

*Catholic District School Board Writing Partnership*

Canadian and World Studies

# Course Profile Canadian and World Politics

Grade 12  
University Preparation  
CPW4U

• *for teachers by teachers*

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

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## Course Overview

### Canadian and World Politics, CPW4U, Grade 12, University Preparation

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

**Prerequisite:** Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## Course Description

This course examines national and international political issues from a wide variety of perspectives. Students will learn about the rights and responsibilities of individuals, groups, and states within the international community; analyse the different ways in which Canada tries to settle its conflicts with other nations; and evaluate the role of nationalist and internationalist ideologies in shaping relations among states.

## How This Course Supports the Ontario Catholic School Graduate Expectations

This course infuses into learning the values and precepts of the gospel. As such, it aims to create an understanding that the human being is one who is relational and acts in cooperation with grace. The course, therefore, endeavours to pursue a Christian anthropology, which will serve to enliven the learning expectations with faith. It will be understood that political awareness and global membership contain a deeply spiritual and social dimension which, when informed by the teachings of the church attain a deeper and holistic meaning. The heart of this study therefore embodies the notion that the human person is made in the image of God and as such dignity, justice, intellectual and moral conversion are fundamental to lives centred on the person of Jesus Christ. The student will be exposed to political views that will serve as a lens from which to interpret and deepen the relevancy of their learning. Politics in pursuit of a “civilization of love” underscores the Catholic theme of the course.

## Course Notes

Canadian and World Politics at the Grade 12 level provide an interesting and challenging course within Canadian and World Studies. Through an interactive study of individual, group, and state students can develop an understanding of the complexities of the international political landscape. Furthermore, students can gain insight into Canada’s role in the global community. Having recognized themselves as “global citizens,” students are able to evaluate the use of power, the role and operation of the international human rights protection system, and the conflict resolution practices of governmental and non-governmental organizations. Using the language and skills of social scientists, students participate in forming and transforming the global village. *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000* document outlines a framework for students to explore political studies at the Grade 12 level. It addresses the rights and responsibilities of individual citizens, groups, and states in the international community, the factors that make states powerful and weak, and the role and function of ideologies in national and international politics. Woven throughout this fabric is the role Canada and Canadians play in each of these broad categories. This document has taken the curricular framework and sub-divided it into five units, providing a logical and sequential development of material. Each unit builds upon the previous one culminating in a panel discussion in which the student applies classroom lessons grounded in research to a real-life political scenario.

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The Grade 12 Canadian and World Politics Course is a University Preparation course. The prerequisite is any University or University/College Preparation course in Canadian and World Studies, English, or social sciences and humanities. Consequently, as well as helping students become more informed and active members of the global community, the course should also help to prepare students for further study in political science, history, or other social sciences by promoting skill development in research, writing, and critical thinking. Additionally, a sub-topic woven throughout the course is that of becoming a positive, informed and active citizen. Some ideas presented, or issues examined may be controversial. Students should be encouraged to explore all sides of an issue. Exploring issues should promote better understanding. It is important for the teacher to present the facts as objectively as possible.

In Unit 1, students place themselves within a historical and philosophical framework. Through an exploration of ideological and philosophical systems, students acquire an understanding of the basics of human thought and action: Being. With the parameters firmly established, students explore the great “isms” in light of church teachings and the UN *Declaration of Human Rights and Covenant on Social, Economic and Cultural Rights*. Students discover the forces and experiences that make them political creatures, as well as the actions that they can take to effect change globally. This unit involves the various definitions of citizenship in practice in several governmental systems, and consequently requires the understanding and evaluation of the ideas and beliefs of others. To conclude this unit, students examine the role of key individuals and their contribution to society.

Having understood the role of ideology in human interaction, students move to explore the practices of states in international relationships. In Unit 2, the students explore the legitimate and illegitimate use of power in a global context. Through a historical continuum, students trace the development of modern political practice and its implications for the globe. Using World War II as case study, students assess the effectiveness of international organizations mandated to maintain peace. Thus students witness the application of the theory learned in Unit 1 and apply it to the modern political venues. The primary focus of these two introductory units is to impress upon the students an appreciation of their role as global citizens with a vested interest in the common good. It is expected, therefore, that students will be self-motivated, self-directed responsible learners. Units 1 and 2 demand a large amount of student involvement and self-motivation in order to work individually and maturely with others. The role of the teacher is to facilitate learning through a variety of activities.

Unit 3 attempts to personalize the use of ideology and power by exploring the modern exercise of political power and ideology. Students investigate the use and misuse of power, and the factors that allow states to exercise power internationally. Students examine critically the process of globalization and its potential for both good and evil. Students pay special attention to Canada’s role internationally as they investigate the steps Canada can take to effect positive global change. Students also explore key influences in the history of international relations. Using current international debates and conflicts students investigate the process of mediation to resolve international conflict and the organizations in place to help foster this mediation. This unit provides students with the framework to develop questions for future Canadian policy that will become the focus of Unit 4.

In Unit 4, students focus on Canadian international relations. Students begin to investigate current Canadian foreign policy in order to evaluate its effectiveness. Exploring Canada’s influence internationally, students analyse Canada’s role as a model for other countries in its pursuit of peace and prosperity. Having understood the organizations at play in the international community, students develop a plan for future Canadian policy that will affect positive change for Canada and the global community. This unit concludes with a test that enhances test-writing skills.

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As the course ends, teacher and students return to the notion of the personal role and responsibility we all share in the betterment of humanity. In Unit 5, the students have the opportunity to debate, challenge and critically analyse ideologies at play on the world stage. It is hoped that the students' journey of learning has come full circle and that knowledge will be combined with experience to formulate positive change both personally and internationally. The learner at the conclusion of this course should not only be better informed but also be more capable of making life decisions with reference to wisdom of Gospel values and Catholic teaching.

### Units: Titles and Time

* Unit 1	Search for Relevancy: Ideology and Being	25 hours
Unit 2	Ideological Pursuit: Global Implications	20 hours
Unit 3	Six Billion Voices: One World	20 hours
Unit 4	Canada: Holder of the Flame?	20 hours
Unit 5	Relevancy Revisited: The Path Ahead	25 hours

\* This unit is fully developed in the Course Profile.

### Unit Overviews

#### Unit 1: Search for Relevancy: Ideology and Being.

**Time:** 25 hours

#### Unit Description

The understanding of ideology occurs on four levels. Each level impacts the others, creating an understanding of the role and function of ideology as it occurs at the individual and global level. At the first level, students develop an understanding of ideology as philosophical beliefs. Students develop definitions of ideology according to the political philosophies of Plato, Thomas Hobbes, John Locke, John Stuart Mill, and Karl Marx. (Other political philosophies may also be explored such as those of Jean Jacques Rousseau and Thomas Paine if time permits.) After identifying and examining these philosophies, the students develop theories on their impact on the individual citizen and then on society as a whole.

On the second level, students apply this philosophical underpinning to some of the great “isms,” namely, conservatism, socialism, fascism, tribalism, capitalism, fundamentalism, corporatism, and globalism. Here, students identify key elements of these ideologies and then develop theories pertaining to the way ideological systems impact the individual and the community at the national and international levels. For evaluation purposes, the teacher uses a series of guided questions. At this point, students develop an understanding of Catholic belief by examining *The Catechism of the Catholic Church*. The teacher presents a lesson to help students use the material to critique the aforementioned ideologies. Further, students develop personal opinions as to the way Christian ideology would serve to strengthen the spiritual and human role of ideology on the national and international scene.

At the third level, students study important international human rights documents, including the social teaching of the Catholic Church, the United Nations Declaration of Human Rights, and the United Nations Covenant on Social, Economic, and Cultural Rights. In studying them, students develop thematic statements pertaining to the view of the individual, culture, society, and government implicit in these documents. The teacher provides students with a list of guided questions to help them make inferences from these materials. It is important for the students to become informed, dispassionate citizens who can ascertain not only what is good for them but also for their local and global community. Each student develops answers to guided questions that focus on the rights and responsibilities of the state and of the individual, as outlined in the above documents. Students then compare these rights and responsibilities as they apply in democratic societies and developing countries. Again the idea is empowerment that will aid students in viewing themselves as viable and meaningful participants in the global community.

At the fourth level, students come to recognize the “power of one” on the world stage. They study the ideas and influences of such people as Aung San Suu Kyi, Pope John Paul II, Nelson Mandela, Franklin D. Roosevelt, Mikhail Gorbachev, Martin Luther King Jr., Golda Meir, Indira Gandhi, and Dorothy Day. Students understand and communicate the values and ideologies they represent and the conflicts which initiated their actions. Students outline the respective ideology that each followed and provide an overview of their accomplishments. Aung San Suu Kyi’s work in Myanmar, Pope John Paul II and the solidarity movement in Poland, Nelson Mandela’s struggle with apartheid in South Africa, and Martin Luther King Jr.’s civil disobedience would be examples. As they study these individuals, the students theorize on the role that ideology played in the given individuals’ political environments and how these theories were adapted to suit their situation. Students then write a magazine article based on the above figures, highlighting the impact ideology had on them and their movement. The teacher evaluates each article.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	ICV.01, IC1.03, VB.02, VB2.01 CGE 3f	Knowledge/Understanding	Understanding ideology
2	VBV.01, VB1.01, VB1.02, VB1.03 CGE7E	Knowledge/Understanding Thinking/Inquiry	Exploring ideology
3	VBV.02, VB1.01, VB.02, VB3.02, VB3.03 CGE7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Ideology in shaping the world
4	ICV.01, IC5.01 CGE1d	Knowledge/Understanding	Human Rights Documents and the Social teaching of the Catholic church
5	ICV.01, IC1.01, VB.03, VB3.04, PIV.03, PI1.03 CGE3d	Thinking/Inquiry Communication Application	Evaluating rights and responsibilities
6	ICV.01, IC1.03 CGE5c, CGE3b	Knowledge/Understanding Thinking/Inquiry Communication Application	The power of one and the future of ideology

## Unit 2: Ideological Pursuit: Global Implications

**Time:** 20 hours

### Unit Description

Unit 2 builds on the ideas emerging from Unit 1. Having established an understanding of the process by which individuals can foster global change, students look at the role of the state and alliances of states in maintaining peace in the world. Unit 2 begins with a look at the history of inter-state conflict mediation prior to the development of international peace organizations. Students begin to understand how religious ultra-orthodoxy led to the development of nation-states. This includes a discussion of the Crusades and their impact on the geo-political structure of the time. Students also understand how military might established empires and began the process of colonisation. Students get a sense of the interconnectedness of military and economic strength by examining the rise of empires. Time concerns necessitate a general and speedy overview of these complex issues, but students can be encouraged to research information independently, if they so desire.

Students then study the effects of decolonisation on emerging nations. Teachers communicate the information in this cluster through a series of lectures. These serve to model the expectations for the culminating activity of this unit, an oral presentation. Lecturing also allows the students to hone their note-taking skills. Students also learn through the jigsaw strategy.

Students then focus on the development of international peace organizations with special emphasis on the establishment of the United Nations (UN). Using World War II as a case study, students explore the international response to the military, political, ideological and moral threat of totalitarianism. Students study the process that began the Inter-Allied Declaration in 1941, leading to the establishment of the UN. This timeline includes the Atlantic Charter, the Declaration of the UN, the Moscow and Tehran Conferences, and the Dunbarton Oaks, Yalta, and San Francisco Conferences. Having witnessed the emergence of the UN, students enter into discussions concerning international response to terrorism, organized crime, tribalism, and nationalism. Students analyse situations that may require military response and what body should make decisions. Students attempt to define terrorism especially that developed from a tribal or nationalist mentality and determine whose role it is to label “terrorists.” Students can examine these issues through an understanding of the apartheid fight in South Africa, the Arab-Israeli conflict, or other current relevant events. Teachers must be sensitive to the issues chosen for discussion based on the cultural makeup of the class.

Unit 2 culminates with students giving an oral presentation on an international organization. This list can include Organization of Petroleum Exporting Countries (OPEC), the Arab League, World Trade Organizations (WTO), World Health Organization (WHO), Asia-Pacific Economic Corporation, etc. The definition could be expanded to include Amnesty International or Doctors Without Borders. Students examine the economic, political, and human rights implications of these organizations to determine their effectiveness in bringing peace. Students first determine the role of the organization. Secondly, the students investigate the practices of these organizations. Students view the theoretical and practical components of their selected organization in concert with the *Pacem e Terris* (1963) document of the Catholic Church. This will allow students to ascertain the effectiveness of their organization in promoting justice and peace globally. *Pacem* follows of the earlier *Rerum Novarum* and seeks to engage, not just Catholics but, all men of good faith in dialogue regarding the welfare of humanity. This will serve to update the teachings of the Catholic Church from the older more conservative *Rerum Novarum* thus providing a logical progression of analytical and critical skills. The culminating activity of this unit helps to prepare students for the culminating activity of the course, and leads them into a meaningful evaluation of globalization, the core goal of Unit 3.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Activity
1	POV.02, VBV.03, PO2.01, PO2.02, PO2.03, VB2.02 CGE3d	Knowledge/ Understanding Thinking/Inquiry	History of international conflict mediation pre 1945; development of nation-states; empire building; decolonisation
2	ICV.02, ICV.05, IC2.01, IC2.02, IC2.04, IC4.02, IC5.02, IC5.03 CGE7j, CGE7e, CGE4f	Knowledge/ Understanding Thinking/Inquiry Application	Case Study: WWII – development of UN; international response to military and moral threat
3	ICV.05, VBV.03, IC4.03, VB2.04, VB3.01 CGE4g, CGE1d, CGE1e	Thinking/Inquiry Communication Application	Assignment: Oral Presentations – effectiveness of international organizations mandated to maintain peace

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### **Unit 3: Six Billion Voices: One World**

**Time:** 20 hours

#### **Unit Description**

Students take the theory, concepts, and historical-political background learned within the first two units and apply their knowledge to an examination of the modern force of globalization. The goal of this unit is for students to realise that the world is one body of humanity and thus a family wherein each member should have a vested interest in and compassion for the other. Thus Canada, as a developed world country, can be seen as having an interest and moral imperative to help the developing world develop in a democratic and economic manner that is life asserting. However, the positive aspects of globalization must be tempered with a realistic exploration of modern globalization. Thus, the guiding question for this unit will use Marshall McLuhan's analogy of a global village.

The unit focuses on such key topics as: What is globalization? What factors contribute to a country either being an exporter or an importer of globalization? What factors enable a country to successfully resist negative globalization? What are the links between globalization and corporatism and Canada's role within this globalization movement? This unit concludes with students writing a formal research essay addressing the question: Has the world become a global village or a global factory? This unit is a critical one for Units 4 and 5, where the students examine the challenges and changes that globalization has caused as well as the Canadian reaction to this phenomenon internationally. It is important that students gain a balanced perspective on the pros and cons of globalization.

The teacher begins by introducing Marshall McLuhan's concept of the "global village." Ask students what characteristics best describe a village. The list created may include: respect, mutual dependency, helping one's neighbour, and the like. The teacher briefly introduces some recent examples of globalization such as the North American Free Trade Agreement (NAFTA), the work of the United Nations in Europe and the Arab world, and the expansion of private corporations. A case study of a particular product may be useful to help students better understand the global scope of some corporations. For example, a car designed in America from parts manufactured in Japan, Taiwan and Singapore; assembled in America; and its marketing programme developed in England. Students should quickly realize the global scope of such corporations and the difficulties national governments experience in dealing with international companies. Students appreciate that globalization takes place on many fronts, both governmental and non-governmental. Furthermore, they realize that it is a complicated question: globalization has brought much technology and needed resources to the developing world in some cases resulting in increased debt. The emphasis here should be to personalize for the student the idea that globalization does have an impact on the individual. From here, the student can venture out and explore how it may affect others. Exploring the impact the terrorist attacks of September 11, 2001 had on Canada and the resultant passing of Bill C-36 is essential to help personalize the role that international events have on Canada.

From this general introduction students return to the historical roots of globalization found in the Age of Discovery, through the Age of Enlightenment with its emphasis on the rational and the scientific up to the present day with its focus on market-based politics. It is once again essential to explain how the forces of tribalism, nationalism, and globalism interact as we attempt to create a stable world. Furthermore, students can explore the role of new technology (such as the Internet), and national governments as they try to deal with such issues as terrorism, child pornography, and freedom of information. Additionally, students should realize that global action bodies such as The International Committee of the Red Cross and United Nations International Children's Emergency Fund (UNICEF) are increasingly vital in dealing with challenges in developing countries, such as disaster relief, civil war, illegal trafficking, and sweatshops. Students should also explore when and why these international governmental bodies, such as the UN, elect to enter or to not enter countries. A useful example of this would be a comparison between Rwanda and Iraq, and the UN's decision on whether or not to intervene.

However, students should understand that globalization does not simply affect the poor of the developing world, but also the poor in the developed world.

Realizing that the process of globalization affects all people on the planet, and all societies, students enter the second major thrust of this unit. Here they assess the factors that contribute to a country being either an exporter or importer of globalization. Factors include geography, population, availability of natural resources, financial and military power, diplomatic traditions, and control of the media. From here, students can explore the role multinational corporations play in either promoting or undermining national sovereignty. The diamond trade, textile industries, and pop culture production companies, (which are all accessible via the Internet through on-line newspapers and magazines) provide topics for case studies. Students can explore Andy Warhol's statement "the media is the means" as it relates to technology and its power to export a country's values and beliefs. Such research can provide students with a working bibliography from which to begin to develop their culminating essay.

Students should realize that international events do indeed affect them. They should explore the internationalization of technology such as the Internet and the impact of long-range missiles to enhance their awareness of the impacts to national and international sovereignty that technological globalization poses. International terrorist and gangster groups should be discussed and related to the theme of globalization and its impact on Canada. However, this should be countered with positive examples of globalization, such as women's rights and the attempts to end landmine usage. Students conclude this unit with an exploration of the impact globalization has on Canadian sovereignty as we act increasingly as peacekeepers and provide technological support for the United Nations.

Before the final essay is submitted, students should go through an essay development process that could include reviewing expectations for research and writing, submission of a thesis, essay outline, annotated bibliography, and rough draft. This will not only aid the students in producing their best work, but also help to decrease the chances of plagiarism, which the Internet has made easier. Teacher and students should develop marking rubrics together based upon mutually developed criteria, thus giving the students ownership of their work and evaluation.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	ICV.04, IC1.02, IC2.03, IC4.01, IC4.04 CGE1d	Knowledge/Understanding Application	The history, development and impact of globalization and its agents
2	POV.01, PO1.01, PO1.02, PO1.03, PO2.04, PO3.03 CGE3b	Thinking/Inquiry	Explorations of exporters and importers of globalization
3	PIV.01, PIV.02, PI1.01, PI1.02, PI2.01, PI2.03, PI3.03 CGE2c, CGE 7e	Thinking/Inquiry Communication Application	Formal essay addressing the move from global village to global factory

#### Unit 4: Canada: Holder of the Flame?

**Time:** 20 hours

#### Unit Description

Using Saul Alinsky's definition of community as "a place where people will prevail," students develop an awareness that Canada operates as a community both domestically and internationally, and that these two communities are not mutually exclusive. Furthermore, "a place where people will prevail," means a place where people come before profit and technology. Through its multicultural policy, Canada should

serve as an example to the rest of the world as a society in which people prevail. Thus, students explore our domestic and international policies and assess the extent to which Canada meets Alinsky's definition. To help establish a framework from which students can operate, two ingredients are essential. The first is the establishment of a critical political outlook based on Canadian values. To achieve this goal, students should study the works of Canadian thinkers/critics. Furthermore, the work done by the Canadian Council of Catholic Bishops will further bridge the gap between the secular and the religious practice and theory that Catholic schools are challenged to meet. The second essential ingredient is a brief synopsis of Canada's emergence as a nation to help students see the relationship between domestic and international policy and help them understand that a vibrant, viable democracy can be developed through peaceful means. Key Canadian events such as Confederation, the Alaska Boundary Dispute, the work of Nellie McClung and Norman Bethune, and the Constitution Act of 1982 are essential to demonstrate the patchwork quilt that has been and continues to be Canadian political theory and practice.

Students can then shift to an analysis of Canada's reaction to globalization. To establish a mutually comprehensive working definition of what Canada's role has been and should be, students use a mind map to answer two formative questions: 1) What values do we as Canadians hold most dear? and 2) Do our domestic and international policies reflect and implement these values? Here poverty, the plight of Native peoples and the struggle for minority rights can be explained in a meaningful context. Secondly, Canada's international activity, such as the anti-landmine movement, the NAFTA and Canada's role within the UN can serve as a means to assess our professed values and secondly if there is a discrepancy in our domestic and international treatment of people.

From here we turn to the last component of this unit: the impact of globalization on Canada. Many critics have asserted that Canada truly lacks an international policy and is susceptible to blindly following our closest allies or global economic trends, endangering our role as a leader and a place where people prevail. Using a mind map on an overhead, students can reflect on events, trends, etc., that reveal the nature of Canada in relation to the larger world. Returning to our view of Canada as a community where people prevail, students can examine how Canada's response to international events reflects our role within this community. Students can also explore and assess the role of private companies. Again the nature of the relationship between the government and the pharmaceutical companies, the patenting of food genes by corporations, and the issue of Internet control can serve to highlight the many issues that Canada the world must face, and the issues which the student will face as adult Canadian voters. Students should be able to answer the formative question: has Canada positively contributed to the world?

This unit concludes with a test, which has information recall questions, case study readings and a formal essay. This permits students to unify their knowledge and communication skills, and further prepares them for the culminating exam, which composes part of the final thirty per cent evaluation of this course.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	POV.03, PO3.01, PO3.02, PO3.04, PO3.05 CGE 3a, CGE 7h	Knowledge/Understanding Thinking/Inquiry Application	Factors contributing to Canada's international power and success
2	ICV.03, IC3.01, IC3.02, IC3.03, IC3.04, IC3.05, IC3.06 CGE 3d	Knowledge/Understanding Thinking/Inquiry Application	Canada's international role
3	PIV.02, PIV.03, PI2.03, PI3.02 CGE 7b	Knowledge/Understanding Application Communication	Unit Test

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## Unit 5: Relevancy Revisited: The Path Ahead

**Time:** 25 hours

### Unit Description

Students participate in political panel discussions. This reinforces and synthesizes the previous activities and thus provides a forum for students to research and communicate their findings. Students work in groups of four, where possible, and research topics and aspects of particular political issues. They present their findings and views in a panel setting, which the teacher evaluates. The teacher creates a list of potential topics for exploration. The students choose from the list and then generate questions to investigate for their research. The list may include globalism, tribalism, colonialism, religious extremism, conservatism, liberalism, nationalism, capitalism, and terrorism. Additionally, the political philosophies of Rousseau, Hobbes, Locke, Plato, Marx and Mills could be added to the list. The beliefs of leaders such as Martin Luther King and Nelson Mandela could be explored as well. The students begin this activity by formulating political questions based on a political issue, e.g., Is sovereignty at odds with globalization? In what way does the ideology of the church speak to the plight of the poor? Has the political philosophy of Rousseau's Social Contract influenced ideology today? Is democracy a true system according to Plato? Is there anything that can prevent a society from becoming healthy according to Mills? The students identify and outline their method of investigation and gather data from a variety of sources prior to their research. The teacher outlines sources.

Next, students gather data in order to prepare summary notes. They then analyse and sift through for opinions and facts and draw conclusions based on their evaluations. As they prepare for their presentations, they may prepare charts or graphs for handouts detailing key political terminology. They present an organized report with well-documented bibliographies. The panel focuses on four different aspects of the same topic and communicates its findings and respective opinions to the class as a whole. The topic of globalism, for example, might be divided into four subtopics, such as ideology, history, economics, and political impact. The students also include a view of each topic from the point of view of Christian human rights and notion of the person.

Finally, students attempt to provide creative solutions to their specific problems and present these for debate and further discussion to their respective audiences. Each research activity ends with a class discussion. The teacher evaluates the research, analysis, and presentation.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	PIV.01, PI1.01, PI1.02, PI1.04 CGE1d	Thinking/Inquiry	Seminar preparation Researching political issues
2	PIV.02, PI2.01, PI2.02, PI2.03 CGE1j, CGE2b, CGE5a	Knowledge/Understanding Thinking/Inquiry	Gathering information. Analysing organizing, and evaluating
3	PIV.03, PI3.01, PI3.02, PI3.03 CGE2c, CGE3b	Communication Application Knowledge/Understanding	Panel presentations
4	PIV.04, PI4.01, PI4.02, PI4.03, PI4.04, PI4.05 CGE3c, CGE7e, CGE7g	Thinking/Inquiry Knowledge/Understanding Communication	Debate, and discussion of topics

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## Teaching/Learning Strategies

Students have the opportunity to research, report, and critically analyse the international political landscape through diverse teaching and learning strategies. The teacher is encouraged to develop teaching and learning strategies that meet the needs of students with a wide variety of learning styles. Because the world of politics may seem remote to many students, teachers need to use active learning in the classroom and community to engage students. Students are likely to find such strategies as brainstorming, community involvement, conferencing, debating, field trips, interviewing, problem solving, and simulation to be helpful and motivating. Cooperative learning is a learning strategy fundamental to many activities in the course. This course is ideally suited to develop research and critical-thinking skills to prepare students for future studies in political science, history, and the other social sciences. When students are presented with a variety of learning situations, they construct meaning and develop skills that will help them become life-long learners. Skills, such as formulating and defending a thesis, identifying bias and viewpoint, debating, analysing print and non-print sources, and problem solving encourage students to think critically and discuss complex political issues meaningfully. Focused inquiry, data analysis, note taking, guided Internet searches, and emphasis on responsible research skills allow students to draw informed conclusions about the world and their place in it. Applied throughout the course, these skills are also essential components of the culminating activities for Units 2 and 5. Students should have multiple opportunities to communicate their learning through personal reflections, informal and formal presentations, role playing, writing in role, and persuasive report writing. Unit 5, in particular, challenges students to apply decision-making and problem solving skills in an issues-based role-play and a mock United Nations debate.

Political scientists draw from a wide variety of social science disciplines to express political concepts. In order to help all students, but especially students in ESL/ELD programs, teachers should pay particular attention to the following aspects of language in written and oral forms:

- specialized vocabulary/idioms (especially in Unit 1);
- wide range of tense use, active and passive voice;
- word phrases and clause structures that indicate:
- cause/effect relationships (especially in Unit 4),
- contrasts/comparatives/superlatives (especially in Unit 3),
- statements of opinion, interpretation, inference (especially in Unit 1),
- statements of speculation/hypothesis, prediction (especially in Unit 1),
- statements of belief, intent, necessity, persuasion, evaluation, definition (especially in Unit 5),
- explanation of reason (especially in Unit 5);
- formation of questions for formal and informal circumstances (oral or written);
- active listening skills, for example, phrases, and syntax that expresses encouragement, requests for repetition, clarification, and restatement (especially in Unit 2);
- activities such as reading/listening tasks (case study/video viewing) that expect a specific and concrete product from the student;
- completion of a graphic organizer/re-enactment or structural oral response;
- note taking/summarizing (especially in Unit 2);
- non-verbal communication skills of particular importance to presentation tasks.

Language development and the expression of concepts taught are greatly facilitated if written tasks are reinforced by oral tasks and vice versa. All learners, but especially those with language difficulties, benefit greatly if models or guidelines for oral and written tasks are provided initially.

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To help all students achieve success, the teacher should create a classroom environment that is encouraging and supportive. Toward this end the teacher should:

- ensure that all students feel valued as members of the class;
- involve students in goal setting;
- develop and implement consistent behavioural expectations and consequences;
- recognize/praise effort and improvement as well as completion;
- facilitate, model, and encourage appropriate social skill development, e.g., role-play, understanding body language.

The teacher should acquire a wide range of classroom resources from governmental and non-governmental organizations. Students will need to use the library/resource centre and computers for research.

### **Assessment & Evaluation of Student Achievement**

Seventy per cent of the grade will be based on assessment and evaluations conducted throughout the course. Thirty per cent will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. As outlined in *The Ontario Curriculum, Grades 11 and 12, Science and Humanities* the Achievement Chart on p.142-143 serves as the basis for assessment and evaluation within this course. The teacher uses the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application to develop meaningful assessment and evaluation and to develop assignments that permit students to demonstrate a wide variety of skills. When planning activities and assessment, teachers must link curriculum expectations to the category. *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000* outlines the policies and implementation of assessment and evaluation within Ontario schools. In the assessment of learning skills it is therefore recommended that teachers have copies of, *Educating the Soul and Creating Catholic Curriculum: Using the Catholic Graduate Expectations, Scripture and the Tradition of the Church* readily available for reference. The activities within the Course Profile use a variety of assessment/evaluation tools and strategies. The course should not be filled with facts and figures only, but should also stress compassion and empathy: the bridge between knowledge and wisdom. Thus, from a practical and pedagogical sense, the course culminating activity should be introduced from inception and thus resemble a work-in-progress throughout the entire course.

It is recommended that thirty percent of the final culminating activity be the 30% of the final grade. It is advisable to develop this activity and the skills necessary for its completion over the entire course, rather than viewing it as a separate independent unit. Thus, although Unit 5 is presented in this overview as an independent unit, it should be woven into the entire period of the course. This not only provides valuable feedback to the students, but also enables them to develop, draft, and improve their skills over time. Student will benefit from peer and teacher feedback.

### **Accommodations**

The teacher should consult individual student IEPs for specific direction on accommodation for individuals. Accommodations will be suggested for each activity when needed. Further, consideration for ESL students must also be given for strategies and accommodations for integrating students in ESL/ELD programs into their classroom. The teacher should consult of *The Ontario Curriculum, Grades 9-12, English As a Second Language and English Literacy Development 1999*.

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## Resources

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

## Print Media Resources

*Canadian Forum Magazine.*

Clarke, Tony and Maude Barlow. *Global Shutdown: Global Politics and the WTO.* ISBN 0773732624

Hellyer, Paul. *Stop Think.* ISBN 0969439466

Kelsey, Jane. *Reclaiming the Future: New Zealand and The Global Economy.* ISBN 1877242012

Korten, David. *Globalizing Civil Liberties: Reclaiming our Rights to Power.* ISBN 1888363592

Magee, Bryan. *The Story of Philosophy.* Montreal: Readers Digest Association. 1998.

McBrien, Richard P. (ed). *Encyclopaedia of Catholicism.* San Francisco: Harper Collins. 1995.

McCullough, H.B. (ed) *Political Ideologies and Political Philosophies*, 2nd edition. Toronto: Thompson Educational Inc. 1995.

McLuhan, Marshall. *Understanding Media: The Extensions of Man.* Cambridge: MIT Press, 2001.

McQuaig, Linda. "Globalization isn't one size fits all". *The Financial Post.* Dec.14.1998.

*Monetary Reform.* ISSN 1206-0739

Pious, Richard M. *Governments of the World Vol. 1 – 3.* New York: Oxford University Press. 1998.

Powrie, T.L. *Political and Economic Systems: Revised Edition.* Don Mills: Academic Press Canada, 1983.

Ralston Saul, John. *On Equilibrium.* Toronto: Viking, 2001.

Seymour, Ian. *OPEC: Instrument of Change.* ISBN 0-333-30667-8.

Smith, Melvin H. *Our Home or Native Land?* Toronto: Stoddart, 1996.

Smith, Patrick. *Japan: A Reinterpretation.* Toronto: Harper Collins Publishers Ltd., 1997.

Suzuki, David. *Time to Change.* ISBN 0773757309.

Terzian, Pierre. *OPEC: The Inside Story.* ISBN 0-86232-221-9

## Internet Resources – General

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

– <http://polisci.nelson.com/canpol.html> (Nelson Political Science on the Web)

– <http://www.statcan.ca/> (Stats Canada)

– <http://www.statcan.ca/> (Stats USA)

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- <http://www.census.gov/> (USA Census)
  - <http://www.curriculum.org/occ/index.htm> (Ontario Curriculum Centre)
  - <http://web.uvic.ca/hrd/history.learn-teach/index.html> (University of Victoria [Can/Am History])
  - <http://insight.mcmaster.ca/org/efc/pages/law/charter/charter.text.html#7>  
(Canadian *Charter of Rights and Freedoms*)
  - <http://www.ceaa-acee.gc.ca/> (Canadian Environmental Agency)
  - <http://www.lawsource.com/also/index.html> ([Canada] American Law Sources Online)
  - <http://aix1.uottawa.ca/~geist/titlepage.html> (Canadian Law Sources Online)
  - <http://www.pernet.net/~sinclair/encyclicals/papal-encyclicals.htm> (The Catholic-Labour Network)
  - <http://newslink.org/> (News Link [international papers])
  - <http://www.davidorchard.com/ccaft/> (Citizens Concerned about Free Trade)
  - <http://www.canadians.org/> (Council of Canadians)
  - <http://www.globalissues.org/TradeRelated/FreeTrade.asp> (Global Issues Homepage)
  - <http://www.pbs.org/globalization/links.html> (PBS Globalization and Human Rights Resources)
  - <http://www.americascanada.org/menu-e.asp> (Americas Canada Organization)
  - <http://www.parl.gc.ca/information/library/PRBpubs/bp451-e.htm>  
(Library of Parliament. *Report on Hemispheric Affairs in Transition*)
  - <http://www.parl.gc.ca/information/library/PRBpubs/bp457-e.htm>  
(Library of Parliament. *Report on Human Rights in the Context of Economic Integration of the Americas*)
  - <http://www.parl.gc.ca/information/library/PRBpubs/bp416-e.htm>  
(Library of Parliament. *Report on Human Rights, Global Markets: Some Issues and Challenges for Canadian Foreign Policy*)
  - <http://laboris.uqam.ca/anact/McGrady.htm> (*NAFTA and Workers Rights a Canadian Perspective*)
  - <http://www.web.net/~tccr/benchmarks/> (The Taskforce on the Churches and Corporate Responsibility)
  - <http://www.liucentre.ubc.ca/> (Liu Centre for the Study of Global Issues)
  - <http://www.madonnahouse.org/restoration/> (Restoration Newspaper)
  - <http://www.geocities.com/Athens/7273/encycx5.htm> (Papal Writings: The Voice of the Magisterium)
  - <http://www.uscatholic.org/cstline/rerum.html> (Rerum Novarum)
  - <http://www.un.org/documents/> UN (Documentation Centre)
  - <http://www.tpub.com/journalist/33.htm> (Writing for Magazines)
  - <http://www.blupete.com/Literature/Biographies/Philosophy/BiosPol.htm>  
(Political Theorists and Activists Biographies)
  - [http://www.providence.edu/polisci/affigne/students/labor/Labor\\_Leaders\\_page.htm](http://www.providence.edu/polisci/affigne/students/labor/Labor_Leaders_page.htm)  
(Influential Leaders in Labor History)
  - <http://www.un.org/aboutun/history.htm> (About the United Nations/History)
  - <http://www.fordham.edu/halsall/sbook1k.html> (The Story of the Crusades)
  - [http://www.opec.org/About\\_OPEC/History.htm](http://www.opec.org/About_OPEC/History.htm) (The History of OPEC)
  - <http://www.al-bab.com/arab/does/league.htm> (Arab League History and Documents)
  - <http://depts.washington.edu/wtohist/> (The WTO History Project)
  - [http://www.wto.org/english/thewto\\_e/whatis\\_e/inbrief\\_e/inbr00\\_e.htm](http://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr00_e.htm)  
(WTO History/Accomplishments)
  - [http://www.who.or.jp/home/history\\_wkc.html](http://www.who.or.jp/home/history_wkc.html) (WHO Kobe Centre History)

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## **OSS Considerations**

This course profile is designed to aid teachers implement Canadian and World Politics, CPW4U, described in *The Ontario Curriculum, Grade 11 and 12, Canadian and World Studies*, pp 236-241. This course also fulfills the requirements outlines in *Ontario Secondary School, Grade 9 to 12, Program and Diploma Requirements* section 3.1 for earning a Secondary School Diploma. It can be counted as an additional Social Science and Humanities, English or Canadian and World Studies credit as part of the compulsory eighteen credits needed to obtain an OSS Diploma or as an optional credit. Other relevant OSS material:

*The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000;*

*Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements;*

*The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*

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## **Coded Expectations, Canadian and World Politics, Grade 12, University Preparation, CPW4U**

### **Participation in the International Community**

#### **Overall Expectations**

- ICV.01** · explain the rights and responsibilities of individual citizens, groups, and states in the international community;
- ICV.02** · describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts;
- ICV.03** · evaluate the role of Canada and Canadians in the international community;
- ICV.04** · describe the structure and function of international intergovernmental and non-governmental organizations;
- ICV.05** · evaluate the role and operation of the international human rights protection system.

#### **Specific Expectations**

##### **Rights and Responsibilities of International Participation**

- IC1.01** – evaluate the extent to which the rights and responsibilities of states in the international community are parallel to the rights and responsibilities of citizens in democratic national communities;
- IC1.02** – describe the rights and obligations of international groups (e.g., the International Monetary Fund, transnational corporations, environmental lobby groups);
- IC1.03** – describe the actions of particular individuals who have influenced global affairs (e.g., Nelson Mandela, Lester Pearson, Eleanor Roosevelt, Dag Hammarskjold, Mikhail Gorbachev, John Humphrey).

##### **International Conflict and Cooperation**

- IC2.01** – describe the participation of several states in international relations in terms of their objectives, resources, and methods;
- IC2.02** – identify ways of preventing war and conflict between states (e.g., military preparation, international law, peace movements);
- IC2.03** – explain the effects on national sovereignty of the trend towards global decision making (e.g., the decreased power of states to make policies to control the flow of goods and services, ideas, and cultural products);
- IC2.04** – identify the causes and consequences of non-governmental international conflict and violence (e.g., terrorism, tribalism, organized crime).

##### **Canada's International Role**

- IC3.01** – identify selected key events in the history of Canada's foreign relations since Confederation;
- IC3.02** – explain the types of commitments made by Canada to other nations or to international or extranational organizations (e.g., membership in the Commonwealth of Nations, la Francophonie, or the North American Treaty Organization; participation in the United Nations and in peacekeeping missions);
- IC3.03** – evaluate the extent to which key agreements and treaties signed by Canada (e.g., NAFTA, agreements relating to the testing of nuclear weapons over Canada) contribute to the well-being of Canadians and the world in general;
- IC3.04** – explain how Canada tries to settle its external conflicts (e.g., through negotiation, arbitration, international cooperation);

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**IC3.05** – explain the role of federal and provincial government agencies (e.g., Canada’s Departments of Foreign Affairs and International Trade, the Canadian International Development Agency) in formulating and implementing Canada’s foreign policy;

**IC3.06** – evaluate the role of pressure groups in formulating and implementing Canada’s foreign policy (e.g., anti-landmine protests, the environmentalist lobby, the media, the Canadian Manufacturers’ Association, the Canadian Bankers Association).

### **International Intergovernmental and Non-governmental Organizations**

**IC4.01** – 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);

**IC4.02** – explain the origins, functions, and objectives of international cooperation organizations (e.g., the United Nations, Asia-Pacific Economic Cooperation, the World Health Organization);

**IC4.03** – evaluate the effectiveness of selected international organizations (e.g., the Organization of Petroleum Exporting Countries, the Non-Aligned Conference, the Arab League) in meeting their stated objectives;

**IC4.04** – 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).

### **International Human Rights**

**IC5.01** – identify the most important international human rights documents (e.g., the Universal Declaration of Human Rights; the United Nations Covenant on Social, Economic, and Cultural Rights; the Geneva Conventions) and assess their significance;

**IC5.02** – 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);

**IC5.03** – explain the role of state and non-state participants in international controversies about certain rights.

## **Power, Influence, and the Resolution of Differences**

### **Overall Expectations**

**POV.01** · describe factors that make states powerful and factors that make states weak;

**POV.02** · identify key influences in the history of international relations;

**POV.03** · evaluate Canada’s role and influence in international relations.

### **Specific Expectations**

#### **State Power**

**PO1.01** – describe the factors that help to determine the power and influence of a country (e.g., geography and demography, economic resources and markets, military strength and diplomatic traditions);

**PO1.02** – evaluate the accuracy and usefulness of classifying states (e.g., as developing countries; Western countries; non-aligned countries; major, medium, or small powers) when describing relationships among states;

**PO1.03** – analyse the rise and development of non-governmental organizations (NGOs) and corporations as world powers (e.g., Red Cross/Crescent; oil cartels; multinational corporations such as Nike, Shell, and Microsoft).

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### **Key Influences on International Relations in the Past**

- PO2.01** – identify major influences on the development of international relations from antiquity to 1945 (e.g., the development of empires and colonization, the impact of Christianity and Islam, the growth of nation states);
- PO2.02** – describe how decolonization after World War II transformed international politics, economics, technology, communications, and law;
- PO2.03** – identify and describe challenges and conflicts caused by the end of the Cold War (e.g., political fragmentation such as in the former Soviet Union and Yugoslavia; the position of the United States as the sole “superpower” nation; neo-nationalism);
- PO2.04** – 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).

### **Canada’s International Role and Influence**

- PO3.01** – describe the factors (e.g., resources, economy, wealth) that contribute to Canada’s power;
- PO3.02** – identify the most important factors shaping Canadian foreign policy (e.g., economic objectives, commitments under international treaties);
- PO3.03** – describe the types of influence exerted by other nations and groups on Canada and Canadians;
- PO3.04** – evaluate the role and influence of Canadian individuals and groups on the world stage;
- PO3.05** – evaluate the nature and quality of Canada’s influence within selected world and regional organizations (e.g., the United Nations, the International Olympic Committee, the Organization of American States).

## **Values, Beliefs, and Ideologies**

### **Overall Expectations**

- VBV.01** · explain the role and function of ideologies in national and international politics;
- VBV.02** · explain how nationalist and internationalist ideologies shape ideas, as well as conflict or cooperation within and among nations;
- VBV.03** · 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.

### **Specific Expectations**

#### **The International Influence of Ideologies**

- VB1.01** – explain the role of religion in national and international politics (e.g., Islamic and Hebrew fundamentalism, Christian evangelism, Buddhist resistance to secular governments);
- VB1.02** – describe the main characteristics of the world’s major political ideologies (e.g., fascism, conservatism, liberalism, socialism, communism);
- VB1.03** – demonstrate an understanding of various critiques of traditional world views.

#### **Nationalist and Internationalist Orientations**

- VB2.01** – identify the key components of nationalist ideology (e.g., the definition of nation, types of nationalism, the role of the individual and the group);
- VB2.02** – determine the origins and effects of nationalist armed conflicts (e.g., the Balkan wars, wars in Central Africa, apartheid in South Africa) and of rivalries rooted in ethnocentrism (e.g., between India and Pakistan, between Israel and Arab nations, between the diverse peoples of Indonesia);

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**VB2.03** – describe the peaceful legal means used to adjudicate conflicts between governments (e.g., Canadian federal-provincial conferences, the International World Court) and explain their relationship to values, beliefs, and ideologies;

**VB2.04** – explain the key arguments for and against the processes of “globalization” in economics, politics, and culture, as well as their relationship to values, beliefs, and ideologies.

### **Developed and Developing Nations**

**VB3.01** – describe the main economic, political, and social characteristics of developed and developing countries;

**VB3.02** – compare key elements of selected theories concerning the nature of effective development (e.g., global industrialization, sustainable national development);

**VB3.03** – analyse the main differences between the social beliefs and ideologies in developed and developing countries (e.g., individual and community property ownership, private and public capitalism, inter-party democracy and intra-party democracy);

**VB3.04** – demonstrate an understanding of the commonality of human aspirations for a better, more secure life.

## **Methods of Political Inquiry**

### **Overall Expectations**

**PIV.01** · correctly use social scientific methods to gather, organize, and synthesize information;

**PIV.02** · develop supportable conclusions about political events, issues, and trends and their relationships to social, economic, and cultural systems;

**PIV.03** · communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats;

**PIV.04** · use political knowledge, skills, and values to act as responsible citizens in a variety of contexts.

### **Specific Expectations**

#### **Researching, Recording, and Organizing Information**

**PI1.01** – formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

**PI1.02** – collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);

**PI1.03** – classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;

**PI1.04** – 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).

#### **Analysing and Evaluating Information**

**PI2.01** – distinguish among opinions, facts, and arguments in sources;

**PI2.02** – describe some of the key methods of analysis used by political scientists;

**PI2.03** – draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.

#### **Communicating Research Results**

**PI3.01** – 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);

**PI3.02** – use political terms accurately;

**PI3.03** – write clear, coherent, and logically organized reports, papers, and essays that include correctly documented citations and bibliographies, demonstrate academic honesty, and avoid plagiarism.

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### **Responsible Citizenship**

**PI4.01** – think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select;

**PI4.02** – work effectively both individually and in groups;

**PI4.03** – demonstrate the ability to seek and respect the opinions of others;

**PI4.04** – describe various career opportunities related to the study of politics (e.g., in research, the civil service, law, journalism);

**PI4.05** – communicate and exercise their own political views and convictions in a responsible, democratic manner.

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

**A Discerning Believer Formed in the Catholic Faith Community** who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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## Unit 1: Search for Relevancy: Ideology and Being

**Time:** 25 hours

### Unit Description

The understanding of ideology occurs on four levels. Each level impacts the others, creating an understanding of the role and function of ideology as it occurs at the individual and global level. At the first level, students develop an understanding of ideology as philosophical beliefs. Students develop definitions of ideology according to the political philosophies of Plato, Thomas Hobbes, John Locke, John Stuart Mill, and Karl Marx. (Other political philosophies may also be explored such as those of Jean Jacques Rousseau and Thomas Paine if time permits.) After identifying and examining these philosophies, the students develop theories on their impact on the individual citizen and then on society as a whole.

On the second level, students apply this philosophical underpinning to some of the great “isms,” namely, conservatism, socialism, fascism, tribalism, capitalism, fundamentalism, corporatism, and globalism. Here, students identify key elements of these ideologies and then develop theories pertaining to the way ideological systems impact the individual and the community at the national and international levels. For evaluation purposes, the teacher uses a series of guided questions. At this point, students develop an understanding of Catholic belief by examining *The Catechism of the Catholic Church*. The teacher presents a lesson to help students use the material to critique the aforementioned ideologies. Further, students develop personal opinions as to the way Christian ideology would serve to strengthen the spiritual and human role of ideology on the national and international scene.

At the third level, students study important international human rights documents, including the social teaching of the Catholic Church, the United Nations Declaration of Human Rights, and the United Nations Covenant on Social, Economic, and Cultural Rights. In studying them, students develop thematic statements pertaining to the view of the individual, culture, society, and government implicit in these documents. The teacher provides students with a list of guided questions to help them make inferences from these materials. It is important for the students to become informed, dispassionate citizens who can ascertain not only what is good for them but also for their local and global community. Each student develops answers to guided questions that focus on the rights and responsibilities of the state and of the individual, as outlined in the above documents. Students then compare these rights and responsibilities as they apply in democratic societies and developing countries. Again the idea is empowerment that will aid students in viewing themselves as viable and meaningful participants in the global community.

At the fourth level, students come to recognize the “power of one” on the world stage. They study the ideas and influences of such people as Aung San Suu Kyi, Pope John Paul II, Nelson Mandela, Franklin D. Roosevelt, Mikhail Gorbachev, Martin Luther King Jr., Golda Meier, Indira Gandhi, and Dorothy Day. Students understand and communicate the values and ideologies they represent and the conflicts which initiated their actions. Students outline the respective ideology that each followed and provide an overview of their accomplishments. Aung San Suu Kyi’s work in Myanmar, Pope John Paul II and the solidarity movement in Poland, Nelson Mandela’s struggle with apartheid in South Africa, and Martin Luther King Jr.’s civil disobedience would be examples. As they study these individuals, the students theorize on the role that ideology played in the given individuals’ political environments and how these theories were adapted to suit their situation. Students then write a magazine article based on the above figures, highlighting the impact ideology had on them and their movement. The teacher evaluates each article.

## Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1.1 Ideology and Being	4 hours	ICV.01, IC1.03, VB2.01, VBV.02 CGE 3f	Knowledge/ Understanding Thinking/Inquiry	Written assignment and quiz
1.2 Ideological Pursuit	4 hours	VBV.01, VB1.01, VB1.02, VB1.03 CGE7e	Knowledge/ Understanding Thinking/Inquiry	Church teaching application/critique
1.3 Equilibrium and Need in a Global Context	5 hours	VBV.02, VB1.01, VBV.02, VB3.02, VB3.03 CGE7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Group activity
1.4 All Paths lead to the Mountain Top	4 hours	ICV.01, IC5.01 CGE1d	Knowledge/ Understanding	Organizer
1.5 The Power of One: The Individual's Impact on the World Stage	4 hours	ICV.01, IC1.01, VBV.03, VB3.04 CGE3d	Thinking/Inquiry Communication Application	I can ... statements
1.6 The Word Made Flesh	4 hours	ICV.01, IC1.03 CGE5c, CGE3b	Knowledge/ Understanding Thinking/Inquiry Communication Application	Magazine article

### Activity 1.1: Ideology and Being

**Time:** 4 hours

#### Description

Students focus on ideology as philosophical beliefs. They explore the philosophies and political ideologies of Plato, Thomas Hobbes, John Locke, John Stuart Mill, and Karl Marx. (Other philosophers may be substituted to suit the level and interest of the class.) This activity connects with Activities 1.2 and 1.3 by providing a philosophical awareness of the great “isms” of the world and serves as a backdrop for an understanding of Catholic ideology. The activity teaches students what ideology is and helps them to identify the key elements that make up ideological beliefs. This in turn leads to a knowledge and understanding of the great “isms” of the world. Students gain a conceptual grasp of ideological beliefs and develop thinking and inquiry skills by discussing each ideology and then answering questions related to it.

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## Learning Expectations

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

ICV.01 - explain the rights and responsibilities of individual citizens, groups, and states in the international community;

IC1.03 - describe the actions of particular individuals who have influenced global affairs;

VBV.02 - explain how nationalist and internationalist ideologies shape ideas, as well as conflict for cooperation within and among nations;

VB2.01 - identify the key components of nationalist ideology.

## Prior Knowledge & Skills

- Review Grade 10 History and Civics courses and research skills. Students within the Catholic system should already have had exposure to Church teaching and ideology as part of their religious education.

## Planning Notes

- Prepare and distribute a handout based on the Political Philosophers chart (Appendix 1.1.1).
- Acquire an overhead projector.
- Prepare an overhead of the chart.
- Provide a resource list on which further reading may be conducted.
- Review Unit 1 CGEs in order to establish the Catholic theme of the lecture.

## Teaching/Learning Strategies

1. Begin this activity by asking the students the following questions: Can you identify beliefs that have shaped the way we live our daily lives? Can you identify a belief that is specific to Canadians? What beliefs do you hold that you consider non-negotiable?
2. Present the following: When a belief becomes institutionalized or identified as a common view and possesses the power of guiding the people's behaviour, it becomes an ideology: a national or political philosophy. These beliefs serve to pattern, shape, and structure the individual and society. These core ideas may also be referred to as "paradigms." Present the students with the following examples and have them identify the central idea behind each: universal health care, freedom of speech, the Olympic Games, freedom of religion, fascism, etc.
3. Distribute the handout Political Philosophers (see Appendix 1.1.1). Review the chart with the students. Expand upon the chart by providing a short lecture highlighting the main points of the chart. Use the chart as a guide and explain the question given for each philosopher. Next, present and explain the answer and then the stated rationale. Have the students follow the chart as you lecture. Use an overhead projector as a teaching aid.
4. Conduct a discussion with the students based on the following questions:
  - a) Which philosopher offers the best approach in your view? Explain.
  - b) What strengths and weaknesses do you feel are evident in each ideology?
  - c) Do the answers given in the chart fairly respond to the philosophical question? Have they neglected anything?
  - d) What elements in their rationale do you find agreeable?
  - e) In your view which of these philosophies are closest to a Canadian national ideology?

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5. In order to deepen the students understanding of these ideologies, provide them with the following assignment of questions that will be submitted and assessed.
    - a) What is the key idea or belief behind each philosophy?
    - b) Select two of the philosophers. What would they say about the September 11th, 2001 destruction of the World Trade Towers and Pentagon? How would they react to the response of the USA?
    - c) What ideology best speaks to the needs of the individual? Which one best speaks to the needs of the society?
    - d) What benefit would result from someone having a greater understanding of ideology and its role in shaping the world?
    - e) Do any of these ideologies promote a sense of justice and compassion as a main component of their beliefs?

### **Assessment & Evaluation of Student Achievement**

- The purpose of this assessment is diagnostic to determine how well students understand the concepts. Using elements of the ideologies studied, create a national ideology. What would be its key components? How would it regard individual and group rights? Define and name your ideology.
- Give a quiz to assess Knowledge/Understanding of the terms and concepts.

### **Accommodations**

Students who are experiencing difficulties with for this activity may be given extra time, be given only one question to answer, or a suitable question designed by the teacher.

A large print version of the chart may be necessary for the visually impaired and the hearing impaired may find taping the lecture a useful format.

Those who require enrichment could explore philosophies such as Jean Jacques Rousseau's Social Contract, or apply their knowledge to a pressing world issue such as hunger. Students could also research the political situations at the time of the above philosophers or generate a biographical sketch for one or more of the philosophers in the chart. Again, the key is not to give the gifted student more work, but rather work which requires a deeper understanding than that which is usually found at this level.

### **Resources**

Frost, S.E., *Basic Teachings of the Great Philosophers*. Revised Edition. Toronto: Doubleday, 1962. ISBN 0-385-03007-X

Popkin, Richard and Avrum Stroll. *Philosophy Made Simple*. Second Edition, Revised. New York: Doubleday, 1993. ISBN 0-385-42533-3 pp.59-93.

Soccio, J. Douglas. *Archetypes of Wisdom, An introduction to Philosophy*. Second Edition, Belmont California: Wadsworth Publishing Co., 1995. ISBN 0-534-21690-0 pp. 147-163

Walsh Michael and Davies Brian ed. *Proclaiming Justice and Peace. Papal Documents from Rerum Novarum through Centesimus Annus*. Mystic, Connecticut: Twenty Third Publications, 1991. ISBN 0-89622-481-3 pp. 466-473.

## **Activity 1.2: Ideological Pursuit**

**Time:** 4 hours

### **Description**

The focus of this activity is to explore ideology. Students describe the main features of the world's major political ideologies and demonstrate an understanding of the various critiques of these worldviews. This activity acts as an extension of Activity 1.1 and leads into the next activity, where students examine the

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role ideology plays in shaping the world. Further, the activity serves as a stepping stone to the final panel activity in Unit 5 by giving the students a chance to try on, as it were, the various philosophies before making the necessary decisions that are vital to the success of the Unit 5 Culminating Activity. The students define and describe traditional political ideologies and then develop subsequent critiques. In both activities, students acquire knowledge of worldviews and then apply thinking and inquiry skills to identify the possible limitations of traditional ideologies. Students are introduced to the Catholic ideological perspective and assess if indeed this perspective offers a viable critique of and alternative to traditional worldviews.

### **Learning Expectations**

CGE7e - witness Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society;

VBV.01 - explain the role and function of ideologies in national and international politics;

VB1.01 - explain the role of religion in national and international politics;

VB1.02 - describe the main characteristics of the world's major political ideologies;

VB1.03 - demonstrate an understanding of various critiques of traditional worldviews.

### **Prior Knowledge & Skills**

- Working with the concepts from Activity 1.1, students expand their understanding and application of ideology, albeit at an introductory level. Students should demonstrate the ability to extract information from a number of sources and good critical/analytical thinking skills.

### **Planning Notes**

- Review of the Catholic expectations and a good understanding of gospel values is necessary. Review research procedures with students and book time in the library/resource centre. Acquire copies of *the Catechism of the Catholic Church* section 1897 – 1942. Most schools have copies of these. If not, information is found in Resources. Prepare a list of traditional ideologies. Review the Gospel of Matthew, Chapter 25:31-46.

### **Teaching/Learning Strategies**

1. Begin this activity by brainstorming the values presented in the gospels and Catholic teaching. The following values and teaching should be reviewed and discussed in accordance with the CGE7e. These will help bring to light the fundamental concerns of the church. Place the following gospel values on the board.
  - Dignity of the entire person. All life is sacred. Each person is entitled to human rights.
  - Hope: Rejecting fatalism by opting for freedom and change.
  - Solidarity: Defending the unity of all people in a common search for justice. Share in the suffering of the oppressed and actively work for political and economic justice.
  - The common good. Respect and societal concern for the well-being and development of persons.
  - Faith: Developing a relationship with Christ and reliance on grace instead of material objects for the source of happiness and peace.
  - Preferential Option for the Poor: Regarding the needs of the poor as a fundamental necessity and of highest priority.
2. Discussion questions:
  - a. What view does the church have of the human person?
  - b. Identify the main concerns implied by these values?
  - c. In what sense are these values visionary?
  - d. How might these be used as a guide for government and policy makers?

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3. Distribute copies of *the Catechism of the Catholic Church* or copies of paragraphs 1905-1942. The reading includes Section II of Article 2, The Common Good, and Article 3, Social Justice. The students read the articles and then answer the following questions as part of a take-home written assignment.
    - What emphasis does the teaching place on the human being within society?
    - How would the concept of solidarity affect ideology?
    - What does the notion ‘created in the image of God’ suggest about ideology?
    - Is the notion of the common good, as defined by the church, evident in the philosophies and ideologies you have studied?
  4. Students submit their answers to the teacher for assessment.
  5. Students study the great “isms,” and practise thinking and inquiry skills. Students receive a list of the following ideologies and the related research questions. The activity takes place in the library/resource centre utilizing the available resources. Students work in groups of four. Each group member chooses three ideologies for research. The ideologies include: conservatism, liberalism, capitalism, socialism, communism, fascism, tribalism, globalism, fundamentalism, individualism, and nationalism imperialism and colonialism.
    - What key elements or core beliefs can be identified in the ideology?
    - In your view, what strengths and weaknesses are evident?
    - Do the ideologies emphasize the individual, and the society equally?
    - What would the ideology be like if it was right wing, centre, or left wing.
    - In your view, is there evidence that the ideology is present in the world?
  6. The students formulate their own response to these questions in light of the given ideology. The teacher should make every effort to keep personal beliefs unstated, permitting the students to present their own beliefs and ideologies. Students prepare answers and then provide copies of their research to each group member. The drafts include a bibliography. The group then organizes the respective drafts into a single copy so that each group member has a complete copy of the research. The teacher also retains one copy for assessment purposes.
  7. As a concluding activity, students discuss the following questions: How could the values of the Gospel and Church teaching be used a legitimate critique of ideology? Does ideology function to help people define their sense of being and thus role within the political world?

### **Assessment & Evaluation of Student Achievement**

The purpose of the assessments will be to determine the achievement each student has of the learning expectations. The teacher assesses written responses and class activities in an ongoing manner, keeping a record of achievement for each assignment. The teacher creates a checklist that outlines completion, understanding, and research skills. The teacher conducts oral interviews for assessment purposes using the checklist. For summative purposes, the teacher conducts a test or quiz. The focus of the test would reflect the areas of Knowledge/Understanding, and Thinking/Inquiry.

### **Resources**

*Catechism of the Catholic Church*. CCCB Concacan Inc., 1999. ISBN 0-88997-430-6 184-363 paragraphs 1897-1942.

Flannery, Austin. *Vatican Council II The Conciliar and Post Conciliar Documents*. pp. 924–932. USA: Costello Publishing Company Inc., 1984.

Haberman, Arthur, *The Making of the Modern Age*. Second Edition. Toronto: Gage Publishing Co., 1987. ISBN 0-7715-8344-3

Pennock, Michael. *Catholic Social Teaching, Learning, and Living Justice*. Notre Dame Indiana: Ave Maria Press, 2000. ISBN 0-87793-699-4

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## **Activity 1.3: Equilibrium and Need in a Global Context**

**Time:** 5 hours

### **Description**

Students begin to apply the theories and philosophies from Activities 1.1 and 1.2 to a world context. They explore the political theories and great “isms” as shapers of the political climate of the world in both nationally and internationally. Through their actions and policies, countries reveal their interpretation of political philosophies to their citizenry and to other countries which they have relationships. Students learn that through some actions a country can even unintentionally cause hardship for both their citizens and those of the world. As time progresses, the country can either alter its policies to end undue hardship, or continue to enforce its policies upon others, thus increasing the possibility of conflict. Through case studies of the Luddites, the Canadian Charter of Rights and Freedoms, and the UN, students investigate how a national policy may indeed cause conflict once it becomes illuminated on a national and international stage.

Students should realize that conflicts often result from a nation’s survival needs as it tries to compete with other nations. To explain this process, the teacher may use the hierarchy of needs theories of A. Maslow to explain the developmental process that a nation, like a human, undergoes. As the nation attempts to satisfy its needs, it may exploit existing resources and, if unchecked, may eventually begin to infringe upon the rights and national interests of its neighbours. This conflict over resources may lead to war. Students explore the concept of sustainable, effective development for have and have-not nations. Finally, students explore how this theory of development will be affected by the political practices and beliefs of the parties involved. Thus, students appreciate the difficulty of both developing viable domestic policy and developing an effective and meaningful respect for the social, political, and religious ideologies of the international community.

### **Learning Expectations**

CGE7g - respects and understands the history, cultural heritage, and pluralism of today’s contemporary society;

VBV.01 - explain the role and function of ideologies in national and international politics;

VBV.02 - explain how nationalist and internationalist ideologies shape ideas, as well as conflict or cooperation within and among nations;

VB3.02 - compare key elements of selected theories concerning the nature of effective development;

VB3.03 - analyse the main differences between the social beliefs and ideologies in developed and developing countries.

### **Prior Knowledge & Skills**

Students have a basic understanding of the political theories and great “isms” from Activities 1.1 and 1.2, from the Grade 10 Civics and History courses, students bring prior knowledge of effective political participation, the functioning of government, and a general understanding of the concept of long- and short-range causes.

### **Planning Notes**

The teacher should review the curriculum of the Grade 10 Civics and History courses. Book time in either the library/resource centre or computer room to permit student access to research material either in the print or electronic format. Students need such access to research beyond the classroom text, in order to insure a well-rounded understanding of course material. This also suggests to the student that politics is a living, vibrant subject that is ever-changing and in need of continual exploration and updating.

The teacher should review board and school Internet policy with students.

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Due to the increasing diversity of Ontario classrooms, the teacher should keep in mind students who may be uncomfortable with or sensitive to topics and issues under discussion. **Note:** Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context.

### Teaching/Learning Strategies

1. Students list those things that they consider essential for survival. Students will list such items as food, clothing, and shelter. However, other students will mention the need for love and belonging. Next on the board list why, once basic needs are met, we seek love and belonging and from where we seek it. Students will identify such ideas as security, personal fulfillment, and growth. They will list family and friends as the key sources of this love. From here the teacher can introduce A. Maslow's Hierarchy of Needs theory and extrapolate from it the fact that societies, like individuals, also go through this developmental process. This will tie in, for students, the concepts they have studied, such as tribalism and individualism. Maslow's theory allows students to evaluate not only personal drives and motives, but also those of nations, and thus understand how when combined with ideology these motives can create a very dangerous, unstable situation.
2. Through a series of directed questions student explore and expound upon this theory as it relates to international political ideology. Sample directed questions could use Bloom's taxonomy:
  - List the levels through which an individual must progress according to Maslow.
  - Explain how one stage of development must be mostly completed before one can progress to the next stage.
  - Apply Maslow's theory of individual needs to that of social needs. Is his theory still viable? Explain.
  - Distinguish at what level on Maslow's scale developed and developing world nations would be. Provide examples where possible.
  - Design a political theory that may meet the needs a developed or developing world society.
  - Appraise the probability that the developed and developing world societies will come into conflict based upon their needs and developed political ideology.
3. From this activity student will perceive that as societies meet their needs they will have a number of key questions to address:
  - Who insures that everyone within the society has access to basic needs?
  - As a society progresses how does it insure, or will it want to insure, that its citizens have equal access to needs and growth?
  - At what point will a society begin to develop a national identity, and how will this affect the implementation of the above?
  - How will this identity and resultant policy affect its interaction with more or less developed nations?
4. To help students conceptualize these ideas, two case studies could be introduced—one modern and one historical. The modern example could be the Canadian Charter of Rights and Freedoms. Students in this group discuss the question: How does this legislation reflect the Canadian identity and values? For contrast, the Luddite movement in Britain could be used as a second case study. The key question here would be: In what ways is the Luddite movement rejecting the Industrial Revolution's idea of "labour is capital only"? These case studies would best be done using a jigsaw format. Students should appreciate the idea that the Charter is primarily concerned with a society dealing with a self-actualizing citizenry, whereas the Luddites were dealing with a society in the middle of a paradigm shift where all did not have equal access to necessities of life. As a reflective exercise, students should write a short paper or poem that would deal with the problem created when both of these societies come into contact. This will help students personalize and remember the diametrically opposed views of both societies.

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5. Students apply Maslow's ideas on basic needs and self-actualization to the way in which the availability of resources affects the development of a national ideology. Returning to the concepts of "tribalism" and "nationhood", students search online newspapers to find examples of how these two ideologies deal with the access to basic human needs. The class discusses the differences between how tribes and nations share resources. Students notice that the tribe and nation both function on the concept of "we," and that "we" has the first access to local resources. Once they have pooled resources, nations soon recognize the rights and needs of others to resources, yet tribes, because of their small size, usually fail to utilize all resources. The teacher can reintroduce the topic of colonialism in this context.
  6. Students begin to see patterns emerging, one of which is the result when a tribal mentality dominates or forms a national political ideology. How do truly "national" societies deal, or fail to deal, with nations that have a tribal worldview? An example of this is the situation in Rwanda and the apparent unwillingness of the UN to recognize the severity of its problem. The Rwandan situation is instructive as the call upon the UN to help was headed by a Canadian, Romeo Dallaire. This introduces the fact that Canada is indeed affected by, and a vital player in, international politics. Using a chart, students can record the role of tribal mentality in the desire for power, the result of intertribal war and the inability or unwillingness of an international body such as the UN to become involved in such inter-tribal war. From here, students can develop a theory as to why the situation in Rwanda unfolded and decide if the UN's unresponsiveness was indeed warranted. Students can refer then back to Maslow's theory and place the nations involved in the Rwandan tragedy on the scale and discuss the correlation between a nation's needs and wants and its ability to impose its will upon another nation also seeking to meet its needs and wants.
  7. Students must be aware of power-brokers between developed and developing world nations in assessing the differences between developed and developing nations in their political, social, economic, and religious ideologies. Using the Internet, where possible, or international papers/magazines, students work alone in assessing how developed and developing nations create and implement their national political ideologies to address their own unique situations. Such an approach will help students understand the key factors that help a nation develop, such as access to resources and the ability to resist external pressure, issues which will be examined in greater detail in later units. This activity provides an application between the philosophies of Plato and Mill, introduced in Activity 1.1. Students analyse the differences between developed and developing world political ideologies, including individual vs. state rights, political parties and access to power, access to education, health care, religious freedoms, and role of the economy in determining social policy. Thus, students can appreciate countries' difficulties in creating internationally acceptable policies on development due to the number of conflicting interests. Returning to the ideas of Adam Smith, the students can begin to examine the role that some versions of modern western capitalist ideology play in the developing nation. Students should also understand that the developing world has also received money and technology from developed world organizations, such as the UN, in an attempt to help in its development.
  8. Finally, students examine the possibility of creating an ideology that meets the needs of all people on the planet. Students explore the people and organizations that are calling for a reform of domestic and international policies and indeed a fundamental restructuring of how nations approach their relationships with one another. In small groups, students can develop a list of items that need to be addressed internationally to insure the planet serves everyone. Students should have the opportunity to form their own conclusions free of the bias of the teacher. For example, the role and cost of global industrialism must be weighed against the cost it has on the environment and people's livelihoods. The teacher should stress that the economy is there to serve humanity, an idea difficult to put into practice.

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## Assessment & Evaluation of Student Achievement

- Diagnostic Assessment: During the review of prior and background knowledge, the teacher works to assess the individual strengths and weaknesses of the students as they pertain to Knowledge/Understanding, and Communication. The use of class discussion and checking students' reading abilities would be useful. The emphasis is on improvement of skills.
- Formative Assessment: Student progress will further be assessed using roving conferences both individually and with the group to assess the skill of formatting questions, and the ability to form and answer multi-faceted questions. The activity on Maslow would serve as a means of assessing students' Knowledge and Application skills.

## Accommodations

Due to the fast pace of this course, ESL students may need extra time to complete the readings. Students with visual impairment may need to access enlarged font or Braille texts.

## Resources

Clarke, Tony and Maude Barlow. *Global Shutdown: Global Politics and the WTO*. ISBN 0773732624

Hellyer, Paul. *Stop Think*. ISBN 0969439466

Korten, David. *Globalizing Civil Liberties: Reclaiming our Rights to Power*. ISBN 1888363592

McQuaig, Linda. "Globalization isn't one size fits all". *The Financial Post*. Dec.14.1998.

O'Neill, Juliet. "Swimming against the Mainstream Economic Currents". *The Ottawa Citizen*. Jan.4.1998

Ralston Saul, John. *On Equilibrium*. Toronto: Viking, 2001

– <http://insight.mcmaster.ca/org/efc/pages/law/charter/charter.text.html#7>

Canadian Charter of Rights and Freedoms

– <http://newslink.org/> NewsLink (international papers)

– <http://www.islandnet.com/pwacvic/coxsk00.html>

Periodical Writers Association of Canada

– <http://www.liucentre.ubc.ca/>

Liu Centre for the Study of Global Issues

## Activity 1.4: All Paths Lead to the Mountain Top

**Time:** 4 hours

### Description

Through lecture format, the teacher gives the historical background and paradigm shifts that preceded the writing of the sources studies. With this understanding of historical context, students begin a general comparison of the two sets of documents—one secular, the other religious. Students complete a comparison organizer (see Appendix 1.4.1). Then, using modern situations students, assess the viability of both approaches in supporting and reaffirming human life. This will be an integral link between theory and the practical application in Activity 1.6.

### Learning Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

ICV.01 - explain the rights and responsibilities of individual citizens, groups, and states in the international community;

IC5.01 - identify the most important international human rights documents and assess their significance.

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## Prior Knowledge & Skills

Working with *Gaudium et Spes* and the theories from the Activity 1.1, students delve into use of primary source materials. Students should understand that political ideology is affected by the social, political, and economic milieu in which it is created. In Grade 10 Canadian History, students had opportunities to develop their skills at historical inquiry, formulating questions, and understanding causation. Students should also be familiar with such concepts/tools as organizers, chronology, critical thinking, and for Catholic students, the values of the Christian faith.

## Planning Notes

The teacher selects primary sources for study. In most standard books dealing with the UN one can find complete copies of *The United Nations Declaration of Human Rights* and *Covenant on Economic, Social and Cultural Rights*. If print sources are not available students can locate all UN material can be found on its homepage listed under Resources. A number of online resources carry full text version of Papal encyclicals. Furthermore, Catholic school boards carry most of the Church's social teachings. This activity uses *Rerum Novarum*. This long document may need to be edited for student use. Questions for each document would initially serve as a general reading guideline. Vocabulary studies may also be needed. The teacher must assess the reading and comprehension level of the students involved. Ongoing diagnostic evaluation of student abilities is recommended.

## Teaching/Learning Strategies

1. This activity prepares students for the culminating activities. Students explore primary documents which have been and continue to be shapers of modern political theory and ideology. Furthermore, it provides a chance for students to realize the role that history and social, economic, religious, and other forces exert on the creation and eventual implementation of political ideology. Students are introduced to the concept of a university-style lecture. It also provides the teacher a useful guide to the pace at which students can collect and recall information. Such information will be vital once students begin to prepare for the essay writing and oral presentations in later units. The teacher introduces the concept of the "Square," "Triangle," and "Circle" lecture format. After the lecture is complete, the students draw on three separate pieces of paper, a square, triangle, and circle. Reviewing their lecture notes, the students records on the "Square" page the ideas they understood (that is the ideas that squared with them); on the "Triangle" page the key points of the lecture; and finally on the "circle" page, those ideas that had them running in circles because they did not understand them. The teacher collects these pages and clears up any misconceptions.
2. Through the lecture, the teacher begins by tracing the background from which the Church and UN documents emerge. The teacher should refer previous activities—The Age of Enlightenment philosophers, the Luddites, and other concepts student will recognize—to insure a continuity of learning. Listed below are some of the key facts that this lecture should contain:
  - A Invention of the printing press led to an increase in reading, particularly of the Bible. This in turn helped foster scepticism, individualism, and a breakdown of the hold that the Church had on society.
  - B Literacy allowed people to share ideas. Scepticism gave rise to inquiry and eventually the birth of the Scientific Revolution and the scientific method, which fostered rationalism. Mention thinkers and ideas introduced in Activity 1.1 to aid in student comprehension.
  - C Rationalism encouraged people to look for things that either united them or separated them. This was reinforced by the reign of Louis XIV and his creation of a state that suppressed tribalism/parochialism and sought to create a state in the modern sense. This nationalism became a major source of conflict between the developed world nations as they raced for overseas possessions.

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- D The emergence of the Age of Discovery and the rise of empires, which initially practised mercantilism and thus created a situation of dependency between the developed and developing world nations.
- E Mercantilism made possible, financially and socially, the Age of Enlightenment that Europe could afford. Students can apply the process of self-actualization they discussed under Maslow's Hierarchy of Needs. Enlightenment Thinkers saw the hope of humanity lying in rational scientific and economic thought called for a free market and the end of any support or ties that mercantilism has insured for the primary source provided.
- F With this change in the paradigms of international trade came the rise in population and the Industrial Revolution. This created an increase in demand for foodstuffs and raw materials within developed world nations. It also created a call for the rights of the workers. The call for workers rights appeared in the writings of Engels and Marx as well as the demands that governments protect the vulnerable such as children, women, and the sick. Governments that fail to address these calls increasingly faced internal tension from labour unions and socialists, and in some cases outright rebellion or revolution.
- G Worker exploitation and rising socialist movements prompted Pope Leo XIII to issue *Rerum Novarum*.
- H The rise of nationalism, colonialism, and capitalism led to two World Wars. During the Second World War, the world witnessed an act of "ethnic cleansing." Awareness of the possibilities of future problems and more violence based on ethnicity and the unequal distribution of wealth led to the creation of the UN and the *Declaration of Human Rights and Covenant on Social, Economic and Cultural Rights*.
3. This lecture provides the context to introduce *Rerum Novarum*, a long paper covering a variety of topics, and Articles 1, 2, 3, and articles 30 through to 39 relate directly to workers' rights. Reading these articles as a class permits the teacher to explain difficult ideas or concepts and to assess the reading level of the class. Ask the class if the ideas proposed in the paper are still relevant today and if so, why? Answers can be recorded on an overhead and discussed generally with reference to modern examples. An interesting closing question for the day would be: Why did the Church feel it was/is necessary to enter the market place and outline the rights and responsibilities of employer and employee? Furthermore, how could the Church help implement its suggestions?
4. The second major component of this unit is to introduce the UN's *Declaration of Human Rights* and its *Covenant on the Economic, Social and Cultural Rights*. While they are written in language more modern than the Papal encyclical, it would nevertheless be advisable to read through both these articles as a class and give students a chance to clarify any unfamiliar language or concepts. While these documents are primarily political in nature, they nonetheless address many of the same issues that the papal encyclical addressed. In an opening set of question the students are asked to hypothesize why the UN also felt a need to produce such documents and what they reflect about the ostensible values of the UN and its members. Were these values implemented and represented in the UN's activity in recent interventions? Why/Why not? The teacher then divides the class into groups of three and instructs each member to select one of the three documents and complete the *Comparison Organizer* for their policy (see Appendix 1.4.1). Once all members have completed their sections, they share their answers with their group members. Once all groups have completed their charts, the class comes together again and on an overhead copy of the chart the teacher fills in the whole class's findings. To aid in unifying the ideas presented, the class develops thematic statements pertaining to the goals and hopes of the given documents.

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## Assessment & Evaluation of Student Achievement

- Diagnostic Assessment: During the review of prior and background knowledge, the teacher works to assess the individual strengths and weaknesses of the students as they pertain to Knowledge/Understanding and Communication. The questions students ask while reading and assessing the primary sources will be a useful indicator in this context. Again the emphasis is on improvement of skills not evaluation.
- Formative Assessment: Student progress will further be assessed using roving conferences both individually and with the group to assess the skill of formatting questions, note taking from primary sources, and the ability to detect the bias within these sources. Submission of the lectures “square, triangle, circle” sheets will aid in this assessment process. Furthermore, the teacher may use the group work activity as a means to assess the ability of members to function effectively and efficiently together.

The organizer entitled Comparison Organizer: Papal and UN Social Documents (Appendix 1.4.1) will be assessed for completeness, understanding, and insight. Such an assessment will help the teacher to determine how successful students are at conducting an inquiry using primary sources and their ability to assess the impact of the many modes of thinking contained within political documents.

## Accommodations

- Provide large print and/or Braille versions of the material for the visually impaired.

## Resources

Clarke, Tony and Maude Barlow. *Global Shutdown: Global Politics and the WTO*. ISBN 0773732624

Clarke, Tony and Maude Barlow. *MAI: The Multilateral Agreement On Investment and the Threat to America*. ISBN 0773759794

Clarke, Tony and Maude Barlow. *MAI: The Multilateral Agreement On Investment and the Threat to Canadian Sovereignty*. ISBN 0773759468

Kelsey, Jane. *Reclaiming the Future: New Zealand and The Global Economy*. ISBN 1877242012

Kelsey, Jane. *Economic Fundamentalism: The New Zealand Experiment*. ISBN 0745310435

McQuaig, Linda. *The Cult of Impotence: Selling the Myth of Powerlessness in the Global Economy*. ISBN 067087278-4

– <http://polisci.nelson.com/canpol.html> (Nelson Political Science on the Web)

– <http://www.statcan.ca/> (Stats Canada)

– <http://www.statcan.ca/> (Stats USA)

– <http://www.census.gov/> (USA Census)

– <http://www.pernet.net/~sinclair/encyclicals/papal-encyclicals.htm> (The Catholic-Labour Network)

– <http://www.parl.gc.ca/information/library/PRBpubs/bp451-e.htm>

(Library of Parliament. Report on Hemispheric Affairs in Transition)

– <http://www.parl.gc.ca/information/library/PRBpubs/bp457-e.htm>

(Library of Parliament. Report on Human Rights in the Context of Economic Integration of the Americas)

– <http://www.parl.gc.ca/information/library/PRBpubs/bp416-e.htm>

(Library of Parliament. Report on Human Rights, Global Markets: Some Issues and Challenges for Canadian Foreign Policy)

– <http://laboris.uqam.ca/anact/McGrady.htm> (NAFTA and Workers Rights a Canadian Perspective)

– <http://www.geocities.com/Athens/7273/encycx5.htm> (Papal Writings: The Voice of the Magisterium)

– <http://www.uscatholic.org/cstline/rerum.html> (Rerum Novarum)

– <http://www.un.org/documents/> (UN Documentation Centre)

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## Activity 1.5: The Power of One: The Individual's Impact on the World Stage

**Time:** 4 hours

### Description

Students come to recognize the “power of one” on the world stage. With an understanding of the political ideologies at play globally, students look to examples of these ideologies in action. Students research a chosen political activist, the ideology the individual best represents, and how this ideology conflicts with the prevailing ideology of the individual's society. Having completed this research, students evaluate the contribution of their chosen individual to society.

This activity helps students to understand the practical implications of ideas, so that they can appreciate the “power of one” individual, as well as the “power of one” idea. Students then discern how they can begin to employ their own “power” in order to create a more just society. Students evaluate their rights and responsibilities as Canadian, as well as global, citizens. This activity prepares students for the culminating activity of the unit.

### Learning Expectations

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

IC1.01 - evaluate the extent to which the rights and responsibilities of states in the international community are parallel to the rights and responsibilities of citizens in democratic national communities;

VB3.04 - demonstrate an understanding of the commonality of human aspirations for a better, more secure life.

### Prior Knowledge & Skills

Students have a working knowledge of major political ideologies, and be familiar with human rights documents and the social teaching of the Catholic Church. As well, students have a working knowledge of print and computer research skills.

### Planning Notes

The teacher should review the various ideologies and documents the students have been introduced to in the earlier activities of the unit. The teacher prepares a suggested list of individuals that the students can choose for their research. This list might include Nelson Mandela, Lester B. Pearson, Eleanor Roosevelt, Dag Hammarskjold, Mikhail Gorbachev, John Humphrey, John Paul II, Martin Luther King Jr. etc. A copy of *Evangelium Vitae* paragraphs 87 –91 is required to help the students establish the criteria by which they can measure whether their individual contributed to the ‘civilization of love’ or the ‘culture of death.’ Available resources in the school library/resource centre should be researched ahead of time to best direct student research. As well, the teacher should book library/resource centre research time for the class.

### Teaching/Learning Strategies

1. Begin the activity with a short quiz game to review the various ideologies introduced to students in the unit thus far.
2. Ask the students: How much of a difference do you think one person can make in a society? Ask the students to make a list of individuals that they believe have made a difference in the world.
3. Add names from your list to the list generated by the students and ask them to choose one name for further research. Students can introduce figures from their own cultural or ethnic background, personalizing the activity for the student, but it must be approved by the teacher. Students should also be informed that they are researching “influential” people, rather than “good” people. These two might be synonymous, but not in all cases. However, teachers should use their own discretion in approving students' choices.

4. Students then begin researching their chosen individual. The students find a brief biography of their chosen individual as well as some of their major accomplishments, the ideology their individual best represents, and the prevailing ideology of the day. For example, if a student chooses Martin Luther King Jr., this will require that they recognize the ideological conflict that King embodied living in the society and time that he did. Students can complete the chart below as a means of beginning their research.

Brief Biography of Individual	Major Accomplishments	Ideology	Prevailing Ideology

5. Inform the students that they will be asked to defend their choice of ideology based on their knowledge of that ideology.
6. Copies of paragraphs 87-91 of *Evangelium Vitae* should be distributed to the students and it can be read aloud as a class. Students must extract from the document the criteria for determining an individual's contribution to society being regarded as contributing to the 'civilization of love' or the 'culture of death.' Students should recognize that contributing to the civilization of love requires respect for others, a commitment to serve those in need, the giving of love without the necessity of reward, and in short, the practising of what is preached in the Bible and social gospel documents put forward by the Church.
7. Having completed their research and examined the *Evangelium Vitae* document, students write a paragraph addressing the question: In light of the UN's Human Rights Documents, the Social Teaching of the Catholic Church, and the Pope's *Evangelium Vitae* has your chosen individual contributed to the 'culture of death' or 'civilization of love?'
8. Having completed these paragraphs, students answer the following questions: 1. Who was the winner of the 100m men's race in the 2000 Olympics? 2. Who won the Grammy for Best New Artist this past year? 3. Who won the Best Supporting Actor Oscar this past year? 4. Who was the MVP for the American League this past baseball season? 5. Who was the highest paid actress in Hollywood this past year? Students then answer the following: 1. Who was the last person to buy you a pair of shoes? 2. Who have you had a conversation with that changed you or really made you think? 3. Who was the last person to buy you something to eat? 4. Who was the last person to whom you told a secret? 5. To whom do you go for advice?
9. A class discussion about the importance of the people that surround them ensues. These questions help students to recognize that "regular" people have the biggest impact on us. The aim of this activity is to help students understand the importance of individuals with whom they come into contact every day. They should also understand that their names might appear on the second half of another student's list which might make them realize that they can make change in the world one relationship at a time.
10. The students should then be asked: What is your role as a citizen of Canada and a global citizen in attempting to better our world? Students can respond with a series of "I can..." statements based on their knowledge of the difference one individual can make in society.

### Assessment & Evaluation of Student Achievement

- Diagnostic Assessment: The quiz game at the beginning of class will allow the teacher to determine which students are in need of reviewing information and skills from the early activities of the unit.
- Formative Assessment: Teachers can evaluate students' research skill/work habits with a checklist. Roving conferences can be used to evaluate whether or not students are on task during library/resource centre research, and to answer any questions related to the research.
- Summative Assessment: Teachers can assess the chart and paragraph response as well as the "I can..." statements as indications of students beginning to synthesize the material presented thus far in the unit. Clarity of logic and writing skills should be assessed.

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## Resources

Hellyer, Paul. *Stop Think*. ISBN 0969439466

Korten, David. *Globalizing Civil Liberties: Reclaiming our Rights to Power*. ISBN 1888363592

McQuaig, Linda. *The Cult of Impotence: Selling the Myth of Powerlessness in the Global Economy*. ISBN 067087278-4

– <http://www.blupete.com/>

– <http://www.providence.edu/Literature/Biographies/Philosophy/BiosPol.htm>

(Political Theorists and Activists Biographies) [polisci/affigne/students/labor/Labor\\_Leaders\\_page.htm](http://www.polisci.affigne/students/labor/Labor_Leaders_page.htm)  
(Influential Leaders in Labor History)

– <http://advertising.utexas.edu/research/style1> (Rules for Writing or Punctuation)

– <http://www.geocities.com/Athens/7273/encycx5.htm> (Papal Writings: The Voice of the Magisterium)

– <http://www.uscatholic.org/cstline/rerum.html> (Rerum Novarum)

## Activity 1.6: The Word Made Flesh

**Time:** 4 hours

### Description

Students synthesize the lessons of the entire unit and use the research they have collected on an influential figure to write a magazine article for the fictitious “Word Made Flesh” magazine. In their articles, students communicate the information from their charts created in Activities 1.4 and 1.5. Students also comment on the state and importance of ideology in today’s society. Using the Social Teachings of the Catholic Church as a lens, students evaluate how their individual reflects the gospel message and contributes to the greater good. In this way, students can address the chances of our current world benefiting from other individuals than the ones chosen for their assignment. Consequently, the writing of this article will allow students to discover an ideology, witness the ideology in practice, and evaluate the future of that ideology in the current global context.

### Learning Expectations

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE5c - develops one’s God-given potential and makes a meaningful contribution to society;

IC1.03 - describe the actions of particular individuals who have influenced global affairs.

### Prior Knowledge & Skills

Students have completed a review of political ideology, research on an influential figure, and a chart from Activity 1.5.

### Planning Notes

The teacher should prepare an overhead transparency showing guidelines for writing a magazine article. Furthermore, it may benefit students to review the Grade 10 Civics concept of Good Citizenship.

### Teaching/Learning Strategies

1. At the beginning of class the students should be asked: How important are ideas in our world? Can the right idea revolutionize the way we do things? Ask the students to think of ideas that have changed our world and the way we live. Students will lean towards scientific inventions but should be guided towards discerning the ideology behind the invention. For example if a student chooses the idea of motorized transportation – the invention of the automobile, they should then be required to discern the ideology behind motorized transportation, i.e., efficiency, consumerism, hedonism, etc.

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Students should then be asked to think about the state of ideology in their world. What ideas are predominant in our society? How accepting are we as a society to new and different ideas? Do we have individuals like those researched who might be resisting the ideology of our society? This can be done as a Socratic lesson, or the students can be given articles with differing perspectives on the state of ideas in our society. This will model the expectations for their article writing exercise.

2. Instruct the students that they are to write a magazine article for the fictitious “Word Made Flesh” magazine about the individual they have chosen for their research. The students are to include all of the information they have gathered and included on their charts from Activities 1.4 and 1.5.
3. Having communicated this information, students are also asked to comment on the state of ideology in today’s society, i.e., have ideas lost their appeal in the 21st Century? What is the future of the ideology that was espoused by the individual of my research? What is the likelihood of witnessing another life like the one celebrated in my research? What importance does the gospel message of the greater good have in our society today? All of this information is to be included in the magazine article.
4. Present students with the overhead and provide them with the rules for writing articles. Discuss who the target audience for the magazine will be. (Perhaps the students’ age group). How did this target group affect how the article was written?
5. Distribute the magazine articles that you have chosen as examples. Have the students read the articles and determine how these articles fulfill or fail to meet the criteria for good magazine articles. The students can create a list of characteristics of good articles. These exercises will prepare students for writing their articles, as they will understand the expectations of the assignment.

### **Assessment & Evaluation of Student Achievement**

- Diagnostic Assessment: During the class time for individual work on the articles, the teacher works to assess by roving conferences, the individual strengths and weaknesses of the students pertaining to article writing and mechanics.
- Summative Evaluation: The magazine article for “Word Made Flesh” magazine will be evaluated for completeness, understanding, and insight. Articles should also be evaluated for syntax and vocabulary. Such an evaluation will help the teacher to understand how successful students are at deconstructing print media, detecting bias, recognizing the application of theory, and applying theory of their own. Additionally, it will provide the students a foundation on which to scaffold their writing skills, thus building towards success on the later essay assignment.

### **Resources**

Hellyer, Paul. *Stop Think*. ISBN 0969439466

Korten, David. *Globalizing Civil Liberties: Reclaiming our Rights to Power*. ISBN 1888363592

McQuaig, Linda. *The Cult of Impotence: Selling the Myth of Powerlessness in the Global Economy*  
ISBN 067087278-4

– <http://www.geocities.com/Athens/7273/encycx5.htm> (Papal Writings: The Voice of the Magisterium)

– <http://www.uscatholic.org/cstline/rerum.html> (Rerum Novarum)

– <http://www.un.org/documents/> (UN Documentation Centre)

– <http://advertising.utexas.edu/research/style1> (Rules for Writing or Punctuation)

– <http://www.tpub.com/journalist/33.htm> (Writing for Magazines)

– <http://www.blupete.com/Literature/Biographies/Philosophy/BiosPol.htm>

(Political Theorists and Activists Biographies)

– [http://www.providence.edu/polisci/affigne/students/labor/Labor\\_Leaders\\_page.htm](http://www.providence.edu/polisci/affigne/students/labor/Labor_Leaders_page.htm) Influential  
(Leaders in Labor History)

## Appendix 1.1.1

### Political Philosophers

<b>Philosopher</b>	<b>Question</b>	<b>Answer</b>	<b>Rationale</b>
Plato	How should society be governed?	The Philosopher Kings. (The intellectual Elite) Aristocracy.	The intellectually superior are most fit to rule the less rational. Reason must dominate.
Thomas Hobbes	How does society remain orderly?	A covenant or agreement that stresses obedience to law and sovereign rule.	Human nature is selfish and unruly. Sovereign rule and law create harmony.
John Locke	How should society regulate itself?	A system, which arrives at laws and advocates rights. Authority is given by appointment “All men are equal under law.” Constitutional civil rights shared by all. Civil liberty, due process, and the rule of the majority.	The “state of nature” has a law to govern it, i.e., no one should do harm to another. Natural rights belong to human beings. Human beings need to establish a power in order to settle disputes fairly to and guarantee freedoms.
John Stuart Mill	How are individual and minority rights protected?	Individual opinions, which run contrary to public beliefs, should not be suppressed. Free speech. Limiting majority rule. Individual well-being, rights, and freedoms must prevail.	In protecting individual rights and freedoms the entire society benefits. The state is a good as the individuals comprising it.
Karl Marx	How can a society become a classless system where all people are treated equally?	Change will occur through conflict, specifically class struggle between the “haves and the have-nots” or the bourgeoisie and the proletariat. A new social order is necessary whereby the means of production would be owned by the society resulting in a single social class, which will unite all people.	Class differences are based on economic power and ownership of production. This creates a master/slave relationship, those who are rich, and those who are poor. The economic system determines society. Humanity is reduced to a measure of profit in a capitalistic society producing poverty for the workers. A single class is necessary.

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## Appendix 1.4.1

### Comparison Organizer: Papal and UN Social Documents

<b>The Political Philosophers</b>						
<b>Article Name</b>	<b>Writer</b>	<b>Date of Issue</b>	<b>Key Ideas (List in point form)</b>	<b>Ideologies Present</b>	<b>Political Ramifications of ideas presented</b>	<b>Modern Example or cases where the issues addressed are present</b>
<b>Rerum Novarum</b>						
<b>United Nations: Declaration of Human Rights</b>						
<b>United Nations: Covenant on Social, Economic and Cultural Rights</b>						