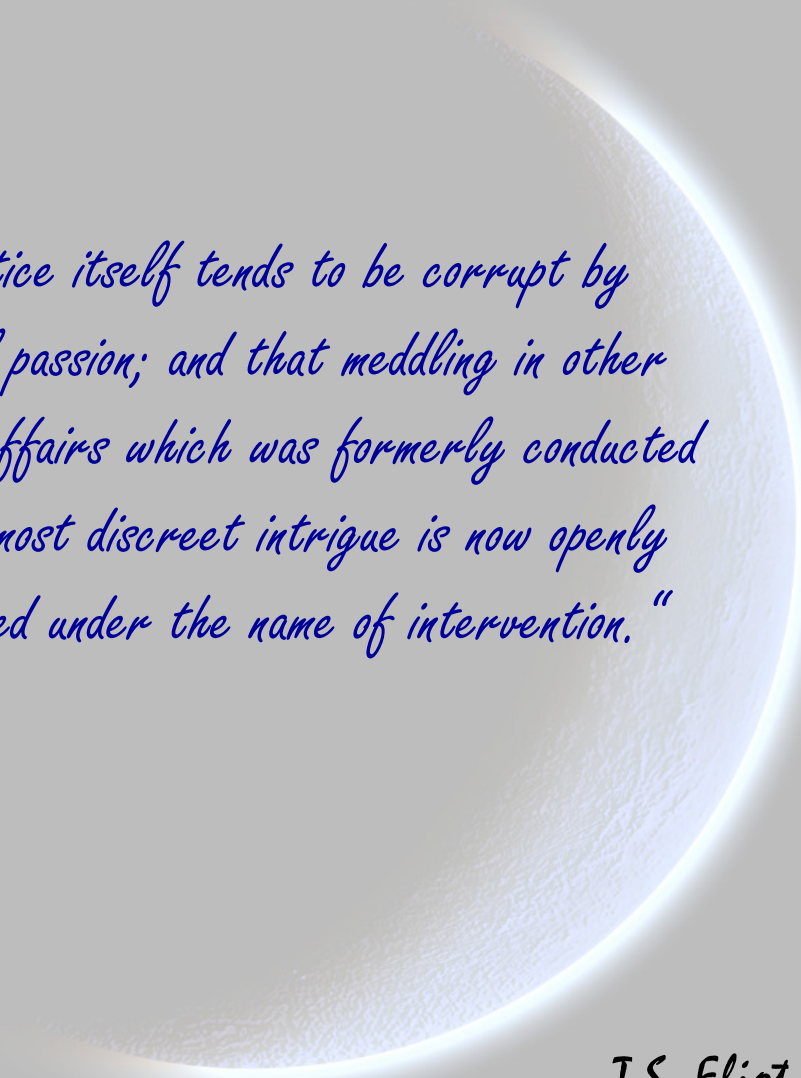


Behind & beyond the oil barrel



Photo credits : Creative Commons : FLICKR.com





"Justice itself tends to be corrupt by political passion; and that meddling in other people's affairs which was formerly conducted by the most discreet intrigue is now openly advocated under the name of intervention."

T.S. Eliot

The Dark Side of the Moon (Preface). London : Faber. 1946.

ACKNOWLEDGEMENTS

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TABLE OF CONTENTS

INTRODUCTION :	Behind and beyond the oil barrel	6
PART 1 :	Key ideas, principles and case studies	9
PART 2 :	Learning about today’s Middle East issues A case study : Iraq	43
PART 3 :	External military intervention in a sovereign territory in the Middle East	59
PART 4 :	Lending a deaf ear : the case of Tibet	77
PART 5 :	Exercise your right of freedom of speech	97
EVALUATION TOOLS		109
APPENDICES		115



INTRODUCTION : Behind and Beyond the Oil Barrel

This Learning and Evaluation Situation (LES) prototype on the theme “Tension and Conflict” using the example ‘*The present day oil issue and foreign intervention*’ has been designed to promote the development of the two competencies in the Contemporary World program (Cycle 2, Year 3) :

**Competency 1 : INTERPRETS A CONTEMPORARY WORLD PROBLEM**

Through research, the student is able to interpret the contemporary world problem ‘*The present day oil issue and foreign intervention*’ and understand that the problem is not isolated but, rather, integrated into the complexity of the modern world.

**Competency 2 : TAKES A POSITION ON A CONTEMPORARY WORLD ISSUE**

The student will be capable of taking a position on the contemporary world issue ‘*The present day oil issue and foreign intervention*’. His/her position will be grounded on pertinent information to enable him/her to meaningfully participate in social debate and, thus, become a responsible citizen.

This LES will support the following connections to the Broad Areas of Learning (BAL) :



Media Literacy : Students must gather information from various sources which may present opposing viewpoints or biased information. Students must exercise judgment to discern between facts and opinions. *Contemporary World Program, working document, p. 10*



Citizenship and Community Life : Students will examine aspects of society today in light of the past, and will examine a number of diverse societies. They will further their understanding of citizenship in determining the role of the individual and contexts for social action provided by the LES. *Ibid.*



Environmental Awareness and Consumer Rights and Responsibilities : By examining certain aspects of global distribution of wealth and power, students increase their awareness of consumption and exploitation of the environment through the contexts provided. *Ibid.*

The students will explore different venues through a series of relevant activities that will support the development of all Cross Curricular Competencies (CCCs). In particular, the LES will develop their capacity to

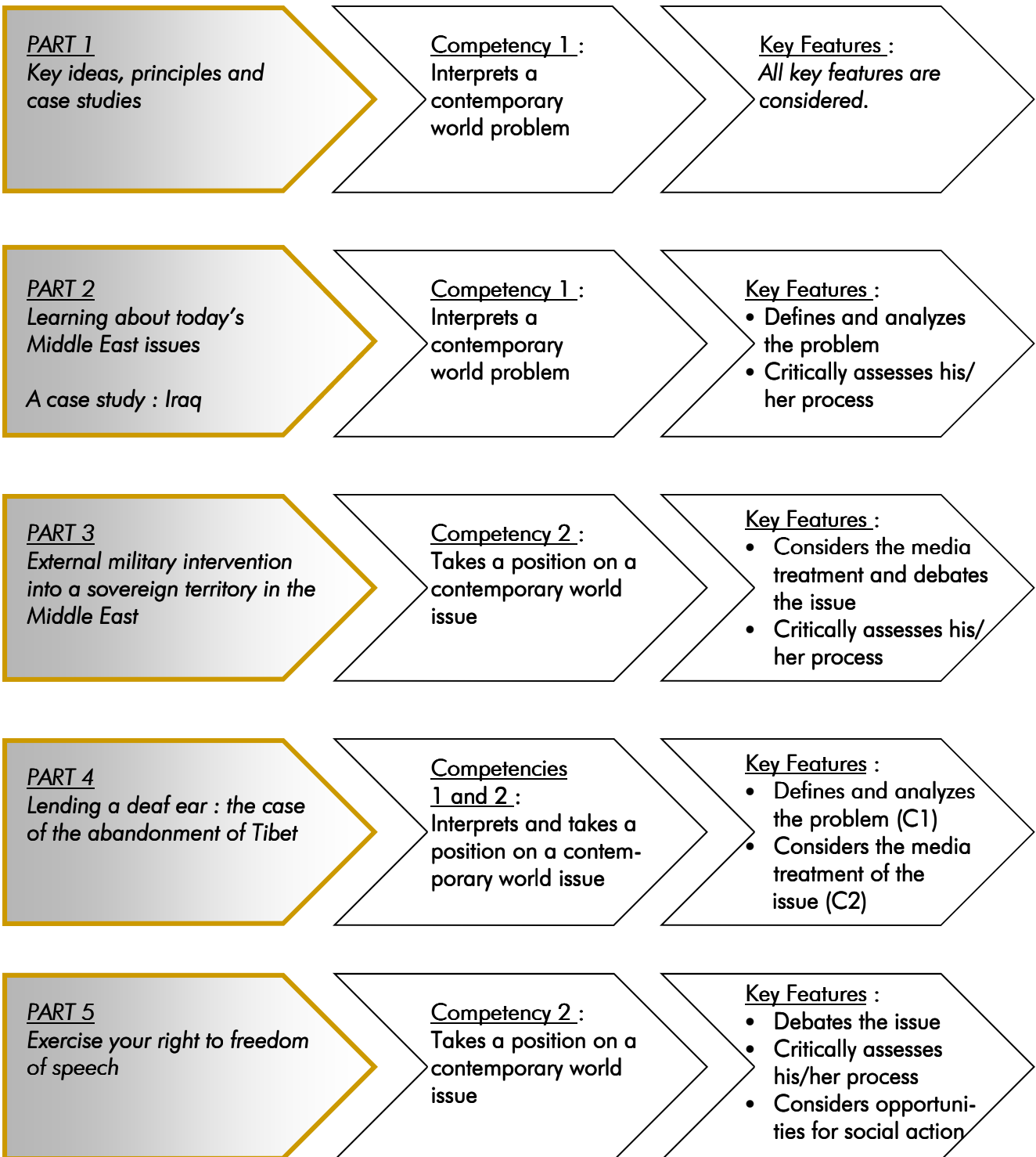


- exercise critical judgment and
- use information.

The students will not only become cognizant of a current issue of fundamental significance ‘*The present day oil issue and foreign intervention*’, but also realize that they can make connections between what they have learned, and what they may contribute as concerned citizens.

Structure of the Learning and Evaluation Situation :

This Learning and Evaluation Situation is comprised of five parts containing both learning activities and complex tasks. As students move through each part of the LES, the demands placed upon them and the complexity of thought required to complete each part increase gradually.

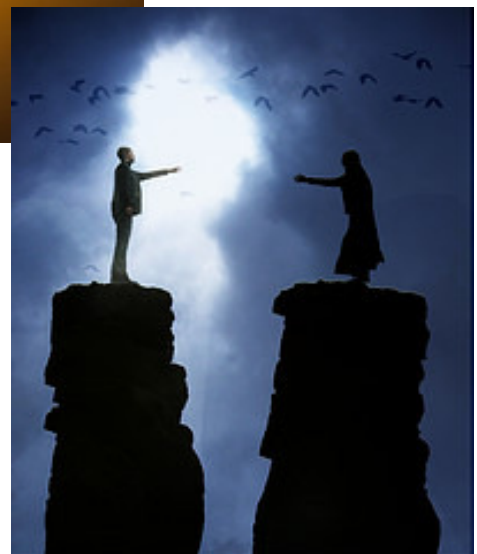


Part 1 :

Key ideas, principles and case studies



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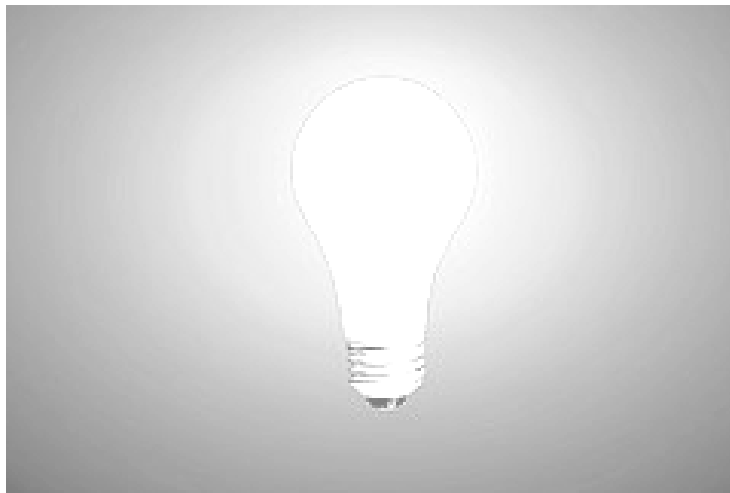


INTRODUCTION TO PART 1 : **Key ideas, principles and case studies**

Part 1 lays the foundation for the general orientation of this Learning and Evaluation Situation by having students explore three key ideas found in the Contemporary World program :

- tension (Learning Activities 1 and 2)
- conflict (Learning Activities 1 and 3)
- intervention (Learning Activity 4)

Because these concepts are inherent to past and present relations between individuals, populations and nations, the primary intent of Part 1 is for students to increase their depth of understanding of tension, conflict and intervention, and demonstrate their understanding through the contexts and case studies presented throughout the LES.



LEARNING ACTIVITY 1	
Focus	Develop understanding of two key ideas
Key Ideas	Tension; Conflict
Specific Concepts	Human rights
Subject Competency	Interprets a contemporary world problem
	Key feature : Defines the problem
Techniques	Interpretation of images
Assessment tool(s)	Defining the key ideas (comparison)
Preparations	Students are organized into groups of three or four.
Resource materials	<ul style="list-style-type: none"> • Selected images (approximately 6 per group) • Art materials : chart paper, markers • Student log book
Suggested time frame	1 hour



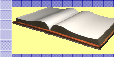
CONNECTIONS TO...



BAL : Media Literacy



CCC : Exercises critical judgment



SECONDARY ENGLISH LANGUAGE ARTS (SELA) :
 Uses language/talk (C1);
 Reads texts (C2)



ETHICS & RELIGIOUS CULTURE (ERC):
 Engages in dialogue (C3)



PROCEDURE

1. Visual images illustrating the key ideas of 'tension' and 'conflict' are given to student groups. NOTE : The images should clearly represent either of the two key ideas, with a suggested number of six samples of each. In addition, they should be examples found in various parts of the world.
2. Students are asked to identify which of the two key ideas is depicted in each image. A consensus must be reached within each group.
3. Using cues found within the sample images, each group lists the characteristics they associate with each key idea on the tool provided (doc. *Characteristics of...*). Once the list is completed each group must then produce a definition for each key idea.
4. Each group creates a poster with the two definitions, to be posted on the classroom wall.
5. Guided class discussion : using the student definitions as examples, the teacher guides a class discussion with a focus upon consolidating a collective understanding of the key ideas 'tension' and 'conflict'.



TEACHER TIP

The teacher may draw upon students' own experiences with regard to the key ideas in order to understand the scope of each idea, as well as the subtle differences between them.



LEARNING ACTIVITY 1 : INTERPRETATION OF IMAGES

Step 1 : Using the visual images provided to your group, label each as an example of either TENSION or CONFLICT. Each group member must be prepared to justify his/her decision. Your group must reach a CONSENSUS before labeling each image.



Questions for discussion : What cues are present, such as facial expressions and body language ? What do the actions reveal ?

Step 2 : Review each image again. Using cues you see, list characteristics of TENSION and of CONFLICT on the chart entitled "Characteristics of...". Identify a minimum of three (3) characteristics for each.



Questions for discussion : What similarities do you see ? What differences ?

Step 3 : Using the information your group has discussed and recorded, you must decide upon a definition for "tension" and for "conflict". Your group should reach a consensus before recording your definitions below. Be prepared to share your work and the reasons for your decisions.

TENSION is _____

CONFLICT is _____

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

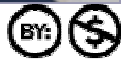




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<http://www.flickr.com/photos/lst1984/2486249710/>



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<http://www.flickr.com/photos/gevan/2334236635/>





Sri Lanka protest, 6/4/09 by Martin Deutsch
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<http://www.flickr.com/photos/teflon/3419686920/>



Wrestling redux by Available_Light
Creative Commons, FLICKR.com
<http://www.flickr.com/photos/available-light/1372534662/>



The battle of epping forest by Feuillu
Creative Commons, FLICKR.com
<http://www.flickr.com/photos/feuillu/274659572/>



Israeli Human Rights Violations? : Israeli Soldier Gives Water To Would Be Suicide Bomber by dAVIDb1
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<http://www.flickr.com/photos/giant-steps/466976857/>





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<http://www.flickr.com/photos/evapro/425230963/>



The Greatest Sports Rivalry Ever : Better than Yankees-Red Sox... by NateBeal;
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Don't Attack Iran by dAVIDb1;
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CHARACTERISTICS OF...

TENSION	CONFLICT

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

Teacher's Notes



LEARNING ACTIVITY 2	
Focus	Exploration of the meaning of 'tension'
Key ideas	Role of government; government intervention (impact and implications); private sector; civility; recidivism
Subject Competency	Interprets a contemporary world problem
	Key feature : Defines the problem Critically assesses his/her process
Techniques	Interpretation of text
Assessment tool(s)	Definition of the concept 'tension'
Preparations	Student pairs or teams Access to ICT
Resource materials	<ul style="list-style-type: none"> • Student log book • Selected documents
Suggested time frame	1 hour



CONNECTIONS TO...



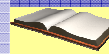
BAL : Media Literacy



Citizenship & community life



CCC : Uses information



SELA : Uses language/talk (C1); Reads texts (C2)



ERC : Ethical questions (C1); Engages in dialogue (C3)



PROCEDURE

1. Students brainstorm their initial understanding of 'tension' using the tool provided entitled "Exploring a new topic : tension".
2. The teacher initiates a discussion (class or groups) using the following prompts :
 - Should (civil) tension be monitored ? By whom ? (examples : military, police, United Nations Peacekeeping forces, local government, etc.)
 - For what reasons or under what circumstances, if any, should tension be monitored by an agency or organization ?
 - Could monitoring tension prevent recidivism and/or violent conflict ?
3. Students are asked to read and analyze Documents 1, 2 and 3 to build upon their understanding of 'tension' and to examine the various facets associated with different examples of tension.
4. Students should be encouraged to record their observations on the tool provided (Doc. *Different facets of tension*) during their exploration of resources, including the contexts, the actors, the points of view and other factors connected to various examples of 'tension'.



TEACHER TIP

A glossary provided in advance of each Learning Activity (LA) allows students to preview key ideas and vocabulary found in selected texts. Glossaries may be individually kept and added to periodically; or, collaboratively prepared and posted for the class.

5. Ask students to list, on the chart provided, the **pros** and **cons** associated with the following guiding question:

Should tension be monitored by the government, the private sector and civil society in order to prevent recidivism and/or violent conflict?

6. Answers to question 5 should be shared and discussed.
7. Students may record their final thoughts on the tool provided (doc. *Conclusions*).



RESOURCES

The following resources are complementary to the ones selected for this and other learning activities within the unit. Each resource may offer a variety of texts, including media images and clips, which highlight topics related to those found within this Learning and Evaluation Situation.

Students may be encouraged to explore the resources during these activities and on their own.

- Canadian Peacekeeping Stories : www.peacekeeper.ca/stories.html
- Committee on Human Development & Civil Society : www.uneca.org
- Images from the field (UN) : www.un.org/Depts/dpko/photos/
- Pearson Peacekeeping Centre : www.peaceoperations.org/
- Taking IT Global (TIG) : www.takingitglobal.org
TakingITGlobal.org is an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities.
- The Global Peace and Security Program (GPSP), Foreign Affairs and International Trade Canada :
www.international.gc.ca/START-GTSR/gpsp-ppsm.aspx
- United Nations Peacekeeping : www.un.org/Depts/dpko/dpko/
Facts and figures; current operations; communications centre; photo gallery
- Jones, Lynne. *Then They Started Shooting : Growing Up in Wartime Bosnia*. Massachusetts : Harvard University Press. 2005.



CONNECTIONS TO...



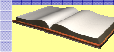
BAL :
Media Literacy



Citizenship & community life



CCC :
Uses information



SELA :
Uses language/talk (C1);
Reads texts (C2)



ERC :
Ethical questions (C1);
Engages in dialogue (C3)



TEACHER TIP

Although resource documents are provided, teachers and students are encouraged to investigate additional examples of 'tension'. Many selections may be found on the websites given.

Teacher's Notes

EXPLORING A NEW TOPIC : TENSION

Information I would like to add from class discussion, my peers or other sources :

Things I already know about this topic :

↑ ↑ ↑ ↑ ↑ ↑

Questions I still have about this topic :

1.
2.
3.

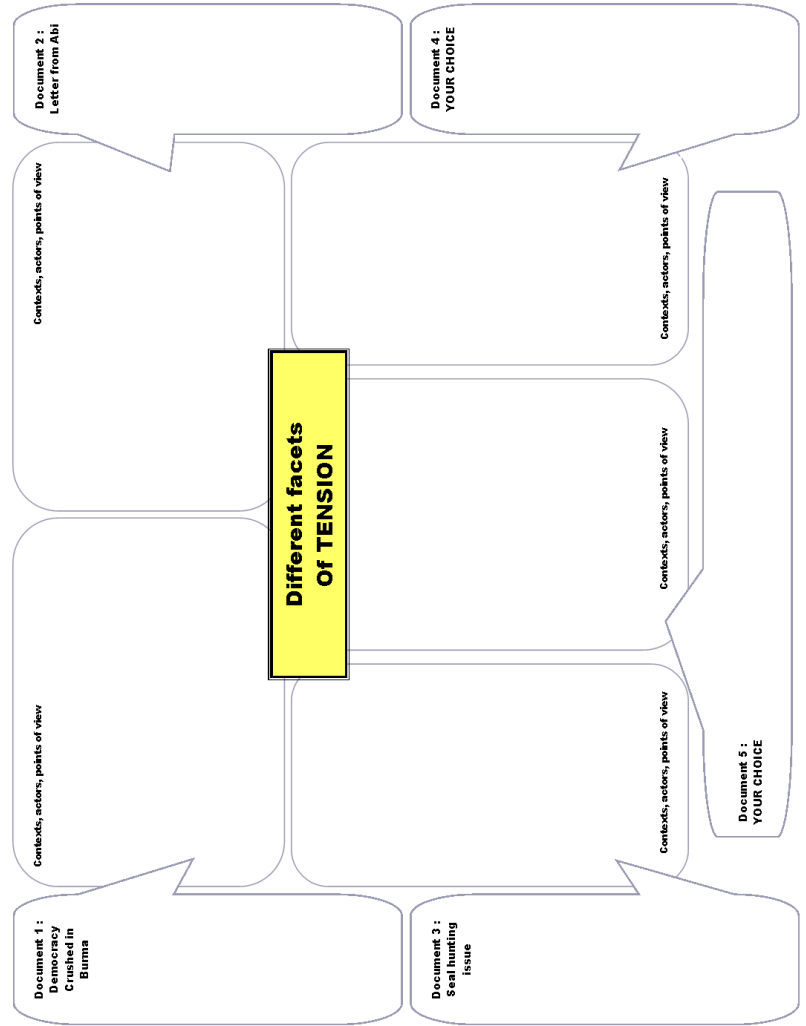
STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Teacher's Notes

GATHER INFORMATION : record the contexts, the actors, the points of view and other factors for each document.



STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



DOCUMENT 1

Democracy Crushed in Burma

All's quiet on the streets of Burma's largest city. But all is not well.

Just a month ago, Rangoon was filled with tens of thousands of peaceful protestors. Now, they are gone. What has happened to many of them remains a mystery.

Why the marches started Protests first broke out on August 19. The reason? Burma's military rulers had suddenly raised the price of fuel by up to 500 percent. That triggered increases in food costs as well.

Many Burmese were outraged by the price hikes. Most of the people in this Southeast Asian country are desperately poor. They have to struggle just to get by. They can't afford huge price increases.

Swelling protests

So, groups of people began to gather on the streets to express their anger. Others joined them. Day by day, the protests grew larger. Then they began spreading to other areas of the country.

By September 18, thousands of Buddhist **monks** had joined the protest. Monks are **revered** in Burma. Wearing their maroon-coloured robes, they led thousands of other demonstrators through the streets. They joined the protests to show they were against the high prices – and Burma's harsh military government.

The army moves in

Burma is not a **democratic** country. The country's military rulers do what they want. And they don't like to be criticized or questioned. So as the anti-government protests gained strength, the generals warned that they would "take action" if demonstrations didn't stop.

On September 24, the army kept its word. That day, hundreds of troops

moved in on the protesters. They used batons, guns, and tear gas to force the marchers to scatter. Some people were arrested. Others were killed.

Brutal crackdown

At the same time, the military imposed a dawn-to-dusk **curfew**. Troops began rounding up as many as 10,000 people for **interrogation**. Monks were taken from their **monasteries**. Ordinary people were seized in their homes, often after dark.

Some protesters were questioned and let go. Others have not been seen since. No one is certain where these **detainees** are – they could have been put in prison, tortured or killed. They may never be found.

International outcry

Around the world, countries were outraged. On October 11, the **United Nations Security Council** spoke out. It stated that it "strongly deplores the use of violence against peaceful demonstrators." It urged Burma's rulers to release all those being held. And it called for Burma to move towards an elected government.

The generals respond

However, change seems unlikely. The generals who rule Burma don't care much about what other countries think. In fact, the military rulers blamed outsiders for the protests. They said foreigners convinced the Burmese to demonstrate.

Full circle

By mid-October, it appeared that life had returned to 'normal' in Burma. The streets were quiet once again. And the country's 47 million people were still powerless – and scared.

"We are still afraid," said one street vendor. "We dare not talk about politics or protests or what happened in previous weeks."

*What in the World ? educational newsletter,
November 2007*

DOCUMENT 2 A Tamil child caught in the crossfire

Dear aunt

I miss you so much. When you visited us in Kilinochchi two years ago we were so happy. You told us all about life in Montreal. Of course too much snow is not what I would be looking for now. And then I told you about our fun here during the Pongal, the harvest festival. But dear aunt, now I would not mind even the snow that freezes your ears and feet and hands. Life is unbearable where we are now. Do you know that we run away from our beautiful house in Kilinochchi because we no longer knew who was on our side or the other side. Mom and dad discuss what is going on but I don't understand much except that there is very little food and water to go around, we sleep in fear, mom has always tears in her big brown eyes, dad says "we hope one day we will be happy my son". I don't believe it. Nothing around us makes sense. The schools are empty, the temples are abandoned and the markets have little to offer. The tension is too much. Can you help?

I am sending this letter through a friend of dad who lives in Colombo and came here to see how the villagers were coping. Send your letter to his home address.

Go to the temple for me and pray.

*Your nephew **Abi***

P.S. I cannot give you the address where I live and you know why.

Permission for publication granted

DOCUMENT 3 Seal hunting issue

On March 15, 2007, the Seals and Sealing Network staged two counter-demonstrations to the "international day of protest against the Canadian seal hunt". The Network aimed to alert journalists and the public to what really constitutes animal welfare, sound conservation principles and respect for wildlife, while countering the misinformation regularly propagated by animal rights extremists.



Ottawa Counter-Demonstration

In Ottawa, over 100 supporters from Newfoundland, Nunavut and Quebec came together in the first of its kind "Up the Anti" rally.

Fur Institute of Canada Executive Director Rob Cahill... stated, "People have traveled to Ottawa, from sea to sea to sea, to stand up for their values and principles. The passion, conviction and pride as Quebecois, Maritimers or Inuit are moving. They found common bonds with people they had never met before. A bond of a diverse group of people, who know they have not been treated fairly for over 30 years and who are finally, for the first time, finding solidarity among each other."

As far as demonstrations go, this one was peaceful and boisterous, enriching and solemn. For the first time, Newfoundlanders, Inuit, and Quebecois came together to celebrate the respect for seals which are the basis for their livelihoods and the foundation of their heritage and culture.

Permission for publication granted

For the complete article refer to www.sealsandsealing.net

Should tension be monitored by the government, the private sector and civil society in order to prevent recidivism and/or violent conflict?

Teacher's Notes

PROS	?	CONS
Government		Government
Private sector		Private sector
Civil society		Civil society

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

Teacher's Notes

Sharing ideas : feel free to record any additional ideas given by your peers that you find interesting.

The meaning of tension

MY REFLECTION



→ **MY INITIAL IDEA(S) ABOUT "TENSION" :**

→ **HOW MY ORIGINAL IDEA(S) CHANGED :**

→ **WHY MY ORIGINAL IDEA(S) CHANGED :**

→ **MY ADDITIONAL COMMENT(S) :**



LEARNING ACTIVITY 3	
Focus	Exploration of the meaning of 'conflict'
Key ideas	Political, economic, historical, social, cultural and psychological natures of conflict.
Specific concepts	Human rights Interference Demand
Subject Competency	Interprets a contemporary world problem
	Key feature : Defines and analyzes the problem
Techniques	Interpretation of text
Assessment tool(s)	Definition of 'conflict' (comparison)
Preparations	Students should be assigned to teams of two or three. Access to ICT and library resources. Assignment and distribution of selected texts.
Resource materials	Selected texts to provide specific examples of the types of conflict listed above.
Suggested time frame	1 hour



PROCEDURE

1. Activating prior knowledge : The teacher leads a class discussion on characteristics associated with 'conflict' by drawing upon previous examples and definitions provided by the students. (*Learning Activity 1*)
2. Students group familiar examples of conflict by their commonalities and categorize each group.
 - Examples :
 - conflicts involving two parties
 - conflicts involving physical violence
 - conflicts over money
 - conflicts sparked by competition
3. The teacher introduces Documents 1- 6 which reflect the types of conflicts to be researched : **political, economic, historical, social, cultural and psychological** . A glossary may be provided to the students.
4. Students read and summarize the texts before identifying the type of conflict depicted in each one, using the tool "Exploring Text". A consensus must be reached by each student team who must support their answers.



CONNECTIONS TO...



BAL : Media Literacy



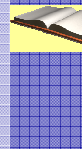
Citizenship & community life



Environmental awareness...



CCC : Exercises critical judgment



SELA : Uses language/ talk (C1); Reads texts (C2)



ERC : Ethical questions (C1); Engages in dialogue (C3)



TEACHER TIP

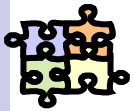
Differentiation for this LA may be supported by :

- ⇒ **modifying the reading level of selected texts;**
- ⇒ **reducing/increasing the volume of readings required;**
- ⇒ **teaming students strategically.**

- The teacher leads a concluding discussion on a final comparison between 'conflict' and 'tension' as reflected within society(ies), using the Venn diagram provided.

STRATEGIES FOR DIFFERENTIATION

Adaptation #1 : Jigsaw



Students may be asked to form "base groups" and "expert groups" to read, analyze and identify the type of conflict described in each text...

- ⇒ Each member of the base group is assigned one of the selected texts (ie. Text A, Text B, etc.)
- ⇒ Each member joins his/her counterparts from other base groups who have been designated the same text in order to form an expert group. For example, all persons designated with Text C meet to discuss, analyze and categorize the text before rejoining their respective base groups.
- ⇒ The base groups reassemble. Each member reports on his/her findings from the expert group. Members should ask pertinent questions relating to each document.

Time allowances must be given to allow for a re-reading of texts and insightful discussion among students.

Adaptation #2 : Match Game



In this version, students (pairs or teams) are given one or more selected excerpts from each text. They are asked to discuss each with their partner(s) before matching the texts with one of the categories: political, social, economic, historical, cultural, psychological conflict.

Student groups must share and justify their choices with the rest of the class once the matching exercise is completed.

Reading of the full texts may be assigned for homework.

It is recommended that this exercise be made "hands on" and visually oriented by allowing student groups to use chart paper or poster board to categorize the shortened texts.

This version reduces (in class) reading requirements and is more teacher directed.



CONNECTIONS TO...



BAL :
Media Literacy



Citizenship & community life



Environmental awareness...



CCC :
Exercises critical judgment



SELA:
Uses language/talk (C1);
Reads texts (C2)



ERC :
Ethical questions (C1);
Engages in dialogue (C3)



TEACHER TIP

These strategies may be helpful ensuring in-depth analysis of the ideas found in the texts by :

- allowing interaction among students to invite different perspectives;
- allowing multiple opportunities to explore the texts.

**RESOURCES**

- AfricaResource : www.africaresource.com
A platform for small businesses, organizations and corporations whose business target is Africa and Africans in the Diaspora.
- American University Trade and Environment Database :
<http://www1.american.edu/TED/ice/MARSH.HTM>
- MidEastWeb : www.mideastweb.org/iraq.htm
www.mideastweb.org/iraqtimeline.htm
MidEastWeb is a non-profit organization dedicated to promoting peace and coexistence in the Middle East. providing balanced and complete information, news and views to promote understanding and dialog.
- Scholastic News On-line : <http://teacher.scholastic.com/scholasticnews/indepth/war-iraq/>
- The Seattle Times : <http://seattletimes.nwsources.com/news/nation-world/usiraq/timeline/03.html>
- UNICEF : www.unicef.org
- United Nations : www.un.org

**TEACHER TIP**

Students may be encouraged to further explore issues referred to in the documents, including conflicts experienced in Gaza, Sri Lanka, Kuwait, and Saddam Hussein's actions within Iraq prior to the invasion of 2003.

Teacher's Notes

EXPLORING TEXT

Docu- ment #	Summary of document (Who, What, Where, When, Why)	Which of the 6 types of conflict are reflected ?
1		
2		
3		
4		
5		
6		

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



DOCUMENT 1

Students in the Gaza strip in the Occupied Palestine Territory are experiencing potentially serious failure in education. Though education is looked upon as the gateway to future success, the external conditions in Gaza have impacted the potential of the largest proportion of its population : its children.

Fear of violence has influenced the ability of students to pursue their studies, resulting in failure rates as high as 40% - 80% in certain subjects. Effects, such as absent-mindedness and inability to concentrate, has been reported by teachers.

In addition, students often face poverty and hunger in their day to day lives as families seek aid in the face of high unemployment.

Other conditions, such as shortages of supplies and space, have resulted in a shorter school day and difficulties providing adequate instruction.

Refer to:

Education suffers amidst political tension and conflict in Gaza, by Toni O'Loughlin, 2007

www.unicef.org/infobycountry/oPt_42178.html

DOCUMENT 2

Free elections, no matter where they are held, are fundamental for a country to enjoy an elected responsible government. However, when an election list consists of one or more candidates and none are credible, then the failure of democracy is inevitable. Such is the case of present day Zimbabwe where conflict permeates every aspect of society and where the governed fail to see the significance of their vote in the shaping of their lives.

Refer to <http://www.africasource.com> for an article on the above topic.

DOCUMENT 3

According to the journal *Foreign Affairs* (March/April 2001) America is poised for a trade conflict with Europe over the latter's import restrictions on American beef and bananas. America retaliated by rejecting any conciliatory attempts to solve the problem while Europe promises to respond by reacting against US export subsidies.

DOCUMENT 4

Families in the northern Vanni area of Sri Lanka continue to be caught in the crossfire as intensifying conflict continues between Sri Lankan government forces and the rebel forces known as the Liberation Tigers of Tamil Eelam. Despite its repeated pleas to both parties to protect the safety of Sri Lankan civilians, UNICEF reports death and injury among hundreds of children and their families.

In an effort to prevent further casualties, children and families are being evacuated away from the fighting, often to hospitals already overcrowded and lacking necessary supplies. UNICEF continues to appeal to the government and rebel forces to help move civilians away from direct conflict, estimating that tens of thousands still remain trapped, under duress, and without basic necessities.

Over 35,000 people, including women, small children, and their families, have been displaced multiple times, and are receiving much needed humanitarian assistance.

UN representatives will continue their visits to camps for “internally displaced persons” (IDP) to look at ways to improve living conditions, as well as to ensure freedom for those displaced to relocate or stay with relatives or host families elsewhere in the country.

It is estimated that this conflict has displaced 272,000 persons thus far.

Refer to the following original documents at

www.unicef.org/emailarticle/infobycountry/sri_lanka_48209.rhtml

“Children Trapped in Sri Lanka’s Conflict” by James Elder, 2009

“Sri Lanka: top UN official visits camps for uprooted civilians”, 2009

DOCUMENT 5

On August 2, 1990, Saddam invaded and annexed Kuwait, thus sparking an international crisis... Saddam and many Iraqi (*particularly the nationalists*) considered the boundary line between Iraq and Kuwait, cutting Iraq off from the sea, a historical wrong imposed by British imperial officials in 1922.

Refer to:

http://en.wikipedia.org/wiki/Sadam_Hussein

DOCUMENT 6

November 1997 - Despite having one of the most important river systems in the world, the Tigris-Euphrates delta, and enjoying a distinct geographical advantage in the Middle East, Iraq has experienced serious ecological disaster in connection with discriminatory actions taken against one of its religious groups.

In an effort to force the Ma'dan people, also known as 'Marsh Arabs', from their settlements in the southern wetlands, the Iraqi government drained the marshes under the pretext of supporting agricultural development, potentially creating permanent devastating economic and environmental damage to the region.

International organizations such as the U.N. Human Rights Commission and Middle East Watch reported that attempts at displacing the Ma'dan population of about 500,000 appears to have been driven by Iraq's majority Sunni government who wished to weaken the largely Shiite Muslim population of the area, believed by the Iraqi government to have ties to Iran's Shiite leadership.

Tensions reportedly peaked following the Gulf War, ending in 1991, when southern Shiites dared an unsuccessful uprising against Saddam Hussein's government, prompting retaliation by "systematic drying of the land".

Although damming for irrigation and hydro-electricity was not new to the region, construction of a large canal resumed shortly afterwards, which, by 1993, diverted the rivers, preventing two-thirds of the water from reaching the marshlands.

Environmental damage included massive drainage, resulting in widespread drought and salinization of the land, seriously impacting human and wildlife populations, particularly birds and fish, which relied upon this source of fresh water.

Economic repercussions fell largely upon local agriculture, with the damming affecting crops, livestock and the livelihood of thousands, as well as halting the primary means of transport, by river, in and out of the region.

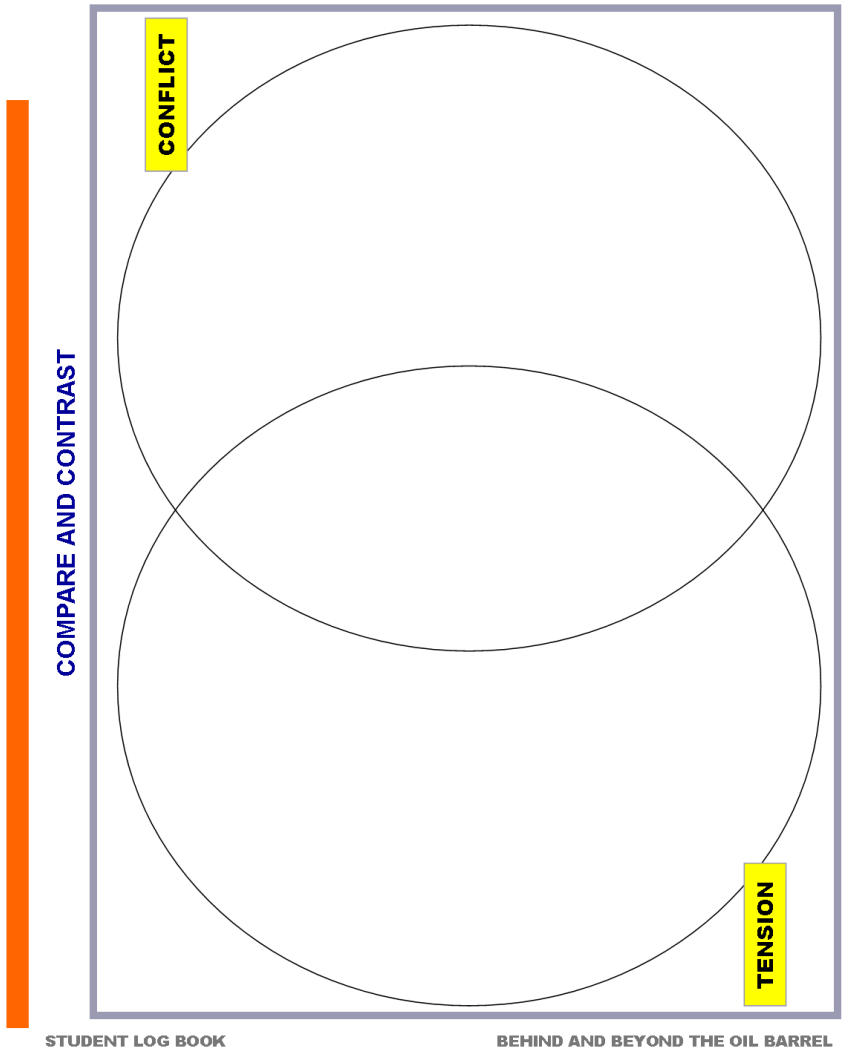
Early attempts by the U.N. to intercede included resolution #688 which called upon the Iraqi government to permit free access to U.N. and humanitarian agencies to the region. This was followed by the European Parliament's resolution, passed in 1995, which referred to the Ma'dan population as a "persecuted minority" and the Iraqi government's treatment of them as "genocide".

The worst damage was found in the area populated for thousands of years, once known as Mesopotamia. Now, the rural economy that once depended upon the region's vital water system appears to have been largely "exterminated".

Refer to the original document at :

<http://www1.american.edu/TED/ice/MARSH.HTM>

Teacher's Notes



LEARNING ACTIVITY 4	
<i>Designated Focus</i>	(Types of) external interventions in a sovereign territory
<i>Central Concepts</i>	Intervention (Peacekeeping forces; humanitarian operations; economic sanctions; military action)
<i>Specific Concepts</i>	Diplomacy Interference
<i>Subject Competency</i>	Interprets a contemporary world problem
	Key features : All are considered.
<i>Techniques</i>	Research Interpretation of text
<i>Assessment tool(s)</i>	Analysis of conflict situations Reflection
<i>Preparations</i>	Access to ICT
<i>Resource materials</i>	<ul style="list-style-type: none"> • Student log book • Atlas and classroom maps
<i>Suggested time frame</i>	2 hours



CONNECTIONS TO...



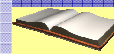
BAL : Media Literacy



Citizenship & community life



CCC : Uses information



SELA : Uses language/talk (C1); Reads texts (C2)



ERC : Ethical questions (C1); Engages in dialogue (C3)



PROCEDURE

1. Activating prior knowledge : The teacher introduces the topic “intervention” using the following prompt :
 2. *What type of interventions have you witnessed when conflicts erupt*
 - in school ?
 - during sporting events ?
 - in a public venue ?
 - (other examples offered by the students or teacher)

Record your ideas on the tool entitled “Brainstorm”, provided.

2. The teacher familiarizes the students with the modes of intervention identified in the *Central Concepts* (above) prior to the investigative task.
3. Investigative task : Students research situations found around the world that exemplify each of the four external interventions identified in order to complete the data table, provided. (Note : conflicts experienced only after the second half of the 20th Century).
4. As students complete their data table, they are asked to identify and record the precise location of the countries receiving the aid (in **red**) and giving aid (in **green**) on the map provided.



TEACHER TIP

The teacher may use role playing, current events or news items to illustrate examples of interventions.

A class world map may be used and referred to periodically for the duration of the LES.

5. Culminating activity : Upon review of the last task, the following questions lead students to consider some basic problems inherent to a conflict situation. Answer one or more for each of the four situations listed on the data table provided.

- A. What **power relations** were involved in each situation ?
- B. Could any of the identified cases develop into an **international situation** ?
- C. Could **adequate diplomacy** have avoided conflict ?
- D. Was external aid viewed as **external interference** ? Reasons ?
- E. Does your short research demonstrate that **external intervention**, no matter how **humanitarian in intention**, may be construed as interference in a **sovereign territory** ?

Students record their answers to the questions using the tool “Answer Sheet”, provided.

6. Ask students to define **each** of the underlined phrases and provide 1-2 examples. This may be completed in pairs or teams.
7. Students may summarize their thoughts and ideas orally and/or in writing using the tool entitled “My Reflection”.



RESOURCES

- Canadian Peacekeeping Stories : www.peacekeeper.ca/stories.html
- Committee on Human Development & Civil Society : www.uneca.org
- Images from the field (UN) : www.un.org/Depts/dpko/photos/
- Pearson Peacekeeping Centre : www.peaceoperations.org/
- Taking IT Global (TIG) : www.takingitglobal.org
TakingITGlobal.org is an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities.
- The Global Peace and Security Program (GPSP), Foreign Affairs and International Trade Canada :
• www.international.gc.ca/START-GTSR/gpsp-ppsm.aspx
- United Nations Peacekeeping : www.un.org/Depts/dpko/dpko/
Facts and figures; current operations; communications centre; and photo gallery.



CONNECTIONS TO...



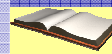
BAL :
Media Literacy



Citizenship & community life



CCC :
Uses information



SELA :
Uses language/talk (C1);
Reads texts (C2)



ERC :
Ethical questions (C1);
Engages in dialogue (C3)

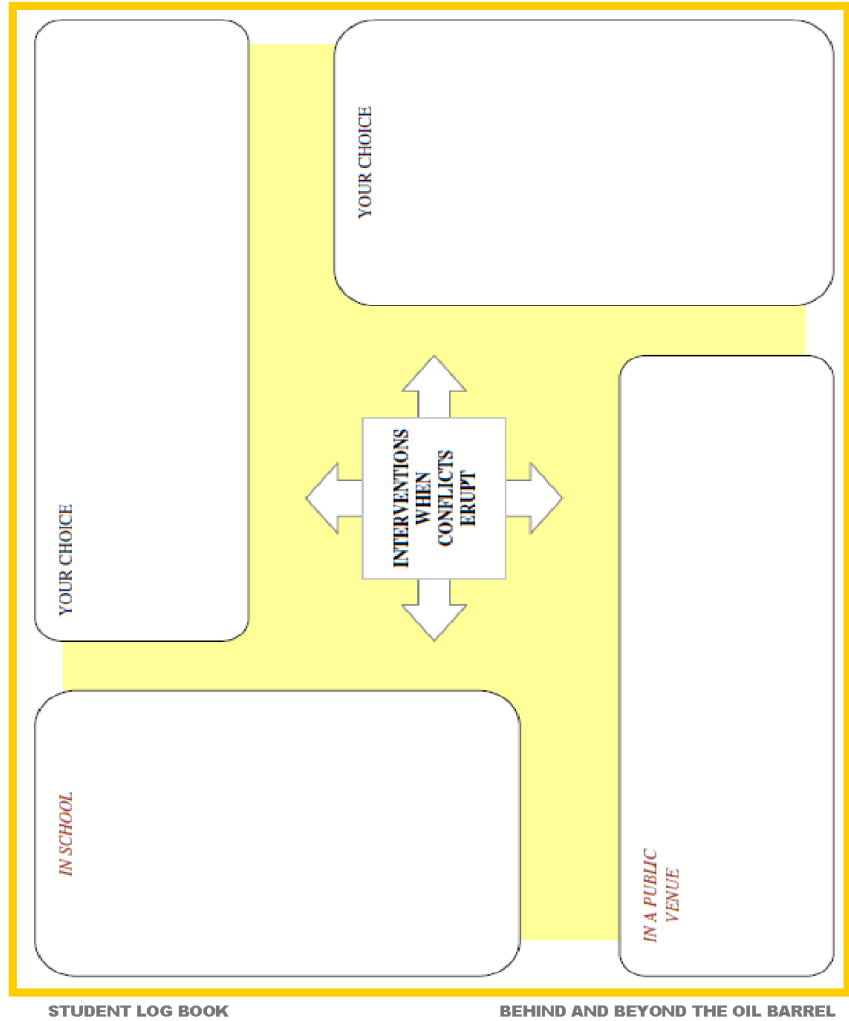


TEACHER TIP

Differentiation may be supported by providing students with definitions for key terms, and connecting them.

Focus may be upon illustrating ideas rather than simply defining them.

BRAINSTORM



STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

Teacher's Notes





Teacher's Notes



LEARNING ACTIVITY 4 : INVESTIGATIVE TASK



Step 1 : Research the four types of interventions identified by your teacher using examples that you are able to find from around the world. Record your findings on the Data Table provided.



Step 2 : As you complete your Data Table, use the world map provided to record the location of the countries receiving aid (in red) and the location of countries giving aid (in green).



Step 3 : Answer the following five questions using the information and situations given on the Data Table provided. Record your answers using the Answer Sheet provided. Define the words and phrases underlined within each question using the same tool.

- A. What power relations were involved in each situation ?
- B. Could any of the identified cases develop into an international situation ?
- C. Could adequate diplomacy have avoided a conflict ?
- D. Was external aid viewed as external interference ? Reasons ?
- E. Does your short research demonstrate that external intervention, no matter how humanitarian in intention, may be construed as interference in a sovereign territory ?

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



DATA TABLE : INTERVENTIONS

Teacher's Notes

COUNTRY OR ORGANIZATION THAT HELPED	HUMAN COST OR SUFFERING	POST-CONFLICT RECONSTRUCTION	SUCCESS OR FAILURE OF AID PROVIDED	TYPE OF AID OFFERED	WAS AID DEMANDED?	TYPE OF INTERVENTION	COUNTRY	REGION
						<i>peacekeeping forces</i>		
						<i>humanitarian operations</i>		
						<i>economic sanctions</i>		
						<i>military action</i>		

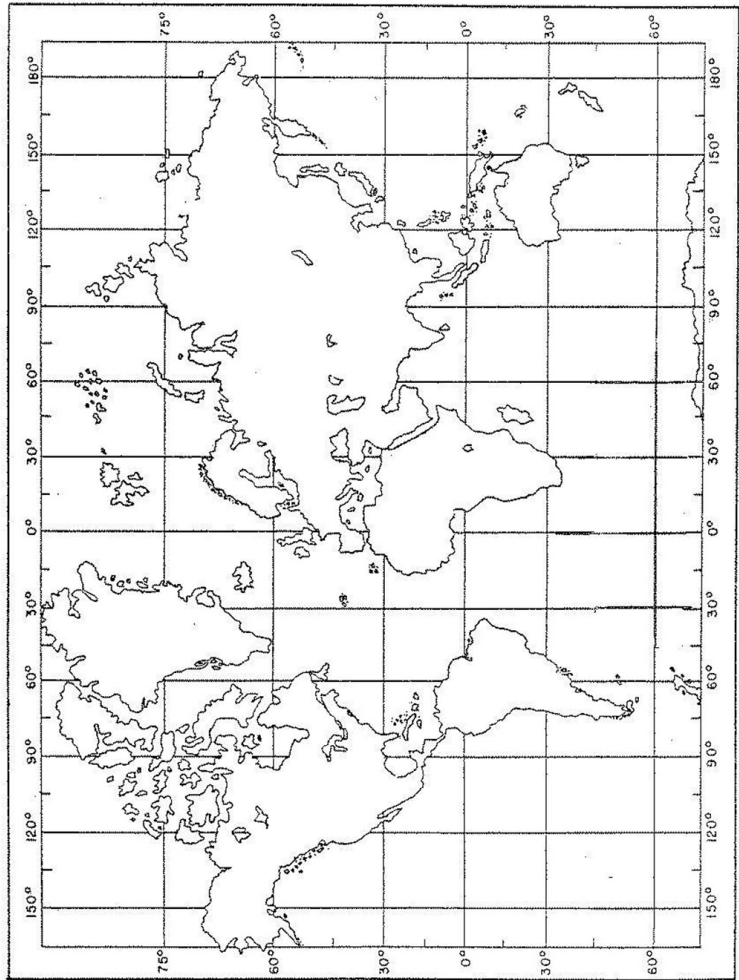
STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Teacher's Notes

MAP OF INTERVENTIONS



STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Teacher's Notes

ANSWER SHEET

QUESTION E.

QUESTION D.

QUESTION C.

QUESTION B.


QUESTION A.

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Teacher's Notes

MY REFLECTION 

⇒ **MY INITIAL IDEAS ABOUT "INTERVENTION" :**

⇒ **HOW MY ORIGINAL IDEAS CHANGED :**

⇒ **WHY MY ORIGINAL IDEAS CHANGED :**

⇒ **MY ADDITIONAL COMMENTS , OBSERVATIONS and QUESTIONS :**



Part 2 : Learning about today's Middle East issues

A case study : Iraq



Photo credits : Creative Commons : FLICKR.com

INTRODUCTION TO PART 2 : Iraq in Today’s World

Part 2 of this LES will lead the students to interpret maps and extrapolate from them. They should view themselves as “geography detectives”, searching continuously for information on the Middle East. In fact, the students will be gathering evidence not only to complete the learning activities of Part 2, but also to successfully transfer the information to enrich later activities of this LES.

The students will familiarize themselves with the geography of the Middle East, in particular, Iraq, which will further improve their geographical technique of interpreting a map and interpreting a contingency table.

After adequate research and application of critical thinking strategies, the students will appropriately answer the guiding question of Part 2.



LEARNING ACTIVITY 1	
Focus	Develop an understanding of Iraq : resources and territory
Key Ideas	Iraq's geographic situation in the Middle East Significance of Iraq's geographic position
Related knowledge	Control of resources Political autonomy
Subject Competency	Interprets a contemporary world issue
	Key features : Defines and analyzes the problem Considers the problem as a whole Critically assesses his/her process
Techniques	Interpreting and creating maps
Assessment tool(s)	Short answer questions
Preparations	Access to ICT
Resource materials	<ul style="list-style-type: none"> • Student log book • Atlases and classroom maps • Highlighting tools
Suggested time frame	1 hour



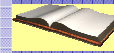
CONNECTIONS TO...



BAL : Media Literacy



CCC : Exercises critical judgment



SELA : Uses language/talk (C1); Reads texts (C2)



ERC : Engages in dialogue (C3)



PROCEDURE

1. Preparation : Although the students have previously studied the concepts of *interdependence*, *power*, *human rights*, *interference* and *demand*, review them as it will help the students to further grasp the meaning of *external intervention* in a *sovereign state*.
2. Introduce the following guiding question to the class and initiate a discussion. Post the question in the classroom for the duration of Part 2 in order that it may be referred to periodically.

I know of Iraq, but where is it, what resources does it have, how territorially strategic is it, and why should anybody, apart from the Iraqis, be interested in it?

Student teams must provide an initial answer to the question and draw upon their understandings found in media coverage and current events.



TEACHER TIP

Students may not have sufficient background knowledge to effectively or fully answer the guiding question. However, they will revisit the question and continue to build upon their understanding throughout the LES.

3. The teacher should breakdown the original guiding question into four components :
- Where is it (Iraq)?
 - What natural resources does Iraq have?
 - How territorially strategic is Iraq?
 - Why should anybody be interested in Iraq?

For students to grasp the significance of Iraq in today's world, it is essential that they begin with finding its exact continental and regional position.

4. Students complete the tasks assigned to Maps 1, 2 and 3.
5. Students will be asked to compare their answers with their peers at various intervals, as indicated by the teacher.
6. Through class and team discussion, the teacher guides the students' awareness for the particularities of Iraq's geographical position in the Middle East, and encourages speculation upon political, economic and social implications.
7. Students complete the guiding question (component 1) *Where is Iraq situated ?* Students extrapolate from the maps the answers to the remaining questions found on the tool "Conclusions", provided.



RESOURCES

- Juhasz, Antonia. *The Tyranny of Oil*. New York : Harper Collins. 2008.
- Laxer, James. *Oil*. Toronto : Groundwood Books. 2008.
- Shah, Sonia. *Crude : The Story of Oil*. New York : Seven Stories. 2004.



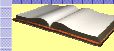
CONNECTIONS TO...



BAL :
Media Literacy



CCC :
Exercises
critical
judgment



SELA :
Uses language/
talk (C1);
Reads texts
(C2)



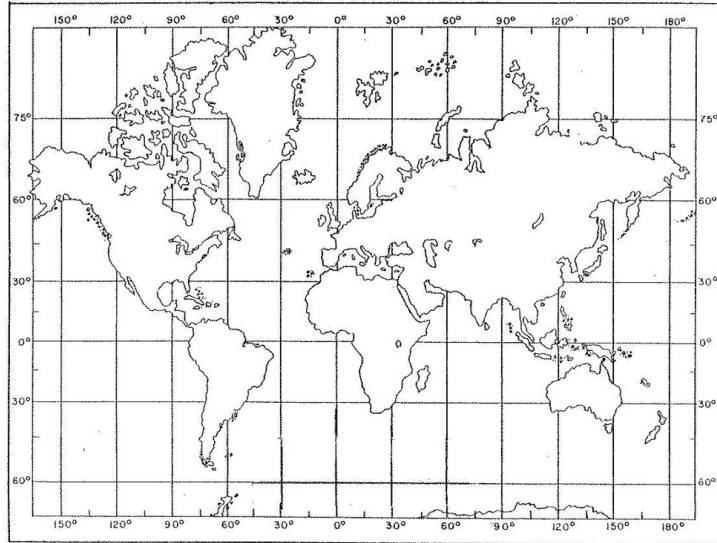
ERC :
Engages in
dialogue (C3)



TEACHER TIP

The maps presented in this Learning Activity may appear simplistic, but allow students with difficulties to fully participate, while providing valuable review to students who are more advanced.

Teacher's Notes



Complete the following :

- A. Give the map an orientation using a compass rose.
- B. Indicate the following areas on Map 1, above :
 - Equator
 - Asia
 - Indian Ocean
 - the Middle East (shade in orange).
- C. The Middle East is located between (approximately) which lines of longitude and latitude ?

- D. What type of climate do you expect Middle East countries to have ? State your reasons.

- E. Give the map a title : _____

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Teacher's Notes



Complete the following :

- A. Give the map an orientation using a compass rose.
- B. Indicate the following bodies of water on Map 2, above :
 - Mediterranean Sea
 - Persian Gulf
 - Indian Ocean
- C. Consult an atlas and draw Iraq's political boundaries.
- D. List below Iraq's five neighbours :

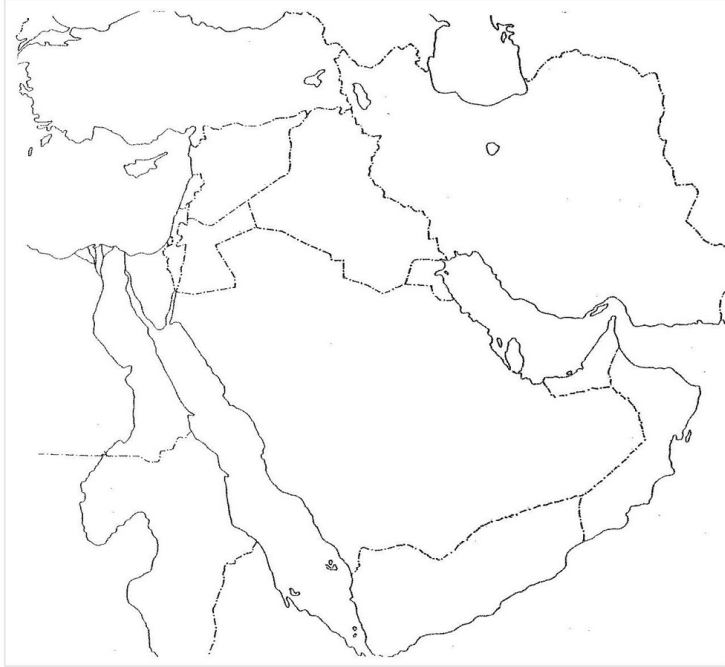
- E. Give the map a title : _____

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Teacher's Notes



Complete the following :

- A. Indicate the following areas on Map 3, above :
- all geographical areas identified on Map 2
 - Egypt
 - Red Sea
 - Nile River
 - Saudi Arabia
 - Israel
 - Lebanon
 - Palestine
- B. Consult an atlas and draw (in blue) the Euphrates and Tigris Rivers. Note : both rivers rise in Turkey and the Euphrates forms a boundary between Syria and Iraq.

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



**LEARNING ACTIVITY 1 : MAP 3**

- C. In your first years of high school you studied Mesopotamia. Recall what you studied, find out more about the region and summarize your findings in about 8-10 lines below. Don't forget to include the meaning of the word "Mesopotamia".

- Add any images that you might find pertinent to Mesopotamia (below).

What is the link between Mesopotamia and modern day Iraq ?

STUDENT LOG BOOK**BEHIND AND BEYOND THE OIL BARREL**

Teacher's Notes



LEARNING ACTIVITY 1 : CONCLUSIONS

Conclusions : Record your answers to the questions in the spaces given below using data from Maps 1, 2 and 3.

Teacher's Notes

Title of map(s) used : _____	
<p>1. WHERE EXACTLY IS IRAQ SITUATED ?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Title of map(s) used : _____	
<p>2. WHAT GEOGRAPHICAL ADVANTAGE DOES IRAQ HAVE THAT NO OTHER COUNTRY HAS IN THE MIDDLE EAST ?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Title of map(s) used : _____	
<p>3. HOW IMPORTANT IS THAT GEOGRAPHICAL ADVANTAGE FOR ITS POPULATION AND ECONOMY IN GENERAL ?</p> <p>(Consider the following : economic activities, transport, communications, etc.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



LEARNING ACTIVITY 2	
Focus	Iraq's natural resources
Key ideas	Linking Iraq's natural resources to its economy
Related knowledge	Control of resources Political economy
Subject Competency	Interprets a contemporary world issue
	Key features : Analyzes the problem Considers the problem as a whole Critically assesses his/her process
Techniques	Interpreting text and contingency tables
Assessment tool(s)	Short essay questions
Preparations	Access to the guiding question poster (Learning Activity 1) Access to ICT
Resource materials	<ul style="list-style-type: none"> • Student log book • Atlases and classroom maps • Highlighting tools
Suggested time frame	2 hours



PROCEDURE

1. Students read and interpret the Document, including the contingency tables.
2. The teacher leads a guided discussion where students share their interpretations of the texts.
3. Students complete the exercises related to the following question :
 - What natural resources does Iraq have ?
4. Short answer questions : Students attempt to consolidate their understanding by addressing the remaining portions of the guiding question :
 - How territorially strategic is Iraq ?
 - Why should anybody be interested in Iraq ?

Students must be prepared to share and justify their responses.



CONNECTIONS TO...



BAL :
Media Literacy



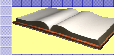
Citizenship & community life



Environmental awareness...



CCC :
Exercises critical judgment;
Uses information



SELA:
Uses language/ talk (C1);
Reads texts (C2)



ERC :
Engages in dialogue (C3)



TEACHER TIP

The teacher should refer to the guiding question periodically, which provides the context for the study of Iraq (given at the beginning of Part 2).

DOCUMENT

Oil and gas

Iraq's natural resources are not numerous, but the few it has are abundant and essential to modern industrialized life. Iraq is one of the greatest world producers of oil providing 95% of Iraqi foreign exchange earnings. Although it holds the tenth largest gas reserves in the world, its production has decreased considerably in the last 15 years for it lacks proper infrastructures to supply domestic and export consumption.

Agriculture

Despite its abundant land and water resources, Iraq is an importer of food. Under the United Nations Oil-for-Food Program, Iraq imported wheat, meat, poultry and dairy products.

Source: pbs.org/wgbh/globalconnections/Mideast/questions/resources/index.html

TABLE 1

LARGEST OIL RESERVES IN THE WORLD IN 2007

<i>Rank</i>	<i>Country</i>	<i>Proved reserves 10⁹ billion barrels</i>
1	Saudi Arabia	262.3
2	Canada	179.2
3	Iran	136.2
4	Iraq	115
5	Kuwait	101.5
6	United Arab Emirates	97.8
7	Venezuela	80.01
8	Russia	60
9	Lybia	41.4
10	Nigeria	36.2
11	Kazakshtan	30
12	USA	21.7

Source: US Energy Information Administration
www.eia.doe.gov/emeu/eabs

TABLE 2
OIL PRODUCERS data as of 2008

<i>Rank</i>	<i>Country</i>	<i>Thousands of barrels per day</i>
1	Saudi Arabia	1620
2	Russia	1570
3	USA	1190
4	Iran	640
5	China	620
6	Mexico	560
7	United Arab Emirates	460
8	Venezuela	430
9	Kuwait	410
10	Nigeria	380
11	Brazil	370
12	Algeria	350
13	Iraq	330

 Source: http://en.wikipedia.org/wiki/oil_reserves
TABLE 3
WORLD TOP OIL CONSUMERS IN 2007

<i>Rank</i>	<i>Country</i>	<i>Thousands of barrels a day</i>
1	USA	20 680
2	China	7 565
3	Japan	5 007
4	Russia	2 820
5	India	2 800
6	Germany	2 456
7	Brazil	2 400
8	Canada	2 365
9	South Korea	2 214
10	Saudi Arabia	2 210
11	Mexico	2 119
12	France	1 950
13	United Kingdom	1 708

 Source: US Energy Information Administration
www.eia.doe.gov/emeu/eabs

Teacher's Notes

Question : What natural resources does Iraq have ?

Now that you have learned about the potential resources of Iraq, answer the following questions. Always give reasons for your choices.

⇒ A. How important are Iraqi natural resources to its national economy ?

⇒ B. Which Iraqi industry do you think could benefit from its natural resources and its exports ?

⇒ C. Create a table to demonstrate which oil producing countries would the world's top five oil consumers rely upon to satisfy their domestic needs.

Title: _____

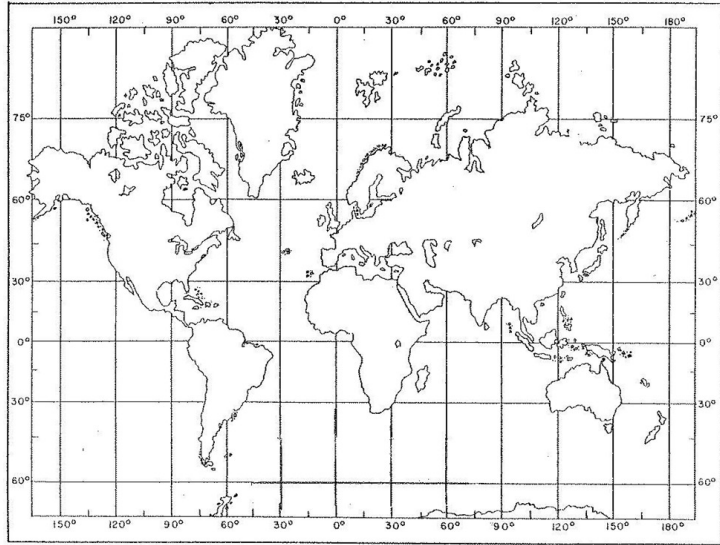
Oil consumers	Countries they rely upon	Reasons
1.		
2.		
3.		
4.		
5.		

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Teacher's Notes



⇒ D. On the world map above, shade in red the five top world consumers of oil, and shade in green the oil producing countries they rely upon.

⇒ E. What do you conclude ? Consider the following in your answer : industrialized countries, developing nations, diplomatic ties, etc.).

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



**LEARNING ACTIVITY 2 : CHECKING FOR UNDERSTANDING - SUMMATIVE TASK**

Answer the following question taking into account data presented and discussions held so far. Be sure to refer to specific details to support your answer.

Teacher's Notes

Question : Why should anybody be interested in Iraq ?

You have become quite familiar with Iraq's natural resources, its neighbours and its geographical position, and may wish to consider these factors when answering the question.

Additional ideas I would like to add after sharing with my peers :

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

Part 3 :

External intervention in a sovereign territory in the Middle East



Photo credits : Creative Commons : FLICKR.com

INTRODUCTION TO PART 3 : External Intervention in a Sovereign Territory in the Middle East

Part 3 is based on the following guiding question :

Can there be a just war ?

When answering the guiding question and all other questions, consider the Just War Doctrine. Although the doctrine is of Roman Catholic origin, it has been studied and used as a framework for research by many international policy makers and ethicists. Consider six of its criteria:

1. Just Cause
2. Legitimate Authority
 - *only duly constituted authorities may wage war*
3. Right Intention
4. Probability of Success
5. Proportionality
 - *anticipated benefits due to the invasion should be proportionate to the expected harm created by it*
6. Last Resort

According to this doctrine, war can only be justified under certain conditions. Such conditions and their conceptual underpinnings should be well understood by the students before they embark on a journey of research and analytical interpretation of sources on a topic where the concept of war is so predominant.



LEARNING ACTIVITY 1	
Designated Focus	External intervention in a sovereign territory
Central Concepts	Intervention
Specific Concepts	Diplomacy Ideology Interference
Related Knowledge	International alliances Control of resources International institutions
Subject Competency	Takes a position on a contemporary world issue
	Key features : Examines thirteen points of view on the issue Considers the media treatment of the issue Debates the issue
Techniques	Interpreting texts including contingency tables
Assessment tool(s)	Short answer questions Formulating questions Editorial Essay (Complex task)
Preparations	Access to ICT Student groups of three or four
Resource materials	Student log book
Suggested time frame	4 hours



CONNECTIONS TO...



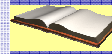
BAL : Media Literacy



Citizenship & community life



CCC : Exercises critical judgment; Uses information



SELA: Uses language/talk (C1); Reads texts (C2); Produces text (C3)



ERC : Ethical questions (C1); Engages in dialogue (C3)



PROCEDURE

1. The teacher introduces the students to the following guiding question using a visual tool such as a poster or PowerPoint slide :

Can there be a just war ?

2. Divide the class into groups of three or four. Allow students to deliberate and present their findings and conclusions on the guiding question using the tool "Exploring the Issue".
3. The teacher constructs a table with the class which reflects diverging and similar proposals presented by the students. A final consensus must be reached on answering the guiding question. Post the answer in the classroom.
4. Following the consensus, the teacher presents the **Just War Doctrine** in whatever form best suits the class (ie. slideshow, poster, etc.). See the Introduction on the previous page for the six criteria of the doctrine.



TEACHER TIP

The Complex Task (CT) at the end of Part 3 provides both the teacher and student with an indicator of learning taken place so far in the LES. It may also be used as a concrete tool for evaluation purposes.

5. The teacher leads the students to compare their answer to the question “Can there be a just war ?” with the **Just War Doctrine** using the tool entitled “Compare and Contrast”.
6. Answers given for #5 should be compiled, shared and justified.
7. Students read the thirteen documents individually and answer the questions given. Students share their answers with their group and with the rest of the class.
8. Complex task : Students compose an essay where they take a position based upon the guiding question :

Was the invasion of Iraq in 2003 a just war ?

Student complete the essay autonomously, referring to the information they have gathered throughout the LES . Preparation tools for drafting and a rubric have been provided.



RESOURCES

The following resources are complementary to the ones selected for Part 3 activities. Each resource may offer a variety of texts, including media images and clips, which highlight topics related to those found within this LES.

Students may be encouraged to explore the resources during these activities and on their own.

For the *Just War Doctrine*, consult :

- Isla, Faisal. *Iraq Nets Handsome Profit by Dumping Dollar for Euro*. The Observer, February 16, 2003.
- Recknagel, Charles. *Iraq: Baghdad Moves to Euro*. Radio Free Europe, November 1, 2000.
- Tripp, Charles. *A History of Iraq*. Cambridge University Press. 2007.
- <http://www.mtholoyoke.edu/acad/intrel/pol116/justwar.htm>
- http://en.wikipedia.org/wiki/Just_War (Refer to the end of the article that deals with the *Just War Doctrine* and the debate on the Iraq War).
- <http://www.iep.utm.edu/j/justwar.htm> (Internet Encyclopedia of Philosophy)



CONNECTIONS TO...



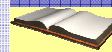
BAL :
Media Literacy



Citizenship & community life



CCC :
Exercises critical judgment;
Uses information



SELA:
Uses language/
talk (C1);
Reads texts (C2);
Produces text (C3)



ERC :
Ethical questions (C1);
Engages in dialogue (C3)



TEACHER TIP

Graphic organizers provided throughout the LES are there simply to support students’ thought processes and should be considered optional. They may be reproduced as needed, and can be easily adapted for multiple uses within the LES and for other classroom activities.

EXPLORING THE ISSUE

Can there be a just war ?

What I think...



What my group thinks...



What others in my class think...



Questions I still have...



Teacher's Notes

COMPARE AND CONTRAST**Q. Can there be a just war ?*****The Just War Doctrine***

Teacher's Notes

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Note to the student

The following thirteen documents offer a 'window' to the possible causes for the American armed intervention in Iraq. An attempt was made to offer different view points (Western, Arab, Asiatic, communist, socialist and conservative) on the issue. The documents present diverse, yet comparable, fundamental reasons why the invasion of Iraq took place in March 2003.

Study the documents carefully, consider the origin of each document, and critically analyze them so that the reason for their particular stance is understood.

Remember never to accept the written word as the final truth. Treat the excerpts of the articles and/or simple quotes as pointers for further investigation on your part before answering questions A - D.

Due to copyright laws some paraphrasing is used. Source information is provided to allow you to read the original documents in their entirety.

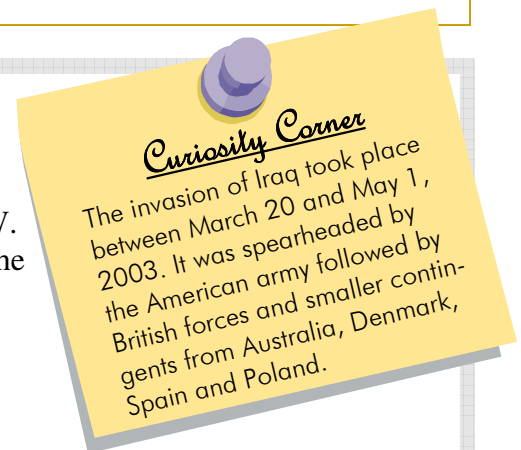
DOCUMENT 1

“According to the then President of the United States George W. Bush and the Prime Minister of the United Kingdom Tony Blair, the reasons for the invasion were ‘to disarm Iraq of weapons of mass destruction (WMD), to end Saddam Hussein’s support for terrorism, and to free the Iraqi people’.

According to Blair, the trigger was Iraq’s failure to take a ‘final opportunity’ to disarm itself of nuclear, chemical, and biological weapons that U.S. and coalition officials called an imminent and intolerable threat to world peace.”

For the original document refer to:

http://en.wikipedia.org/wiki/2003_invasion_of_Iraq



DOCUMENT 2

The Chinese president Hu Jintao (March 2003) called for peace in Iraq, as well as calling for all involved belligerent countries to turn to political rather than military means. Peace he reiterated is what everybody in the world wants.

For the original article refer to the Ministry of Foreign Affairs of the People’s Republic of China website: <http://www.fmprc.gov.cn/ce/ceum/eng/chinaanduncouncil>

DOCUMENT 3

The English historian Charles Tripp, in his book *A History of Iraq*, gives an account of the United Nations' (UN) ineffectiveness with the inspection of the alleged development of Iraqi weapons of mass destruction (WMD) programme.

He states that in December 1999, the UN Security Council passed Resolution 1284 whereby the UN would create a Commission that could monitor, verify and inspect more effectively Saddam's programme for the development of WMD. Three countries, China, France, and Russia, from the Security Council abstained under the pretext that it would turn Iraq into a UN protectorate.

Meanwhile, in 2000-2001 Iraq revenues amounted to \$12 billion annually under the United Nations 'oil for food' arrangement. Saddam Hussein used such revenues to turn the country into a hub of regional trade. Furthermore, he encouraged trade not only with neighbouring countries but also with the three members of the UN Security Council (referred to in the previous paragraph) : China, France and Russia. In November 2001, Saddam refused the return of UN inspectors.

For the American Republican party and US Congress the way to solve the problem was to overthrow Saddam. Then on September 11, 2001, the attacks on New York occurred, and soon President Bush declared 'war on terror'. Saddam was the only Arab leader who failed to condemn the attacks, and the Bush administration soon perceived the waning of the American position in the international order. More forceful and unilateral measures were conceived and soon the attack on Iraq became a reality.

Recommended reading:

Tripp, Charles. *A History of Iraq*. Cambridge University Press, 2007.

Refer in particular to pp. 262-272.

DOCUMENT 4

http://middleeast.about.com/od/usmideastpolicy/a/me070909b_3.htm

In this website one finds descriptions of American Middle East policies from Harry Truman to George W. Bush. Under the latter's administration (2001-2009) it states that Bush did not have as much backing as during the Afghanistan attack in 2001. His concern in Iraq was the undemocratic regime while he supported repressive undemocratic regimes in Egypt, Saudi Arabia and some countries in Africa.

DOCUMENT 5

The brief account that follows is based on an Iranian website document. It is entitled ‘The US invasion of Iraq: Oil the Mother of all Factors?’, written by K. Hooshiyar and S. Karimi.

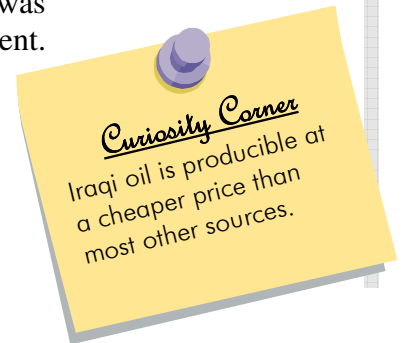
The article emphasizes the importance of oil in the conflict between USA and Iraq. The statistics presented are:

Middle East	% of world production	% of world known reserves
Persian Gulf Region	30	67

The authors then affirm that oil has to be a major factor, if not the major factor, in the American grand design of economic and political supremacy in the international order. Iraq is second in oil reserves only to Saudi Arabia, but its woes date back to the beginning of the twentieth century when French, British, Turkish and Russian imperialist rivalries dominated the history of the region. Following World War II, China and Japan joined the imperialistic ‘skirmishes’.

The authors assert that the US invaded Iraq under the pretext that Iraq was developing a WMD programme as well as being implicated in the 9/11 event. The American government hoped that the invasion would ease the building of American military installations in the area, offer easy access to Iraqi oil, exclude its rivals, and create lucrative jobs for Americans.

For the original article refer to :
<http://iranreview.com/Editorials/US%20invasion.htm>



DOCUMENT 6

This document is a small excerpt taken from an article entitled ‘Non Belligerency and Armed Neutrality Revisited : Scandinavia, Finns and Bush’s Crusade Against Terror’ authored by Margy Anderson. (Nordic Notes Volume 12, 2008 – review article). It discusses the official position taken by the Scandinavian countries. Consider the rationale of their position in relation to the military intervention in Iraq.

“A fight for democracy (*in Iraq*) ? That was the question... Addressing the General Assembly shortly after Bush had spoken, Halonen (*the Finnish President*) criticized the international community for ignoring common will and using force which was not compatible with international law. Norway remained unobtrusive, its increasing income from oil revenue in the market augmented by the disruption to Iraq supplies making its policy of the less said the better seem appropriate in Oslo.” (*According to this article, by 2005 the Scandinavian countries stood aloof except for Denmark.*)

For the original article refer to:
<http://diempdidi.info/nordicnotes/vol12articles/rusadeagainstterror/html>

DOCUMENT 7

Christopher King wrote for Al Jazeera (18.04.2008) the possible reasons for the US position for the Iraq invasion. The American administration's concerns were two-fold :

1. The depletion of oil reserves and the rise of oil prices were naturally a preoccupation for the most industrialized country in the world.
2. The precariousness of the status of the dollar as a world's reserve currency was a very serious problem.

King further explained the importance and meaning of 'a reserve currency' so that the reader fully grasps the American administration's preoccupation. For a country's currency to be accepted as a reserve currency, it has to be considered, by the international order, as a country of sound political and financial stability. This implies that most countries will hold their own foreign currency reserves, in this case, in dollars.

Present day America is running a large deficit in its trade and current account. That is, it pays more to other countries in trade and services than it receives from them. Hence, US stability and her currency begin to waver.

For the original article refer to :

http://aljazeera.com/news/articles/42Why_the_US_cant_leave_Iraq.html



DOCUMENT 8

One of the greatest fears of the American Federal Reserve is if OPEC members decide to switch their oil transactions from the dollar to the euro. This topic is extensively discussed in the article "The Real Reasons for the Upcoming War with Iraq" by William Clark, written in January 2003.

Saddam did just that. In November 2000, he began to trade oil in euros. This change from the dollar was meant to be a reprimand to the US for its hard line on sanctions while creating a rift between US and Europe. Unsurprisingly, this was followed by a depreciation of the dollar against the euro. In 2000 the euro was worth \$0.82(US), but by 2002 the dollar had depreciated 17% against the euro.

This issue of the dollar versus the euro was never a topic for the American media; however, it was discussed by Radio Free Europe in November 6, 2000. The American fear was based on the obvious outcome : it would undermine investors' and consumers' confidence.

For the original document refer to:

<http://www.ratical.org/ratville/CAH/RRIraqWar.html>

DOCUMENT 9

‘Why Denmark decided to Participate in the War Against Saddam Hussein’ by Frank Laybourn (September 24, 2003) is found at <http://www.intellectualconservative.com/article2691.html>

The author proposes four reasons for Denmark’s participation in the war:

1. Iraq was a threat to the stability of the region and of central Asia because of its pursuit to WMD capacity. Denmark’s position was in compliance with UN Resolution 1441; that is, Saddam was a threat to international community and refused to render unconditional cooperation.
2. Iraq could become a safe haven for terrorists and their organizations.
3. Saddam was a ruthless dictator. The Iraqi people needed support in their struggle against him.
4. Denmark showed solidarity with US’s policy against terrorism

DOCUMENT 10

According to Stephen Steinberg, in the *World Socialist Web Site* (August 7th, 2003), Poland entered the war because it wanted to ‘restore (*Polish*) influence in the region under the umbrella of ‘American imperialism’. In fact, Poland had already opened an office in Baghdad for the Polish Oil Company, Nafta Polska. About 70% of Polish population was opposed to the invasion of Iraq and yet the electorate had never been consulted.

Refer to this website for the original article :

<http://www.wsws.org/articles/2003/aug2003/pola-a07.shtml>

DOCUMENT 11

The Russian government demanded that any American attempt at invading Iraq was not only to be legitimized by UN but was also to be short and effective. Russia showed little interest in going against US plans because it had been enjoying a spell of good relations with the US and it wanted to maintain the *status quo*. These were some of the reasons prepared for the European Security Forum in Brussels in September 9, 2000, by Andrei Zagorski, of the Geneva Centre for Security Policy.

For further reading refer to:

<http://www.eusec.org/zagorski.htm>

DOCUMENT 12

Jacques Chirac, President of France (1995 to 2007), opposed the invasion of Iraq, making him the international champion of peace. (The Christian Science Monitor, April 23, 2003)

Al-Ahram, a Cairo newspaper (March 27-April 2, issue 631, Special), reported that after Chirac had attempted for months to negotiate with America the invasion of Iraq and failed, he entered into a phase of trying to influence the course of the invasion and its duration.

To further his intentions, Chirac threatened to veto the motion in the Security Council, but Blair reminded him that by doing so, it actually left no alternative but to go to war.

Refer to:

<http://weekly.ahram.org.eg/2003/631/sc10.htm>

DOCUMENT 13

Prior to the 2003 invasion, Iraq was being driven to the edge of conflict, at times referred to as a civil war between Sunni and Shia Muslims. Meanwhile, a considerable number of Iraqi had been silently and secretly waiting for any form of intervention that would oust dictator Saddam Hussein.

Refer to the following websites for further information :

http://www.mahalo.com?Iraq_War

<http://jarrarsupariver.blogspot.com/>

<http://www.indict.org.uk/>

- A. For each of the thirteen documents, identify the following in relation to the invasion of Iraq in 2003 :
- i. the country with an identifiable position on the invasion;
 - ii. the reason(s) given for invading Iraq.

DOCU- MENT	COUNTRY WITH A STATED POSITION ON THE INVASION	REASON(S) GIVEN FOR THE INVASION
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

Teacher's Notes





B. What can you conclude from the information recorded in question A ?

C. Do all authors agree to a common cause for the invasion of Iraq ? If so, state the common ground and attempt to establish the rationale. Should you find no common denominator, state the possible reasons for this.

D. So far you have attempted to answer many questions in the various parts of this LES. It is your turn now to formulate your own questions on the topic "external intervention in Iraq". Present them to your class colleagues for discussion. Enjoy deliberating with peers who have also studied the issue but who may not all perceive the problems associated with external intervention in the same way.

	QUESTION 1	
	QUESTION 2	
	QUESTION 3	

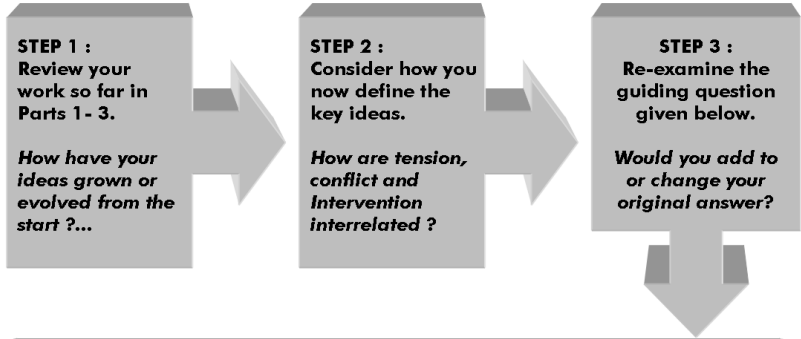




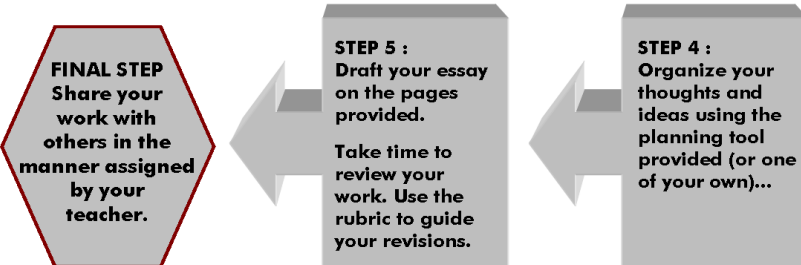
LEARNING ACTIVITY 1 : CHECKING FOR UNDERSTANDING - COMPLEX TASK

REACHING CONCLUSIONS

In order to demonstrate your understanding of **tension**, **conflict** and **intervention**, you are asked to produce a short essay to share with your peers.



Was the invasion of Iraq in 2003 a just war ?



Your work will be evaluated using the rubric provided. Take time to review the rubric with your teacher and any other additional instructions he/she may provide you with.

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

Teacher's Notes



FINAL DRAFT



Teacher's Notes

A large rounded rectangular area with a blue horizontal line at the top and 20 blue horizontal lines below it, intended for writing.

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Part 4 :

Lending a deaf ear

The case of the abandonment of Tibet



Photo credits : Creative Commons : FLICKR.com

INTRODUCTION : **The Case of the Abandonment of Tibet**

Part 4 of this LES asks students to complete a case study involving Tibet and China. Although students will be called upon to use their knowledge and strategies from Parts 1, 2 and 3 and draw upon Competency 1 (interprets a contemporary world problem), the focus of Part 4 is Competency 2 : takes a position on a contemporary world issue.

Students will engage in inquiry, research and discussion in order to fully understand the scope and the intricacy of this issue. Demonstration and evaluation of Competency 2 is found during the final task, where students are required to adopt a position which they will then present to others.

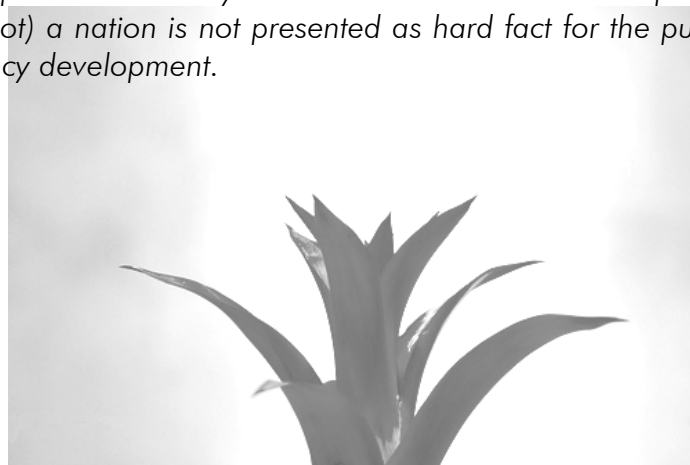
Part 4 includes four increasingly complex Learning Activities:

- Learning Activity 1 requires students to understand the issue in its historical and geographical contexts.
- Learning Activity 2 asks for in-depth examination of the actors and points of view associated with the issues.
- Learning Activity 3 promotes building and consolidation of understanding by sharing of ideas and perspectives.
- Learning Activity 4 requires students to take a position by answering the guiding question :

Was Tibet abandoned by the international community ?

Students must conduct research autonomously in this part of the LES, although resource sites have been carefully selected to ensure sufficient information from a variety of sources required to compete each activity.

It should be noted that the question of a sovereign occupied Tibet is being disputed in the international arena, generating many complex legal and ethical issues. It is our goal to have students explore an array of opinions and perspectives raised by actors who have a stake in the problem. Therefore, the assertion that Tibet is (or is not) a nation is not presented as hard fact for the purposes of student research, discourse and competency development.



LEARNING ACTIVITY 1	
Focus	Intervention in a territory
Key ideas	Sovereignty; autonomy
Specific concepts	Human Rights Interference Rebellion
Subject Competency	Takes a position on a contemporary world issue
	Key features : Examines some points of view on the issue Considers the media treatment of the issue Debates the issue
Techniques	Research Interpretation of text
Assessment tool(s)	Data table Personal Reflection
Preparations	Access to ICT and library resources.
Resource materials	<ul style="list-style-type: none"> • Student log book • Atlases and classroom maps
Suggested time frame	1 hour



CONNECTIONS



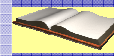
BAL :
Media Literacy



Citizenship & community life



CCC :
Exercises critical judgment;
Uses information



SELA:
Uses language/talk (C1);
Reads texts (C2);



ERC :
Ethical questions (C1);
Engages in dialogue (C3)



PROCEDURE

1. Preparation : The teacher presents the following guiding question for Part 4 and asks students to read "Instructions to the Student" :

Was Tibet abandoned by the international community ?

2. The students begin their research by reading Document 1– *Introduction*, and completing Map 1.
3. Students continue their research using Document 2 - *Historical References to Research*, Resource List A and Data Table A.
4. The teacher asks students to refer periodically to the following questions :
 1. *Is Tibet a sovereign nation ? an occupied country ? a Chinese province ?*
 2. *Is it possible to "free Tibet" given its current standing within the international community?*
 3. *Is the issue of Tibet autonomy a political issue or a human rights issue in the world today ?*



TEACHER TIP

The teacher's role becomes one of facilitator and coordinator as students engage in activities autonomously. The teacher focuses upon monitoring student progress, intervening only when called upon.

5. The teacher should organize opportunities for student-lead discussion at specific intervals. In particular, students should be asked to share their answers to “Key Question 1” at the end :

What form of intervention in Tibet did China take in 1949-50, and what reason(s) did China give in doing so ?



RESOURCES

- The Guardian newspaper :

Q&A : *Tibet and China*

<http://www.guardian.co.uk/world/2008/mar/14/tibet.china2>

- China Tibet Information Center :

Academy seminar held to commemorate democratic reform in Tibet

http://eng.tibet.cn/news/today/200903/t20090318_462699.htm

Curious about Tibet ? Look, listen, see for yourself

http://eng.tibet.cn/news/today/200903/t20090328_465585.htm

Veteran soldier recalls Tibet’s peaceful liberation

http://eng.tibet.cn/news/today/200905/t20090526_478661.htm

- “The Government of Tibet in Exile” :

Resolutions on Tibet

www.tibet.com/resolution/index.html

- Friends of Tibet (NZ) :

Brief History of Tibet

<http://www.friends-of-tibet.org.nz/tibet.html>

Tibet : An Occupied Country

<http://www.friends-of-tibet.org.nz/occu.html>



CONNECTIONS



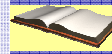
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Engages in dialogue (C3)



TEACHER TIP

In order to gain many perspectives on the issue, students should be encouraged to visit as many of the sites provided as possible. They should derive at least three distinct views : pro-Tibet; pro-China; and, neutral.

Teacher's Notes

**LEARNING ACTIVITY 1 : RESEARCH**

Instructions for the student :



You are about to investigate “the case of the abandonment of Tibet”, a controversial issue in our contemporary world.

You will use objective inquiry and investigation in determining the issues surrounding Tibet’s status, including the actors involved, their respective points of view, and how their views are presented and justified. Be vigilant during this process; in other words, scrutinize the sources closely, examine the arguments presented carefully, and, most importantly, remain impartial throughout.

You will have a chance to share your findings at different intervals in Part 4, as well as present your position at the end of the investigation which will reflect your understanding of the complexities surrounding this case study.

While you conduct your investigation in Learning Activities 1, 2 and 3, keep in mind the following essential questions :

1. *Is Tibet a sovereign nation ? an occupied country ? a Chinese province ?*
2. *Is it possible to “free Tibet” given its current standing within the international community?*
3. *Is the issue of Tibet autonomy a political issue or a human rights issue in the world today ?*



Your inquiry begins by learning about some of the geography and history of the Tibetan people before embarking upon the issues surrounding Tibet’s status in the world today.

Start by

- ⇒ Reading Document 1- Introduction
- ⇒ Completing Map 1– Geographical Perspective
- ⇒ Completing Data Table A using “Historical References to Research”
- ⇒ answering your first “key” question to unlock one element of this complex issue.

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



DOCUMENT 1 - INTRODUCTION

*How the Past and the Present Converge...*

The country known today as Tibet has a history of 3000 years, including a long-standing relationship with the Chinese people extending as far back as its history. This relationship has witnessed much turbulence over the millenia, with both the Chinese (under the Ming and Manchu dynasties) and Tibetan peoples establishing dominance over the other at various intervals. Both parties refer to various points in their history to support their current - but contradictory - claims that Tibet is, or is not, autonomous from China.

This turbulent relationship took a violent and irrevocable turn when Communist China invaded Tibet in 1949, followed by a bloody rebellion of the Tibetan people in 1959 which, among other consequences, left Tibet's spiritual leader, the Dalai Lama, in "perpetual" exile. This episode from fifty years ago continues to shape current relations between Tibet, her neighbours, and the international community.

In contemporary times, Tibet also established relationships with what is now considered modern day India, Britain and Russia, as well as Nepal and Myanmar.

MAP 1 - GEOGRAPHICAL PERSPECTIVE



Teacher's Notes

Using an atlas, classroom maps and/or the Internet, draw the current boundaries of Tibet and China on the map above, as well as their bordering neighbours.

As you conduct your research activities, you may consider adding in the following information :

- ⑤ The specific territory currently disputed between Tibet and China
- ⑤ Historical boundaries of Tibet and China prior to 1949
- ⑤ Past and present allies of either Tibet or China

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



DOCUMENT 2 - HISTORICAL REFERENCES TO RESEARCH

Research the following historical references by using Resource List A and recording your information on Data Table A.

Teacher's Notes

Historical references in the claims for and against Tibetan autonomy...

- 821 AD treaty between China and Tibet : recorded on 3 stone pillars
- Meaning of CHO-YON ('priest patron') relationship with the Mongol dynasty in the 13th-14th century and with China in 1639.
- Unilateral declaration of independence by Tibet in 1913
- 1949-50 invasion of Tibet by China
- "Seventeen Point Agreement" negotiated by the Dalai Lama in 1951
- 1959 rebellion against China
- UN General Assembly Resolutions #1353 (1959), #1723 (1961) and #2079 (1965)*
- Tibet Autonomous Region (TAR) established by China in 1965
- Tibetan revolts against China in 1988 and Spring 2008
- Dalai Lama receives Nobel Peace Prize in 1989

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



LEARNING ACTIVITY 1 : RESEARCH

DATA TABLE A - HISTORICAL REFERENCES TO RESEARCH



DESCRIPTION OF HISTORICAL EVENT OR REFERENCE	TIME PERIOD	ACTORS INVOLVED	OUTCOME AND SIGNIFICANCE

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

Teacher's Notes





LEARNING ACTIVITY 1 : RESEARCH

RESOURCE LIST A



The Guardian newspaper :

Q&A : *Tibet and China*

<http://www.guardian.co.uk/world/2008/mar/14/tibet.china2>

China Tibet Information Center :

Academy seminar held to commemorate democratic reform in Tibet

http://eng.tibet.cn/news/today/200903/t20090318_462699.htm

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"The Government of Tibet in Exile":

Resolutions on Tibet

www.tibet.com/resolution/index.html

Friends of Tibet (NZ) :

Brief History of Tibet

<http://www.friends-of-tibet.org.nz/tibet.html>

Tibet : *An Occupied Country*

<http://www.friends-of-tibet.org.nz/occu.html>

STUDENT LOG BOOK

BEHIND



LEARNING ACTIVITY 1 : CONCLUSIONS

KEY QUESTION #1



Answer the following question :

What form of intervention in Tibet did China take in 1949-50, and what reason(s) did China give in doing so ?

REFLECTIONS



My comments on...

⇒ The issue (case study) : _____

⇒ The inquiry process (research) : _____

Further questions I have :

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

LEARNING ACTIVITY 2	
Focus	Identifying a position
Key ideas	Sovereignty; autonomy
Specific concepts	Human Rights Interference Sanctions
Subject Competency	Takes a position on a contemporary world issue
	Key features : Examines some points of view on the issue Considers the media treatment of the issue Debates the issue
Techniques	Research Interpretation of text
Assessment tool(s)	Data table Class discussion
Preparations	Access to ICT and library resources.
Resource materials	<ul style="list-style-type: none"> • Student log book • Atlases and classroom maps
Suggested time frame	1 hour



PROCEDURE

1. The students conduct their research by completing Data Table B - *Taking a Position* using Resource List B.
2. The teacher asks students to refer periodically to the following questions :
 1. *Is Tibet a sovereign nation ? an occupied country ? a Chinese province ?*
 2. *Is it possible to “free Tibet” given its current standing within the international community?*
 3. *Is the issue of Tibet autonomy a political issue or a human rights issue in the world today ?*
3. The teacher should continue to organize opportunities for student-lead discussion at specific intervals.




CONNECTIONS



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SELA:
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Reads texts (C2);



ERC :
Ethical questions (C1);
Engages in dialogue (C3)



TEACHER TIP

The teacher is encouraged to allow students to formulate their own opinions on the issue. They should be permitted to express their views and take a position as long as it is substantiated.

5. The students complete and share their answers to “Key Question 2” :

How would you characterize the international response, in general, to the 1949 invasion of Tibet by China ?



RESOURCES

Introduction to Tibet : <http://www.tibet-tour.com>

General information and contemporary history

The New York Times <http://topics.nytimes.com/top/news/international/countriesandterritories/china/tibet/index.html>

Encyclopedia Britannica
<http://www.britannica.com/EBchecked/topic/594898/Tibet>

“The Government of Tibet in Exile” : www.tibet.com
This site is maintained and updated by The Office of Tibet, the official agency of His Holiness the Dalai Lama in London.

The Guardian newspaper : www.guardian.co.uk
The Guardian newspaper, of which guardian.co.uk is its online presence, was founded in 1821 and has a long history of editorial and political independence.

Friends of Tibet (NZ) : www.friends-of-tibet.org.nz
Among its objectives, to gather and promote up-to-date information about the plight of Tibet and its people.

China Tibet Information Center : <http://eng.tibet.cn/>
Chinese news information service.

The Community.com : www.thecommunity.com
A site connecting people to Nobel Peace Prize winners. See the following article : “Archbishop Desmond Tutu to the Dalai Lama: We stand with you.”
<http://www.thecommunity.com/publish/home/Archbishop-Desmond-Tutu-Statement.php>

Photographs

The Tibet album (British photography in Central Tibet 1920-1950 <http://tibet.prm.ox.ac.uk/>)

Video

What Remains of Us; Nomadik Films (available through the NFB)



CONNECTIONS



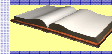
BAL :
Media Literacy



Citizenship & community life



CCC :
Exercises critical judgment;
Uses Information



SELA:
Uses language/
talk (C1);
Reads texts (C2);



ERC :
Ethical questions (C1);
Engages in dialogue (C3)



TEACHER TIP

In order to gain many perspectives on the issue, students should be encouraged to visit as many of the sites provided as possible. They should derive at least three distinct views : pro-Tibet; pro-China; and, neutral.

DATA TABLE B - TAKING A POSITION



Research the position taken on Tibet by the actors listed below. Use Resource List B to aid your research.

Teacher's Notes

ACTORS INVOLVED	POSITION ON TIBET	RATIONALE	Supports Tibetan case for autonomy ?
<i>United Nations</i>			
CHINA			
<i>Friends of Tibet</i>			
<i>Dalai Lama</i>			
<i>Archbishop Desmond Tutu</i>			
<i>Canada</i>			
<i>Any one of the following nations : Australia, India, US or Germany</i>			

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL





LEARNING ACTIVITY 2 : RESEARCH

RESOURCE LIST B

Websites

Introduction to Tibet : <http://www.tibet-tour.com>

General information and contemporary history

The New York Times <http://topics.nytimes.com/top/news/international/countriesandterritories/china/tibet/index.html>

Encyclopedia Britannica <http://www.britannica.com/EBchecked/topic/594898/Tibet>

"The Government of Tibet in Exile" : www.tibet.com
This site is maintained and updated by The Office of Tibet, the official agency of His Holiness the Dalai Lama in London.

The Guardian newspaper : www.guardian.co.uk
The Guardian newspaper, of which guardian.co.uk is its online presence, was founded in 1821 and has a long history of editorial and political independence.

Friends of Tibet (NZ) : www.friends-of-tibet.org.nz
Among its objectives, to gather and promote up-to-date information its people.

China Tibet Information Center : <http://eng.tibet.cn/>
Chinese news information service.

The Community.com : www.thecommunity.com
A site connecting people to Nobel Peace Prize winners. See the fall "Archbishop Desmond Tutu to the Dalai Lama: We stand with you." <http://www.thecommunity.com/publish/home/Archbishop-Desmor>

Photographs

The Tibet album (British photography in Central Tibet 1920-1950)

Video

What Remains of Us; Nomadik Films (available through the NFB)

STUDENT LOG BOOK

BEHIND



LEARNING ACTIVITY 2 : CONCLUSIONS

KEY QUESTION #2

Answer the following question :

How would you characterize the international response to the 1949 invasion of Tibet by China ?

REFLECTIONS

My comments on...

⇒ **The issue (case study) :** _____

⇒ **The inquiry process (research) :** _____

Further questions I have :

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

LEARNING ACTIVITY 3	
Focus	Analyzing several positions (points of view)
Key ideas	Sovereignty; intervention
Specific concepts	Human Rights Interference Sanctions
Subject Competency	Takes a position on a contemporary world issue
	Key features : Examines some points of view on the issue Considers the media treatment of the issue Debates the issue
Techniques	Interpretation of text
Assessment tool(s)	Presentation Individual written response
Preparations	Access to audiovisual materials and equipment Access to ICT and library resources Student teams of 3 or 4
Resource materials	Student log book
Suggested time frame	1 hour



PROCEDURE

- Each student group represents one of the actors listed in Learning Activity 2, and presents its case regarding Tibet using historical references and research to date.
- Each group presents their position to a mock UN General Assembly. A reference tool has been provided to summarize the information presented.
- Following the presentations, students are asked to :
 - Evaluate the positions stated by examining the validity of the rationales given;
 - Discuss what they learned regarding the case of Tibet.
- The students individually answer the following questions :
 - Is Tibet a sovereign nation ? an occupied country ? a Chinese province ?*
 - Is it possible to “free Tibet” given its current standing within the international community?*
 - Is the issue of Tibet autonomy a political issue or a human rights issue in the world today ?*



CONNECTIONS



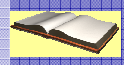
BAL :
Media Literacy



Citizenship & community life



CCC :
Exercises critical judgment;
Uses Information



SELA:
Uses language/
talk (C1);
Reads texts (C2);
Produces text (C3)



ERC :
Ethical questions (C1);
Engages in dialogue (C3)



TEACHER TIP

At this point in the LES, students work autonomously as much as possible. The teacher should focus upon ensuring conditions are in place for the activity, rather than on direct instruction.



Teacher's Notes

Student group	Actor they represent	Summary of position on Tibet	Rationale given	Justified or not ? My comments...

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



**LEARNING ACTIVITY 3 : CONCLUSIONS****The case of the abandonment of Tibet**

Answer the following questions on your own.

1. Is Tibet a sovereign nation ? an occupied country ? a Chinese province ?

2. Is it possible to “free Tibet” given its current standing within the international community?

3. Is the issue of Tibet autonomy a political issue or a human rights issue in the world today ?

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL

Teacher's Notes



LEARNING ACTIVITY 4	
Focus	Analyzing several positions (points of view)
Key ideas	Sovereignty; intervention
Specific concepts	Human Rights Interference Sanctions Occupation
Subject Competency	Takes a position on a contemporary world issue
	Key features : Examines some points of view on the issue Considers the media treatment of the issue Debates the issue
Techniques	Interpretation of text
Assessment tool(s)	Taking a position (written, oral or multimedia)
Preparations	Access to audiovisual materials and equipment Access to ICT and library resources Student teams of 3 or 4
Resource materials	Student log book
Suggested time frame	1 hour



CONNECTIONS



BAL :
Citizenship & community life



CCC :
Exercises critical judgment



SELA :
Produces text (C3)



ERC :
Ethical questions (C1)



PROCEDURE

1. The teacher re-addresses the guiding question with the students :

Was Tibet abandoned by the international community ?

2. The students present their case (for or against) choosing one of the following formats:
 - Editorial article to be published in a national newspaper
 - Oral presentation to be delivered at a provincial public speaking competition
 - PowerPoint presentation to be made in front of visiting dignitaries
3. Students will be evaluated by their peers and the teacher using the rubric provided.



TEACHER TIP

Planning tools and additional instructions may be required for this activity.

Was Tibet abandoned by the international community ?



Teacher's Notes

A large rounded rectangular area with blue horizontal lines for writing, intended for the student's response to the summative task question.

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Part 5 :

Exercising

Your Freedom of Speech



Photo credits : Creative Commons : FLICKR.com

INTRODUCTION TO PART 5 : Exercising Your Freedom of Speech

The full scope of Competency 2 will be evaluated in Part 5. The students will be expected to :

- ⇒ take a position on a contemporary world issue – the case of Iraq and Tibet;
- ⇒ take a position on the proposed Dalai Llama’s visit to South Africa;
- ⇒ consider opportunities for social action.

Learning Activities 1 and 2 give students the opportunity to demonstrate their capacity for critical thinking, independent thought and research using the deliberative discourse method :

The deliberative discourse is a method whereby students carefully consider, through debate and discussion, the various perspectives and options presented by others on a pre-established issue. The intention of this method is that students acquire a more comprehensive understanding of the issue in question and are thus able to take a more learned position on it.

Learning Activity 2, in particular, demands independent research techniques. To further develop their research strategies, students will be expected to plan and regulate their own research process.

The final version of their work should demonstrate ability to apply learned concepts, related knowledge and techniques relevant to this particular LES. Bibliographical technique will also be expected.

For the last activity, the students will have to choose their own path of social activity, identify institutions or contexts which could provide them a framework for their participation, and offer a feasible plan of action.



LEARNING ACTIVITY 1	
<i>Designated Focus</i>	External intervention in a sovereign territory
<i>Central Concept</i>	Intervention
<i>Specific Concepts</i>	Human Rights Diplomacy Interference
<i>Related knowledge</i>	Political autonomy Exercise of rights and freedoms
<i>Subject Competency</i>	Takes a position on a contemporary world issue
	Key features : Debates the issue Considers opportunities for social action
<i>Assessment tool(s)</i>	Short essay (approximately 500 words)
<i>Preparations</i>	Student groups of three or four
<i>Resource materials</i>	<ul style="list-style-type: none"> • Student log book • Atlases and classroom maps
<i>Suggested time frame</i>	1.5 hours



CONNECTIONS TO...



BAL :
Citizenship & community life



CCC :
Exercises critical judgment



SELA :
Produces text (C3)



ERC :
Ethical questions (C1)



PROCEDURE

1. Preparation : The students re-visit the concepts tension, conflict and intervention as exemplified by the Iraqi invasion(2003) and China's invasion of Tibet (1949).
2. The teacher introduces the following guiding question to initiate discussion. Post the question in the classroom for the duration of Part 5.

Were the interventions in Iraq (2003) and Tibet (1949) just interventions ?

3. Students record their answers using the tool provided. (Note : planning tools may be duplicated from previous activities in the LES or may be provided separately by the teacher).
4. Note : the teacher may provide students with additional guidelines for writing in accordance with established school and classroom norms.



TEACHER TIP

The students may present their views through a formal debate as an alternative to a written response.

Were the interventions in Iraq (2003) and Tibet (1949) just interventions ?



Teacher's Notes

A large rounded rectangular area with blue horizontal lines for writing, intended for student responses.

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



LEARNING ACTIVITY 2	
Designated Focus	External intervention in a sovereign territory
Central Concept	Intervention
Specific Concepts	Human Rights Diplomacy Interference
Related knowledge	Political autonomy Exercise of rights and freedoms
Subject Competency	Takes a position on a contemporary world issue
	Key features : Debates the issue Considers opportunities for social action
Assessment tool(s)	Editorial article (complex task)
Preparations	Access to ICT and library services
Resource materials	<ul style="list-style-type: none"> • Student log book • Atlases and classroom maps
Suggested time frame	1.5 hours



CONNECTIONS TO...



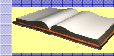
BAL :
Media Literacy



Citizenship & community life



CCC :
Exercises critical judgment;
Uses information



SELA:
Reads texts (C2);
Produces text (C3)



ERC :
Ethical questions (C1)



PROCEDURE

1. Preparation : The teacher should familiarize students with characteristics of news features, broadcasts and articles using examples derived from local media.
2. The students are asked to read through the task material and take note of the following prior to beginning : the document (article); the task description (memo) and the criteria for their own news article.
3. The students conduct their independent research in the manner they are accustomed with little or no guidance from the teacher.
4. The students write their news article using the tool provided. (Note : planning tools may be duplicated from previous activities in the LES or may be provided separately by the teacher).



TEACHER TIP

Some additional multi-media resources which may be used as examples are listed in the Appendices at the end of the LES.

RADIO "CRYSTAL TRUTH"

Teacher's
Notes

This activity allows you to do independent research by searching for pertinent documents and interpreting them in order to appropriately address the demands of this part of the LES.

Imagine that **Radio Crystal Truth** offered you a position as Director of the *News Interpreted* Program. On your first day, as you enter your office, you find on the table a magazine article clipped to a message. Read them both and consider the advice given.

This is the beginning of your career as a reporter. Your article must demonstrate critical thinking capability, capacity for independent thought and sound research.

Your interpretation must be as objective as possible and the length of your essay should be about 750 to 1000 words.

You will then present it to your peers in the context of the deliberative discourse method already discussed in class.

After such an exercise, you will review your own work and produce the final version of the essay.

N.B. Do not forget to give a catchy title to your article.

RADIO "CRYSTAL TRUTH"



PEACE POSTPONED

The Dalai Lama was banned from entering South Africa after being denied a visa to attend a peace conference there. The reason? The government is worried that the spiritual leader and his cause of the Tibetan independence will overshadow the 2010 World Cup Soccer tournament. Ironically, the conference was meant to highlight ways in which the game can promote peace, and was even supported by one of the country's professional soccer leagues. The ban prompted Nobel Peace Prize winners Desmond Tutu and F.W. de Klerk among others, to boycott the conference. Not surprisingly one organization did praise South Africa for its decision, China's foreign ministry. *Maclean's*, April 6, 2009, p.10.

(permission granted)

RADIO CRYSTAL TRUTH
Memo from Jack Noitall

Hi newcomer! Good morning,

Your first assignment is to write a three to five minute (750 to 1000 words) talk on the article stapled to this message. Remember that it should be ready for tomorrow's program at six in the evening. As it is your first try, I will give you some hints.

1. Identify the personalities involved and find out what they stand for in the world political arena.
2. Consider the organizations mentioned in the article and research on their objectives and how they might explain this incident.
3. Three countries are involved. Research into political objectives and ambitions, as well as trade relations among them.

Do not forget that your work must show a high degree of objectivity and research for it to be accepted in *The News Interpreted* program. Be also prepared for listeners' questions, which is what makes this program so popular at the moment. You alone are responsible for making it appealing.

Good luck!!!

Mr. Noitall

FINAL DRAFT



Teacher's Notes

A large rounded rectangular area with a blue border and horizontal blue lines for writing. An orange vertical bar is on the left side.

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



LEARNING ACTIVITY 3	
Focus	Humanitarian organizations working in areas of tension and conflict. Giving a human face to tension and conflict.
Specific Concepts	Human rights
Key Ideas	Individual vs. collective needs; volunteerism; social action
Subject Competency	Takes a position on a contemporary world issue
	All competency 2 key features.
Techniques	Research Interpretation of text
Assessment tool(s)	Presentation of information as designated by the teacher Personal Social Action Plan (complex task)
Preparations	Access to ICT Student groups of three or four
Resource materials	Student log book Atlases and classroom maps
Suggested time frame	2 hours



PROCEDURE

1. The teacher leads a class discussion on the impact upon individuals caught in situations of tension and conflict using examples from earlier activities, and asks students to speculate as to the types of problems and suffering felt by these individuals.
2. Picking up the pieces : The teacher introduces the aspect of intervention involving aiding the individual and addressing human needs. Comparisons may be drawn between the needs of the individual versus the needs of the group/nation/organization using the tool "Picking up the pieces".
3. Research activity : Students are asked to investigate well-known humanitarian organizations using the Data Table provided. Information collected on one or more of the organizations should be shared through a forum or means designated by the teacher.

Examples :

- oral presentation
- PowerPoint presentation
- information flyer
- fictional log kept by an organization member
- interview with an organization representative



CONNECTIONS TO...



**BAL :
Media Literacy**



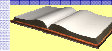
**Citizenship &
community life**



Environmental awareness...



**CCC :
Exercises critical judgment;
Uses information**



**SELA:
Uses language/
talk (C1);
Reads texts (C2);
Produces text (C3)**



**ERC :
Ethical questions (C1);
Engages in dialogue (C3)**



TEACHER TIP

The use of visual aids, such as video clips, and photographs, may provide powerful stimulus for discussion. Specific case studies may also illustrate the personal dimension and human element found within tension or conflict situations.

4. Throughout the research and sharing process, students should reflect upon the following guiding question :

How do these organizations attempt to answer basic human rights embodied in the Universal Declaration of Human rights (1948) ?

5. Students select one humanitarian organization and must develop a Social Action Plan for becoming involved and assisting the organization with its goals.



RESOURCES

- The Blue Helmets : www.thebluehelmets.ca

This organization helps control and resolve armed conflict using preventative measures such as keeping hostile parties apart, to proactive measures, such as helping them work peacefully together.

- Doctors Without Borders : <http://doctorswithoutborders.org/>
<http://www.msf.ca/>

Doctors Without Borders/Médecins Sans Frontières (MSF) is an international medical humanitarian organization working in more than 60 countries to assist people whose survival is threatened by violence, neglect, or catastrophe. Doctors and nurses volunteer to provide urgent medical care in countries of victims of war or natural catastrophes regardless of race, religion or politics.

- Engineers Without Borders : www.ewb.ca

Engineers Without Borders is responding to the need to improve the lives of those in poverty, and to ensure that the world's resources will be able to support the earth's growing population. They believe that technology, when appropriately incorporated into each community's social, cultural, economic and political context, can drive extraordinary change.

- English Montreal School Board : www.emsb.qc.ca

- Grameen Bank : www.grameen-info.org
www.grameenfoundation.org

Muhammad Yunus of Bangladesh strongly believes that the world's poor can transform the conditions of their own lives if given the appropriate financial support, creating the Grameen Bank to prove his case. The bank reverses the conventional banking practice by removing the need for collateral and instead bases it on mutual trust, accountability, participation and creativity. Presently, the Grameen Bank provides credit to the poorest of the poor in more than forty countries and this year opened a branch in New York, again serving the poorest of the area.

- Habitat for Humanity www.habitat.ca

The organization addresses the issue of poverty housing. Houses are built at no profit or interest. Its mission statement is: "what the poor need is not charity but capital, not case-workers but coworkers." It is a non-profit, faith-based organization working for a world where everyone will have a safe and decent place to live.



CONNECTIONS TO...



BAL :
Media Literacy



Citizenship & community life



Environmental awareness...



CCC :
Exercises critical judgment;
Uses information



SELA:
Uses language/
talk (C1);
Reads texts (C2);
Produces text (C3)



ERC :
Ethical questions (C1);
Engages in dialogue (C3)



TEACHER TIP

Teacher may include additional humanitarian organizations.

In order to support differentiation, the research task may be increased, reduced or shared. The form of presentation allows for flexibility within the task.

Teacher's Notes

DATA TABLE : Researching humanitarian organizations

Humanitarian organization	Date established	Founder	Mission	Areas of world involved or implicated

STUDENT LOG BOOK

BEHIND AND BEYOND THE OIL BARREL



Planning for the future...



Teacher's Notes

Your very last activity is to research the organization that most appealed to you.; that is, one to which you might enjoy offering your volunteering services.

Take action by contacting your preferred organization. Become cognizant of their goals and actions, then present in written form your own plan of action including ways of offering volunteer work. Consider in your proposal :

- ✦ the time factor,
- ✦ the feasibility of your plan,
- ✦ the commitments you might have to undertake,
- ✦ the expenses you might incur,
- ✦ services you are willing to offer,
- ✦ the degree of possible danger involved, etc.

but always prioritizing the needs of the underprivileged.

Evaluation Tools



Photo credits : Creative Commons : FLICKR.com



COMPARISON OF IDEAS, CONCEPTS AND/OR TOPICS

CRITERIA	5 excels	4 exceeds standards	3 meets standards	2 developing	1 limited	SCORE
Identifies similarities and differences	Several pertinent and relevant similarities or differences	Some pertinent and relevant similarities or differences	Of those identified only a few are relevant similarities or differences	Very few relevant similarities or differences are given	Unable to identify any similarities or differences	
Connections made	Many details support pertinent connections	Some details support pertinent connections	Few details support pertinent connections	Very few details are pertinent	Unable to offer details or make pertinent connections	
States case for and/or against	Effective and eloquent ideas and balanced arguments	Effective ideas and balanced arguments	Simplistic ideas and some arguments	Simplistic ideas with no arguments	Absence of ideas and arguments	
Impact	Persuasive and insightful	Effective and thoughtful	Credible but ordinary	Fails to present clear argument	Unclear and unconvincing	

ILLUSTRATED MAP RUBRIC

Criteria	Level 5 Advanced	Level 4 Exceeds Standards	Level 3 Meets standards	Level 2 Developing	Level 1 Limited	Score
Title	It is pertinent and catchy or original.	The title reveals the purpose and content of the map.	It tells the purpose but not correctly placed.	The title is not relevant to the map.	No title.	
Labels and accuracy	All items are labeled and located correctly.	Most items are labeled and located correctly.	Some of items are labeled and correctly located.	Few items are labeled and located correctly.	No items are labeled and/or located correctly.	
Legend key	The presentation of the legend is complete and correct. A compass rose is included.	The legend is complete and correct for the most part. A compass rose is included.	The legend is complete with few errors. A compass rose is included.	The legend is incomplete and shows errors. A compass rose is included.	The legend contains only some symbols and/or may not include a compass rose.	
Scale	All features are drawn to scale and a scale is clearly indicated.	Most features are drawn to scale and a scale is clearly indicated.	Some features are not drawn to scale. Scale used clearly.	Several features are not drawn to scale and/or there is no scale.	Most features are not drawn to scale and/or there is no scale marker included.	
Overall impact on the audience	It communicates the information clearly and effectively.	It is clear. It is possible to read and understand despite certain errors.	It contains discernible pertinent information, but requires some revision.	It contains some pertinent information, but requires revision.	It is unclear and does not communicate the information effectively.	

POSITION PAPER, ESSAY OR ARTICLE

CRITERIA	5 excels	4 exceeds standards	3 meets standards	2 developing	1 limited	SCORE
Organization (coherence, sequencing)	Concise, engaging position with a persuasive conclusion	Concise and logical position with effective conclusion	Adopts a position followed by an expected conclusion	Loosely organized leading to weak conclusion	Weak organization and few details detract from ideas being presented	
Ideas and content	Well-supported and referenced position	Clear position and adequate details	Position evident but not fully developed	Unclear position Superficial ideas and content	Arguments do not follow easily	
Language	Effective editing and very few errors	Effective editing and some minor errors	Some attention to editing needed. Evidence of errors	Editing ineffective. Many errors	Simplistic Errors impede the flow of ideas	
Impact	Persuasive and insightful	Effective and thoughtful	Credible but ordinary	Fails to present clear argument	Unclear and unconvincing	



Uses Information - Self Evaluation

Date: _____

Name: _____

Systematizes The Information-Gathering Process:

- Establishes research strategies
- Determines the pertinence of information
- Is on the lookout for information and attentive to what is available
- Gathers new information independently
- Uses many sources of information and cross-checks the information obtained
- Seeks further documentation

Gathers Information:

- Selects appropriate information sources
- Identifies the value of each piece of information
- Evaluates the validity of information according to criteria
- Makes connections between what he/she already knows and new information
- Distinguishes between essential and secondary information

1. In this activity much of the information was already researched and gathered for you. However, you practiced a few of the above "manifestations" while working in your experts groups. Identify a few of the above manifestations, and then explain how you or your group practices them.

Puts Information To Use:

- Using the information gathered to answer questions
- Compares his/her new learning with previous learning

- Uses information in new contexts
- Respects copyright

2. By noting pertinent information and making conclusions about the relationship between territories and peoples living in those territories, you were certainly "putting information to use". Explain how you practiced one or more of the manifestations listed above.

Appendices



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GLOSSARY

CIVIL SOCIETY

that which concerns only ordinary citizens as distinct from military or naval or religious members

CONFLICT

a state of hostilities

DEMOCRATIC

in such a government the power lies with the citizens by means of elected representatives

DETAINEES

persons held in custody

DIPLOMACY

management of communications and relationships between nations

(ECONOMIC) SANCTIONS

a measure (related to trade) taken by one or more nations to pressure another nation to conform to international law or opinion

EXTERNAL INTERFERENCE

outside obstruction of a process

EXTERNAL INTERVENTION

interference by one country in another's affairs

HUMANITARIAN (EFFORT, CAUSES, ORGANIZATION)

a person or organization that seeks to promote human welfare

INTERNATIONAL SITUATION

a particular situation among nations

MILITARY ACTION

an action led by armed forces

PEACEKEEPING (ER)

active maintenance of a truce between nations

POWER RELATIONS

a way in which a person, society or nation attempts to maintain or gain its ascendancy over another

RECIDIVISM

relapsing into an undesirable state or behaviour

SOVEREIGN TERRITORY

a territory that holds the rights and responsibilities of self-government

TENSION

a strained relationship

UNITED NATIONS SECURITY COUNCIL

a permanent body of the United Nations seeking to maintain peace and security



Images in the News

GETTING INSIDE THE PICTURE

Directions:

1. Study the photograph below.
2. Then, complete each quadrant on the **Getting Inside the Picture** chart. Use as many details as you can.
3. Now, select one of your powerful words. Use this as a springboard for a 5-minute Quick Write. Let your pen flow. *A good descriptive paragraph has vivid details and helps the reader “get inside the picture” (experience the event as if he/she were right there).*
4. Generate three possible titles for this picture. Then select the one that best captures the essence of the image. Explain why this is the most suitable title.



<http://raichasma.files.wordpress.com/2007/09/20070924-rangoon-mmed-2.JPG>

http://groups.google.com/group/soc.culture.malaysia/browse_thread/thread/347a7167fd7819e9/b631fc111287412

Prepared with assistance from TC², The Critical Thinking Consortium. © 2007



Images in the News

GETTING INSIDE THE PICTURE

Title: _____

<p style="text-align: center;">Senses</p> <p style="text-align: center;">What might you hear, smell, taste or touch? What colours, textures, sounds, movements do you experience?</p>	<p style="text-align: center;">Images</p> <p style="text-align: center;">What details in the photograph create vivid pictures in your mind?</p>
<p style="text-align: center;">Words</p> <p style="text-align: center;">What powerful words describe the scene? What might you think, wonder, say if you were there?</p>	<p style="text-align: center;">Feelings</p> <p style="text-align: center;">What do you feel when you look at this image? What might the people in the photograph be feeling?</p>

Quick write

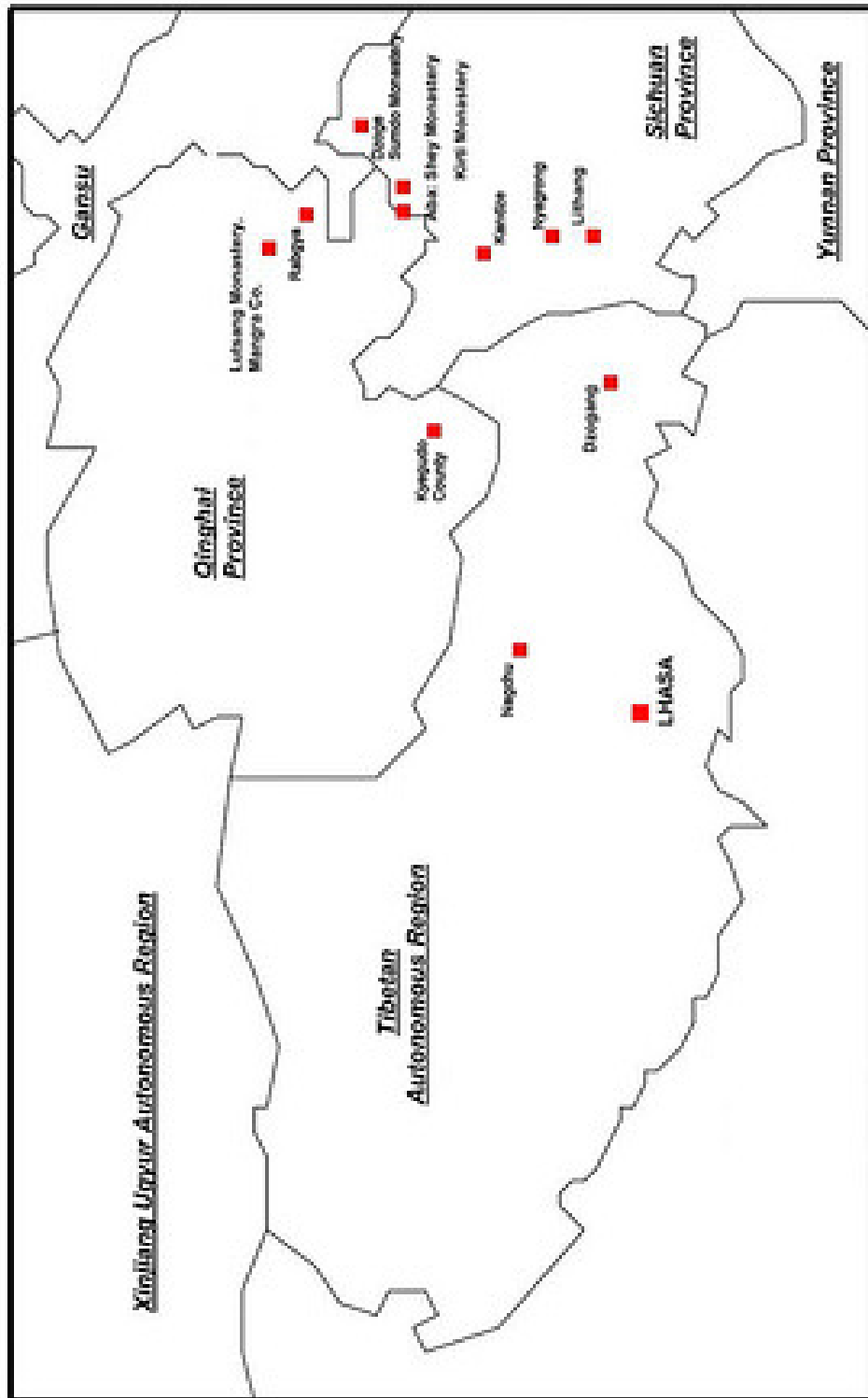
Possible titles:

1. _____ 2. _____ 3. _____

The best title is # _____ because ...



Map of Tibetan Protests - 2009



Red squares on the map indicate sites where protests have taken place. Sites compiled from various sources where protests are reported to have taken place since January, 2009.

March 21, 2009

Photo credits : Creative Commons : FLICKR.com

RAISING HUMANITY BOOK LAUNCH SET FOR MAY 19

English Montreal School Board



MONTREAL, MAY 5, 2009- Actor Martin Sheen and Canadian astronaut Marc Garneau, together with more than 125 high school student writers, are set to launch their new book, *Raising Humanity*, on May 19

The anthology titled *Raising Humanity*, the fourth full-length publication from the award-winning Learning for a Cause Student Press Initiative, is an exploration of what it means to be human. Compiled from the raw materials of the human condition, the book takes its reader on a roller coaster ride through poignant poetry and flash fiction.

"The young people whose words you read in this book are telling you a lot about themselves, about how much they care, or, in some cases, about the despair they sometimes feel," Garneau, now a Liberal Member of Parliament, says in the introduction

"They have let their guard down and made themselves vulnerable by telling you how they really feel, by communicating something that is very personal."

"This immensely innovative project continues to challenge the skills and awaken the imaginations of an ever-widening circle of young participants with the written word," adds Martin Sheen, from the foreword. He met with teacher Michael Sweet, the initiator of the project, and some students last fall in Montreal.

"As a society, we don't give young people enough opportunity to be partners with us," says Max Keeping of CTV News in Ottawa. "We tell them they'll be the leaders of tomorrow, when in fact, they are leaders today. We need their energy, their enthusiasm, and their creative minds helping us NOW. Michael Sweet once again provides the opportunity for his students to showcase their minds to the world. Thank you. We all benefit."

Raising Humanity is an important collection of student writing because it brings attention to some of our most pressing and current social problems but, at once, illuminates hope for our world and its people. The book is unsettling and intense without being dispiriting and bleak. Teenagers are feeling angst with an all new level of intensity as we force them to grow up too fast and this is candidly blunt in this collection. Whether wishing to feel into the hearts and minds of our youth or merely to become acquainted with our societal ills - this anthology will transport and enlighten.

Raising Humanity will be launched by Garneau on May 19 at Lester B. Pearson High School in Montreal North (11 575 PM Favier St.) at 7 p.m. All are welcome to attend. Additionally, young writers from the book are available for comment and interview as well as readings by contacting Learning for a Cause. *Raising Humanity* is made possible through the generous support of the Saputo Corporation.

About Learning for a Cause

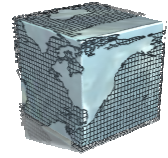
Learning for a Cause is a non-profit public school initiative which publishes and promotes young writers and their work. Learning for a Cause has won the Quebec Entrepreneurial Award, A Quebec Literacy Recognition Award, as well as having been recognized by UNESCO, Association of Teachers of English of Quebec and The National Teachers Hall of Fame - Wall of Fame. For further information, please visit <http://www.LearningforaCause.org>.

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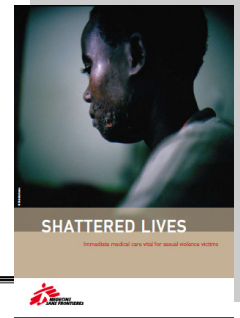
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1. Hope in the Balance, Part 1 (51:46) : Romeo Dallaire, Chimamanda Adichie and Marilyn McHarg present lectures as part of a recent symposium called “Hope in the Balance : Humanitarianism in the 21st Century”.

January 19, 2008

2. Hope in the Balance, Part 2 (55:11) : Stephen Lewis, James Orbinski, Stephanie Nolen present lectures as part of a recent symposium called “Hope in the Balance : Humanitarianism in the 21st Century”.

January 20, 2008

PICKING UP THE PIECES

Basic individual needs

Basic individual rights



Basic collective needs

Basic rights of the group, organization or nation



Planning for the future...



My selected humanitarian organization :

Location (local or international) :

Contact person and number :

Mandate/goals of the organization :

Where do I fit in? What might do to help?

- 1.
- 2.
- 3.



Reminder to self: Check to see where they could use the most help!

Proposed schedule :

Month :

Day ;

Time :



Month :

Day ;

Time :

Month :

Day ;

Time :

Finances ?

\$ _____ for _____

\$ _____ for _____

Other concerns I have :



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April 7, 2009

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