.

Dagher,R. (producer). Schroeder, B. (director). (2007). Terror's Advocate. Magnolia Pictures

- This documentary examines how Algerian networks used violence to put the agenda of independence onto France, the colonial power. It focuses on Jacques Verges who was the legal counsel for Algerians accused of terrorist acts. The film portrays individuals who experienced harsh treatment via French forces and examines how they organized their actions and moral and ethical arguments used by Verges in defending them in court.

Instructional Focus Reviews

Activity 2 Instructional Focus: Cooperative Learning and ELL
By Melissa Tam

The instructional focuses of Activity 2: Can You Design A Better International Organization are cooperative learning and English Language Learners (ELLs). The objective is for groups to specialize in an area of conflict and an international organization that specializes in that area for conflict resolution. Students are held accountable because their oral presentation is assessed by their classmates who will judge their work and by designing a new organization for conflict resolution students must think critically to address the positives and limitations of world institutions and organizations. For the ELLs, the groups are assigned by the teacher so different learning styles and abilities are present in order to ensure that all members can make an equitable and meaningful contribution. Moreover, all sources for this activity are designed to be web-based and the majority of the suggested websites are multilingual to assist the ELLs.

The implications of this group activity for student learning is that it guarantees a greater chance of success for all learners and especially ELLs since the group nature and student centred delivery of information utilizes different abilities and skills. The report "A balanced approach to the teaching of intermediate-level writing skills to EFL students" by Qian Xinyu highlights that the nature group or pair work increases student performance (Qian, 2010 p.15). Even though the web sites suggested for research are multilingual ELLs will also learn better by having a peer member to work in order to help them translate, correct their writing, clarify any misconceptions, etc. Cooperative learning in general can be very helpful and the tips to have ELLs succeed can be utilized for all students.

The report "The relationship between teacher expectations and student achievement in the teaching of English as a foreign language" by Iakovos Tsipalkides and Areti Kermada focuses on the issue of an instructor's preconceived ideas of student abilities and how it affects their eventual success (Tsipalkides & Kermada, 2010, p.22). They advise not to marginalize students and advise group work and student centred learning as a way to mitigate preconceived perceptions as well as highlight the positives by having different learning abilities and skills present in the groups (Tsipalkides & Kermada, 2010, p.24).

Both reports by Qian and Tsipalkides and Areti Kermada highlight the importance of cooperative learning; especially to struggling students because groups can provide peer guidance, assistance as well as equitable divisions of task and abilities. However, cooperative learning and the nature of group work can also be counter-productive if certain members fail to delivery their fair share. Furthermore, an issue not discussed are if ELLs rely too heavily on their other classmates. There is the risk of other group members completing the majority of the work and instead feeding ELLs information to be regurgitated which ties into a classroom challenge. Not only are a teacher's preconceived notions of abilities detrimental to a struggling students' overall success but also peer biases against classmates can create a negative learning environment. Struggling students and especially ELLs may feel unwelcome and even useless.

Sources

Qian, X. (2010). A balanced approach to the teaching of intermediate-level writing skills to EFL students. *English Language Teaching* 3(2). Retrieved February 11, 2011, from http://find.galegroup.com.myaccess.library.utoronto.ca/gtx/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T002&prodId=CPI&docId=A233712077&source=gale&srcprod=CPI&userGroupName=utoronto_main&version=1.0

Tsiplakides, I. & Keramida, A. (2010). The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. *English Language Teaching* 3(2). Retrieved February 11, 2011, from http://find.galegroup.com.myaccess.library.utoronto.ca/gtx/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T002&prodId=CPI&docId=A233712072&source=gale&srcprod=CPI&userGroupName=utoronto_main&version=1.0

Activity 3 Instructional Focus: Multiple Perspectives
By: Nathan Abdelnour

With all of the focus on student success having to do with engagement, the use of a teaching strategy allowing for the use of multiple perspectives is an excellent way to help ensure that students come back to class wanting more. More importantly, perhaps, is the notion that the use of this particular strategy is absolutely essential for helping students begin to learn the skills associated with critical-thinking. In the end, we as educators must insist not on having students simply "know the material". There must be a larger purpose behind our professional, especially as teachers of politics. If it is as young men and women prepared for the world after school we wish our students to leave, then I believe our focus needs to be on helping foster good decision-making skills. Being able to think critically, on any topic, is essential for sound decision-making practices, and focusing on introducing multiple perspectives in the classroom is one of the most beneficial ways we as educators can build those skills.

As Allan Harrison and David Treagust demonstrate in their article, there is so much that leads to student success than simply "understanding the material". Of course, they make it clear that this understanding is essential in order for students to be able to perform to their academic potential, if not to at least meet the curriculum expectations. On the contrary, there are a number of more qualitative aspects that lead to good student learning. The authors go on to use a high school chemistry class and the performance of different students – and how the academically weaker student was able to perform much better over time – can be improved by providing different perspectives on the material. For instance, providing students with multiple analogies when discussing the structure of an atom, since it is extremely difficult to model, and therefore understand as a conceptual framework. Once this was done, and both students, who had different methods of understanding modeled structures, were able to understand the material, it lead to greater academic success for all of those involved.

Further to the discussion, Hani Morgan and Kathleen York came out with an article building on the need for students to be constantly exposed to a number of different perspectives, all while using a variety of resources. They focus on the fact that to simply fill out charts after looking at two different articles on the same topic is not necessarily enough to ensure that students are thoroughly exposed to a deep understanding of the material being covered. Rather, it takes practice, and it takes a critical question within which the material is being viewed in order to be able to properly assess whether or not student understanding of the differing views is truly achieved. As an example, they use some of a chart comparing the viewpoint of Rosa Parks and the bus driver. What became clear was that although students were able to fill out the chart when having done the reading, they were unable to apply the concepts to other situations, as they did not fully grasp the ideas being discussed. Only when a question surrounding the material was asked in order to have the students apply what they learned did any learning happen.

Through these readings, and our desire as educators to ensure that students are equipped for the world post-graduation, it is clear that the introduction of multiple perspectives is essential for student learning and success. Of course, as everything else, we must be aware of the specific needs of our classes, and we cannot simply introduce concepts and ideas that some students may

not be ready for. In addition, some topics may not be well suited for the introduction of multiple perspectives. However, where possible, it is a significant tool in the arsenal of educational teaching tools, and should be used as such.

Sources

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Activity4 Instructional Focus: Media Literacy
By: Graeme Hamilton

Using current media, and promoting media literacy, are extremely important tools to be used in the civics classroom. As all information is constructed and presented in specific forms, via different formats, it is vital that students are able to use the skill of media literacy properly to enhance their critical thinking abilities and their understanding of civics.

We want students to have the ability to approach content through their own personal questions, and be able to examine the same content from different perspectives. If we want them to be able to do any of this effectively we need to infuse media literacy into our classrooms. We need to use the technology that students are already comfortable using in their everyday lives to create real opportunities for learning. *The Center for Media Literacy* highlights the new importance that should be placed on this skill, "teaching this expanded notion of literacy are the basic higher order critical and creative thinking skills, i.e. knowing how to identify key concepts, make connections between ideas, ask questions and formulate responses." (Thoman)

By teaching with other forms of media we are expanding on the traditional concept, of a narrative textual experience as the basis for all learning, to now include all message forms. These are now the normative types of communication, where in twenty years it may be possible that students will be analyzing emails and you tube videos as primary sources.
As Elizabeth Thoman argues we are no longer teaching facts, as students can access that information with a touch of a button, but rather the higher order thinking skills to analyze and evaluate if the information they find is valuable. (Thoman)

As far as the implications for student learning it means that we need to be moving away from the traditional tactile textual content. We need to introduce more digital content and visual content such as movies, and photographs. That way we are engaging students more to get involved in acquiring the skills we want them to leave with

Some of the shortcomings presented are the more obvious limitations and challenges regarding accessibility and equity. We need to be cognitive as educators that we are not reemphasizing the traditional dominant narratives via a new format. We need to use the opportunity via new technologies to inform of other perspectives that may absent from the textbook.

Sources

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Activity 5 Instructional Focus: Controversial Issues
By: Laura Zuber

To prepare young people for the future it is essential for educators to teach students the skills to be able to discuss debate and engage in conversation where there may be multiple ideas and opposing or contradictory views. According to OXFAM, controversial issues are "Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse feeling and/or deal with questions of value or belief." (2006) Human rights discussions can often evoke all sorts of feelings in people; anger, fear, frustration and confusion. The teacher must take the opportunity to teach Human Rights content in a manner that encourages students to question, be critical, make judgments by looking at all perspectives and by analyzing various pieces of evidence. Throughout this activity I have infused small tasks or learning strategies such as the Minds On – *Windows and Mirrors* activity, and *Both Sides of The Story* that asks students to judge bias and reliability, synthesize information through a process of reflection on their own current views, draw their own conclusions, and make informed decisions (OXFAM 2006). In essence teaching sensitive issues forces students to be creative, think critically and learn to be respectful of all opinions and views. However, this must be done with caution - teaching controversial issues cannot be done successfully without the teacher understanding his/her own role in delivering the content.

It can often be a daunting task for teachers to approach sensitive issues, to overcome this, it is necessary for the teacher to assess their own role before beginning the unit. I agree with Kelly, who states that a committed impartiality approach may be the best method for the teacher to assume. According to this perspective, teachers should state their own views on the issue, but foster the pursuit of truth by ensuring that all competing perspectives receive a fair hearing (Kelly, 2001). I have indicated in the planning notes that it is critical that the teacher check his/her own biases towards the topic being taught. In addition due to the controversial nature of the content being delivered it would be in the teacher's best interest to ensure that he/she reflects on each lesson.

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