



# WORLD FAIR?

## A GLOBAL CLASSROOM UNIT ON ECONOMIC RIGHTS

**Subject:** Humanities

**Grade levels:** Grade 8 or 9 (regular, enriched, honours)  
Could be adapted for senior grades

**Prior knowledge:** Basic Geography skills

### Learning outcomes:

It is expected that students will:

- identify and explain new connections between new ideas and information and their previous beliefs, values and experiences.
- describe and give examples to explain their personal criteria for assessing and responding to what they view, read or hear.
- create a variety of academic, technical, personal communications and informal dramatizations.
- assess a variety of positions on controversial issues.
- plan, revise and deliver written and oral presentations.
- compare basic economic systems and different forms of exchange.
- demonstrate confidence in using language in a variety of formal and informal contexts both inside and outside the classroom.
- compose or create works of communication for specific audiences and purposes including to entertain, persuade, or inform.
- demonstrate understanding of tension between the individual right and the responsibility of citizens in a variety of civilizations.
- gather and organize a body of information from primary and secondary print and non print sources, including electronic.
- organize and structure information in a variety of literary, expository, persuasive and other forms.
- acknowledge sources in their written work.
- demonstrate awareness of artistic expression as a reflection of the culture in which it is produced.

### Links

- to Global Education Objectives:
  - awareness and understanding of the global condition and global development and trends
  - recognize their world view is not universally shared

- - develop future orientation in reflections in the health of the planet
  - develop social and political action skills necessary for becoming effective participants in democratic decision making at a variety of levels from grassroots to global
  - views social responsibility in global as well as local terms
  - promotes an appreciation of diversity; emphasizes an awareness and understanding of global connections
  - aware that the choices they make and actions they take individually and collectively have repercussions for the global present and global future
  - Human rights democracy and good governance
- to CIDA Themes:
    - valuing diversity and defending human rights
    - democracy and good governance ○ basic human needs; human rights,
    - private sector development, infrastructure services, ○ freedom of press, respect for an understanding human rights
- to former B.C. Performance Standards for Social Responsibility (Grades 8 – 10) ([www.bced.gov.bc.ca/perf\\_stands/social\\_resp.htm](http://www.bced.gov.bc.ca/perf_stands/social_resp.htm))
    - respect for and understanding of human rights ○ Solving problems in peaceful ways
    - exercises rights and responsibilities of a citizen in democracy ○ valuing diversity and defending human rights

## Overview

Each of the individual lessons will be explained in more detail following this summary.

- It is expected that students will:
  - keep a reflective journal throughout the unit
  - explore the state of the world and their perceptions thorough anticipation and music activities
  - explore the wealth disparity in the world by participating in a classroom simulation ○ examine human rights
- Psychology is incorporated into the curriculum addressing the question of Canada's role in assisting the needs of world citizens.
- Concepts like debt relief and local activism are explored through letter writing and research activities.
- Grade 8 geography skills and numerous writing opportunities are incorporated into the unit.

- Through a variety of learning strategies and activities students will gain a better understanding of how each of us is interconnected to other individuals in the world.

### **Assessment Strategies**

A variety of strategies are suggested throughout this aid for assessment of activities including:

- the anticipation guide
- letter writing
- journal writing
- reading and comprehension
- participation in class discussions and group work
- an in-depth research assignment

## Bibliography

Bonnar, T. (2002). *World Religions*. Langley, BC: Langley School District.  
For information or to order this locally developed unit, contact the Langley School District:  
[thinklangley.com/](http://thinklangley.com/)

Bigelow, B., & Peterson, B. (2002). *Rethinking Globalization: Teaching for Justice in an Unjust World*. Milwaukee: Rethinking School Press. [www.rethinkingschools.org](http://www.rethinkingschools.org)

Brownlie, F. and Close, S. (1992). *Beyond Chalk and Talk*. Markham, Ontario: Pembroke Publishers Limited.

Welton, N. & Wolf, L. (2001). *Global Uprising: Confronting the Tyrannies of the 21st Century: Stories from a New Generation of Activists*. New Society Publishers.

Klein, N. (2000). *No Logo: Taking Aim at the Brand Bullies*. Toronto: Knopf Canada.

Media Awareness Network – Lesson Library [mediasmarts.ca/teacher-resources](http://mediasmarts.ca/teacher-resources)

*New Internationalist Journal*  
[www.newint.org](http://www.newint.org)

Oxfam Canada [www.oxfam.ca](http://www.oxfam.ca)

Two-Can Publishing Ltd. in association with Peace Child International. (1998). *Stand up for Your Rights*. [www.oneworld.org/](http://www.oneworld.org/)

*The World Guide 2001/2002 CD-Rom*. (2001). Adelaide: New Internationalist

## Lesson 1: Imagine the World as a Different Place

### Learning outcomes

It is expected that students will:

- identify and explain new connections between new ideas and information and their previous beliefs, values and experiences.
- describe and give examples to explain their personal criteria for assessing and responding to what they view, read or hear.

### Links

- To global education objectives:
  - awareness and understanding of the global condition and global development and trends
- To former B.C. Performance Standards for Social Responsibility (Grades 8 – 10): ([www.bced.gov.bc.ca/perf\\_stands/social\\_resp.htm](http://www.bced.gov.bc.ca/perf_stands/social_resp.htm))
  - respect for and understanding of human rights
  - valuing diversity and defending human rights
- To CIDA themes:
  - human rights

### Brief overview

This is a connection, processing and transforming strategy. Students are given the opportunity express their opinions on a number of statements that directly link to many of the themes of global education and CIDA. Students are using a strategy that allows them to form their own opinions, support their reasoning, listen to others, reflect on their decisions and use prediction skills.

### Required materials

- *Anticipation Guide*
- *Imagine* lyrics ([www.azlyrics.com/lyrics/johnlennon/imagine.html](http://www.azlyrics.com/lyrics/johnlennon/imagine.html))
- Recording of *Imagine* by John Lennon
- *Criteria Sheet for Unit Journal*

**Time required:** 75 minutes minimum (depends on discussion that takes place)

### Procedure

- Students are placed in partners.
- Students are introduced to the set of 5 statements created from the song *Imagine* by John Lennon. (At this point students are unaware of the source of the statements.) They use what they already know, think or believe to predict whether the statements are true or false. They provide rationale for their thinking.

- The teacher reads the statement out loud. Students work individually, writing their opinions in the *You* space on the Anticipation Guide worksheet (see appendix). Teacher then indicates that partner A should share their viewpoint while B listens.
- Teacher ends talk time. Partner B now shares opinion while A listens.
- Teacher asks if any individuals would like to share their opinion with the whole class.
- Teacher can graph responses or write key ideas on board.
- After all 5 statements have been discussed, students are asked to write paragraphs predicting what the song is about.
- After students have written their paragraphs, they are given a few moments to share their predictions.
- The teacher plays the song, and as students listen, they try to write down the lyrics that match the statements on their anticipation guide.
- The teacher hands out the words to the song and plays it a second time.
- Class discussion focuses on the state of the world during the time that Lennon wrote the song and a comparison is made to current world conditions.
- Teacher explains to class that they will be keeping a reflective journal throughout this unit. The paragraph they have just written is to be the first entry in that journal. It will provide a benchmark from which to assess the development of their thinking.
- At this point, students are given the *Criteria Sheet for Unit Journal* (see appendix) and are told that they will be using these criteria to assess their journals at the end of the unit. In addition, the journals will be assessed by the teacher.
- For homework, students are asked to write in their journals:
  - reflecting on what they have learned today, and
  - responding to the following quote from Mahatma Gandhi:

An error does not become truth by reason of multiple propagation, nor does the truth become error because nobody will see it.

### **Assessment strategies**

- The teacher may choose to guide students to build criteria for assessment of selected paragraph(s). Criteria might include analyzing their understanding and beliefs to draw conclusions and identify gaps or contradictions in their thinking, demonstrating pride and

satisfaction in using language to create and express ideas and feelings, and using grammatically correct language. See the template criteria sheet in the appendix.

- Students will self evaluate before handing in paragraphs.

## **Lesson 2: Wealth Distribution**

### **Learning outcomes**

It is expected that students will:

- compare basic economic systems and different forms of exchange.
- demonstrate confidence in using language in a variety of formal and informal contexts both inside and outside the classroom.

### **Links**

- to BC Performance Standards for Social Responsibility
  - solving problems in peaceful ways
- to CIDA themes:
  - democracy and good governance
- to global education objectives:
  - Students will recognize that their world view is not universally shared

### **Brief overview**

Students will understand wealth distribution in the world by a role play situation. Students will partake in an activity to help them identify what the wealth gap situation is in the world and hopefully make it more relevant. The class will discuss this gap and inequalities.

### **Required materials**

- treats
- Robert Kennedy quote
- journal criteria sheet

**Time required:** 1 to 1–1/2 class periods

### **Procedure**

- At the beginning of class chooses 20 % of the students to sit together in a specific place in the room. You may want to bring cushions in or something a little luxurious for the students. Do not say why the students are sitting where they are, just do it.
- Two bags of treats are needed. Out of the total amount of treats 80% should be in one bag and 20% should be in another.
- Teacher tells students that at the end of the class they will get a treat. Teacher gives the 80% bag of treats to the 20% group and the 20% bag to the 80% group of students.
- Students may start to complain. Ask if there is a problem what their concerns are but do not address the issue. It is just how it is going to be.

- Teacher directs discussion on what kind of material things do we have in Canada (cars, nice clothes, clean water etc.) What other countries live in the same manner we do? Write the names of these countries on the board. What are the names of some countries who are not as wealthy as Canada? Record these names. (at this point you could have students recording the names of the countries on the board) How many people live in these less wealthy countries?
- Ask students how they have heard these countries explained before, in what terms? (developing, third world, poor etc.) Students should guess at what percentage of the world population lives in that way? Give descriptions of the poorer countries.
- Teacher then tells the student that approximately 80% of people share 20% of the world's wealth and 20% of the people share 80% of the world's wealth. What does this distribution remind them of? (the goodies)
- Introduce minority and majority terms. Class will decide on what terms we find appropriate to use.
- What countries do they think Canada trades with? Which countries are the most successful traders? What are the reasons for this success?
- Working in heterogeneous groups of four, the students record on chart paper the factors that they think have influenced Canada's economic standing (land, labour, capital etc). Groups report out and their findings are discussed.
- At the end share treats. Allow the minority/developed/first world students to decide on how the treats should be distributed. As the group decides ask the rest of the class how it feels to be left out of such an important decision and move this idea/concept to the dealings of countries in the world.
- The smaller group then distributes treats in the manner they have decided.
- Conclude the class by asking the students to comment on today's discussion and each of the following quotes in their reflective journals.
  - Gross National Product measures neither the health of our children, the quality of their education, nor the joy of their play. It measures neither the beauty of our poetry, nor the strength of our marriages. It is indifferent to the decency of our factories and the safety of our streets alike. It measures neither our wisdom nor our learning, neither our wit nor our courage, neither our compassion nor our devotion to country. It measures everything in short, except that which makes life worth living, and it can tell us everything about our country except those things that make us proud to be a part of it. (Robert Kennedy)
  - If you want to see what God thinks of money, just look at all the people God gave it to. (Dorothy Parker)

**Assessment strategies**

Both teacher and students will have the opportunity to assess the journal entries. These journals provide opportunities for both the teacher and students to evaluate and reflect upon the learning process on an ongoing basis.

**Lesson resources**

See Appendix

### **Lesson 3: Which Rights Are Right? Who should get them? Why?**

#### **Learning outcomes**

It is expected that students will:

- generate a class list of basic human needs and wants
- become familiar with the Universal Declaration of Human Rights • create and present a variety of informal dramatizations on human rights
- reflect on a controversial issue related to Human Rights.

#### **Links**

- to former B.C. Performance Standards for Social Responsibility (grades 8 – 10)  
([www.bced.gov.bc.ca/perf\\_stands/social\\_resp.htm](http://www.bced.gov.bc.ca/perf_stands/social_resp.htm))
- to CIDA themes: human rights democracy and good governance
- to global education objectives: develop future orientation in reflections in the health of the planet

#### **Brief overview**

Students will learn what the Universal Declaration of Rights is and why it is important. Students will receive articles from the charter that they will teach to the rest of the class using dramatization. Finally, students will be challenged to reflect on the link between human rights and foreign trade.

#### **Resource list**

- copies of the book *Stand up for Your Rights*. (1998) Two-Can Publishing Ltd. in association with Peace Child International. [www.oneworld.org/](http://www.oneworld.org/)
- a standard template for writing letters

**Time required:** two 75-minute class sessions

#### **Procedure**

##### **Session One**

- Students create their own individual list of needs.
- Students then meet in pairs to compare ideas and agree on a combined list.
- Pairs join to compare their needs list and revise once again.
- Class convenes to agree upon a combined list.
- NOTE: At this point teacher may need to assist students in distinguishing between needs and wants.
- Teacher introduces the concept of a right.
- Follow the same process as was done with the needs to create a class list of rights.

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- Teacher introduces the concept of the United Nations and the Declaration of Human Rights . Universal Declaration of Human Rights ([www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html)).
- Teacher tells students that, working with their partners, their task will be to select a specific right from the declaration and prepare a dramatization relating to that right. They will also be asked to lead a brief class discussion about the significance of the right they have selected.
- Teacher and students together develop criteria for peer, self and teacher assessment of the presentations.
- Students may use the book *Stand up for your Rights* to help them understand their articles from the declaration.
- Students are given time in class to prepare their dramatizations.
- The teacher concludes the class by asking the students to respond in their journals to the following question:
- Should human rights guidelines be met before Canada trades with another country? Explain your response.

### **Session Two**

- Students perform their dramatizations for the class and lead brief discussions on the relevant human rights articles.
- Presentations are self and peer evaluated, in accordance with the criteria developed by the teacher and students.
- Conclude the class by asking students to respond to the following quote in their journals.

Injustice anywhere is a threat to justice everywhere. (Martin Luther King)

### **Assessment strategies**

Students will be evaluated by their peers, themselves and the teacher in accordance with the criteria they have developed together.

**Lesson resources:** See appendix

## Lesson 4: Canada's Role

### Learning outcomes

It is expected that students will compose, or create works of communication for specific audiences and purposes including to entertain, to persuade, or to inform.

### Links

- to global education objectives:
- develop social and political action skills necessary for becoming effective participants in democratic decision making at a variety of levels from grassroots to global
- to BC Performance Standards for Social Responsibility:
- exercising democratic rights and responsibilities
- to CIDA themes:
  - democracy and good governance, evaluating all the CIDA themes

### Overview

Students review the idea of needs and wants. They then have the opportunity to evaluate what Canada as a first world/developed/minority country does to help others. Students are asked to assess and critically evaluate CIDA's aid program and then to write their thoughts in letter format to a government representative.

### Required materials

- CIDA pamphlets or brochures • list of CIDA's six priorities
- George Bernard Shaw's quote
- criteria sheet for letter writing
- Abraham Maslow's *Hierarchy of Human Needs* (food, shelter, health, safety, a feeling of belonging, self esteem, and self actualization which means discovering and developing your real self) written on the chalk board

### Time required:

One or two 75-minute class periods depending on detail

### Procedure

Teacher reminds students of their original lists of needs and wants.

- Class reviews Abraham Maslow's *Hierarchy of Human Needs* and compares this list to the one they have generated.

- Teacher introduces Canada's role in overseas aid. Most of Canada's assistance to other countries is delivered through CIDA. Their purpose is stated as:

To support sustainable development in developing countries in order to reduce poverty and to contribute to a more secure equitable and prosperous world.

- Hand out the list of CIDA's 6 aid priorities. Along with pamphlets and brochures.
- Teacher initiates class discussion about the CIDA priorities.
  - How significant are they? ○ Do you agree with CIDA's six priorities for overseas assistance to developing countries? ○ If not, what would you change and why? ○ If you do agree, rank the six in your order of priority and explain why?
  - Do you agree with CIDA's definition of basic needs to be funded by Canada's overseas aid program? ○ Would you add or subtract anything from the list, and if so, why?
- Students are asked to write a letter to the Prime Minister, an MP of their choice, the Minister of External Affairs and Foreign Relations or the president of CIDA.
- Outline the criteria of a good letter in class. Review format. Students will answer the discussion questions in their letter. They will address the issues of Canada's aid to developing countries.
- End the class by asking students to respond to the quote by George Bernard Shaw in their reflective journals.
- A government that robs Peter to pay Paul can always depend on the support of Paul.

### **Assessment strategies**

- Assess journals in accordance with the previously agreed upon criteria.
- Together with students, develop criteria for writing an effective and persuasive letter (i.e. the inclusion of a question which will increase the odds of getting a reply, introducing the letter by acknowledging any previously positive actions of the recipient in order to increase their receptivity to your feedback).

### **Lesson resources**

- See appendix.

## Lesson 5: Drop the Debt

### Learning outcomes

It is expected that students will:

- Demonstrate an understanding of the tension between the rights of the individual and the collective responsibility of citizens in a variety of civilizations
- Describe and give examples to explain their personal criteria for assessing and responding to what they view, read or hear.

### Links

- To BC Performance Standard for Social Responsibility:
  - solving problems in peaceful ways
- To CIDA themes:
  - basic human needs ○ human rights ○ democracy and good governance
- To global education objectives:
  - views social responsibility in global as well as local terms

### Brief overview

Students will learn about countries in debt and the wealth gap that exists between minority and majority countries; the difficulties indebted countries encounter in paying off their debts; and Canada's involvement in debt relief.

### Required materials and or equipment:

- Bullet in the Blue Sky Song
- lyrics of song taken from U2 website [www.u2.com/lyrics/27](http://www.u2.com/lyrics/27)
- CD player/Youtube
- access to computers to look at Canada's contributions to bilateral and multilateral debt relief initiatives (links to World Bank and IMF on this page) [www.fin.gc.ca/access/dri-iad-eng.asp](http://www.fin.gc.ca/access/dri-iad-eng.asp)
- basic information on debt relief quote from Lao-Tzu.

**Time required:** one class period

### Procedure

- Play the song *Bullet in the Blue Sky* by U2. It is a song about US involvement in El Salvador.
- Students listen to the song. Teacher asks class if they know who the artist is. Class discussion revolves around Bono and what his music represents and what he does in the world. Students may have seen him on Oprah Winfrey.

- Teacher talks about Bono's involvement with debt relief. Students are asked to reflect upon the following question in their journals:
  - What is debt relief?
  - Why is it important
  - How does debt relief affect everyone?

- The teacher provides the following information on overhead, chalkboard or handout:

Debt Facts:

The Jubilee Coalition believes that some countries (52) should have their external debt dropped. These countries are poor and repayment is making them even poorer.

In 1996 there were 984 million people living in these countries. Each individual had an average debt of \$337 and a yearly income of 425. Foreign debt was larger than annual income in 31 of them.

The World Bank and IMF classify 40 as Heavily Indebted Poor Countries (HIPC's) that now qualify for debt relief. Since the process began in 1996 no country has yet emerged from it, while the total of their debt has continued to grow.

- At this point students will proceed to a computer lab. See Canada's contributions to bilateral and multilateral debt relief initiatives (links to World Bank and IMF on this page) [www.fin.gc.ca/access/dri-iad-eng.asp](http://www.fin.gc.ca/access/dri-iad-eng.asp)
- The teacher and students will research and discuss debt relief and Canada's involvement.

- For homework, ask students to write in their reflective journals responding to the following quote and questions:
  - quote by Lao-Tzu:  
He who knows that enough is enough will always have enough.
  - questions:
    1. What is debt relief?
    2. What should Canada's role be?

**Assessment strategy**

- Assess journals in accordance with criteria previously developed.

**Lesson resources:** See appendix.

## Lesson 6: World Fair

### Learning outcomes

It is expected that students will:

- Gather and organize a body of information from primary and secondary print and non- print sources, including electronic.
- Organize and structure information in a variety of literary, expository, persuasive, creative and other forms.
- Acknowledge sources in their written work.

### Links

- To former BC Performance Standards for Social Responsibility:
  - valuing diversity and defending human rights
- To CIDA themes:
  - private sector development, infrastructure services, good governance
- To global education objectives:
  - promotes an appreciation of diversity
  - emphasizes an awareness and understanding of global connections

### Overview

Students will, through a research paper, political map, diorama or artefact, poster board and presentation of this project demonstrate their understanding of the challenges faced by a specific indebted country with reference to the social indicators provided and with particular focus on historical context, economic and cultural issues.

### Required materials and equipment

- library time
- computer access
- World Fair Project criteria sheet (See two page handout in appendix)
- World Fair Research Culture Questions sheet (See appendix)
- Glossary of Social Indicators (See appendix.)
- Glossary of Economic Terms (See *Economics, Isn't that for adults?* terms list in appendix)

Supplies for presentations, including:

- video machine
- TV
- CD player
- paper

**Time required:** four classes

- **Procedure**
- The teacher tells the students that they are about to move to another country. It must be a country that they have never been to before and it has to be on the list of the most highly indebted countries that the teacher provides.
- List goes on the overhead. See appendix
- Students imagine that they will get an interview with a person who can answer all of their questions about this country in thirty minutes.
- Students get together in groups and think of some questions to ask. Teacher gives them appropriate amount of time and then asks the group to select the five most important questions.
- A reporter from each group tells the class the top 5 questions.
- Teacher talks about social indicators. Students receive social indicators glossary. Teacher provides data on Canada's social indicators on overhead, or students go to computer lab and use the following web links to find statistical information:
  - *United Nations Cyberschoolbus* (presents statistical data for all UN member states) [unstats.un.org/unsd/demographic/products/socind/](http://unstats.un.org/unsd/demographic/products/socind/)
  - *The World Factbook* [www.cia.gov/library/publications/resources/the-world-factbook/index.html](http://www.cia.gov/library/publications/resources/the-world-factbook/index.html)
  - *New Internationalist Journal*  
See country profiles on back page each edition.) [www.newint.org](http://www.newint.org)
  - *The World Guide 2001/2002 CD-Rom*. (2001). Adelaide: New Internationalist [www.newint.org](http://www.newint.org)
- Teacher distributes glossary of economic terms. Class discusses
- Teacher hands out World Fair criteria sheet assignment and discusses.
- Students receive two full periods in the library to work on research
- Students receive one in class work period. Must have rough draft or outline complete. Students peer edit. Teacher edits.
- Homework:
  - Revisions of research paper and all other aspects of the project to be completed for presentation of the published product at the World Fair next class.

- Students asked to respond to the following question in their reflective writing journals:

If you were working for CIDA, what would you recommend the Canadian government do to assist the country you have researched?

### **Assessment strategies**

- See overall project evaluation in appendix

### **Lesson resources**

- World Fair Project Criteria Sheet (See two page handout in appendix)
- World Fair Research Culture Questions Sheet (See appendix.)
- Glossary of Social Indicators (See appendix.)
- Glossary of Economic Terms (See *Economics, Isn't that for adults?* terms list in appendix.)

## Lesson 7: World Fair Celebration

### Learning outcomes

It is expected that students will

- demonstrate confidence in using language in a variety of formal and informal contexts both inside and outside the classroom
- plan, revise and deliver written and oral presentations

### Links

- To former BC Performance Standards for Social Responsibility:
  - valuing diversity and defending human rights
- To CIDA themes:
  - private sector development, infrastructure services, good governance
- To global education objectives:
  - promotes an appreciation of diversity; emphasizes an awareness and understanding of global connections

### Brief overview

Students will set up display area for their presentations, research papers and artifacts. Students will listen to a variety of presentations, peer evaluate, and self evaluate.

### Required materials or equipment

Varies, depending on the needs of students

- *Evaluation of Human Rights Presentation* – guide to student self and peer evaluation of presentations (one copy of handout per student). See appendix
- *Peer Evaluation of World Fair Projects* – guide to peer evaluation. See appendix

**Time required:** 1 to 1–1/2 periods

### Procedure

- This *World Fair* sharing session may be set up in the classroom or another appropriate public place. Alternatively, students may make their presentations to other classes.
- Working in groups of three or four, each student is given a specified time to present their research findings to the group.
- The teacher gives time allotments for the presentations. The groups must wait for the teacher to indicate a switch of presenters. This can be done by a simple signal such as a word or flicking of the lights, or the signal could be tied into a global theme such as world music.
- Once all group members have shared their research findings, group members peer evaluate one another's presentations and self evaluate their own using the handouts provided

- Following peer and self evaluation students, walk around the classroom and view other peoples' projects.
- Encourage students to ask questions and comment on the projects.
- Allow time for:
  - Peer-evaluation of *World Fair?* projects
  - Self-evaluation of *World Fair?* projects
- For homework, ask students to reflect on the following question in their journals.

Through the *World Fair?* experience, what new insights did I gain? What might I do to make a difference in the world?

## **Lesson 8: Take it Personally**

### **Learning outcomes**

It is expected that students will:

- demonstrate awareness of artistic expression as a reflection of the culture in which it is produced.

### **Links**

- To CIDA themes:
  - freedom of press, respect for an understanding human rights
- To former BC Performance Standards for Social Responsibility: ○ valuing diversity and defending human rights
- To global education objectives:
  - growth in awareness that the choices we make and actions we take individually and collectively have repercussions for the global present and global future

### **Brief overview**

Students learn about other teenagers their age creating grass roots organizations to help defend human rights. Students then actively participate in implementing a human rights project (i.e. creating postcards with their own written and visual messages in support of the citizens of Iraq).

### **Required materials**

- the article, “One Million Postcards, Remember the Children from Iraq” from the book *Global Uprising Confronting the Tyrannies of the 21st Century* (or from another source, as appropriate)
- magazines
- heavy duty white card cut into postcard size or a little larger
- glue
- scissors
- coloured construction paper
- felts
- crayons
- paints
- other supplies as appropriate

### **Procedure**

- Teacher introduces the concept of youth taking action to address a contemporary social issue.
- Teacher reads the article, “One Million Postcards, Remember the Children from Iraq” from the book *Global Uprising Confronting the Tyrannies of the 21st Century* (or from another source, as appropriate). (See bibliography.)

- One Million Postcards, Remember the Children from Iraq” is a story about children fighting U.S. economic sanctions against Iraq and creating postcards with a message and art work sent to the president of the United States.
- Give students the opportunity to create their own postcards with short letters on the back and some form of visual media design on the front (or to engage in another activity decided upon together by students and teacher). (See appendix for criteria sheet.)
- Ask students why they think we are sending these postcards (or proceeding with another plan of action)? (Grassroots level in making changes.)
- Invite students to share the materials they have created.
- Teacher leads a class discussion on how the choices we make and actions we take individually and collectively have repercussions for the global present and the global future.
- Give students time to write their closing thoughts on this unit in their journals, reflecting on the following:

- quote by Howard Zinn:

Civil disobedience is not our problem. Our problem is civil obedience.

Our problem is that numbers of people all over the world have obeyed the dictates of the leaders of their government and have gone to war, and millions have been killed because of this obedience...

Our problem is that people are obedient all over the world in the face of poverty and starvation and stupidity, and war, and cruelty.

Our problem is that people are obedient while the jails are full of petty thieves, and all the while grand thieves are running the country. That’s our problem.

- question:

How has this unit affected my world view, and where might I go next?

### **Assessment strategies**

- Postcards will not be assessed, but merely given completion marks
- Journals are to be hand in for final assessment. See criteria sheet for unit journal.

**Learning resources:** See appendix.

- Criteria Sheet for Unit Journal.

# **APPENDIX: Black Line Masters**

## World Fair? - Final Project

You have been asked to create a presentation about the country you have chosen. Describe the culture and economic system of your country. The country is in desperate need of debt relief. When creating your presentation illustrate the connection between culture and the economy.

### 1. Political Map 30 marks

This map must include all the territories, states, provinces in your country	10 marks
Capital city	5 marks
Identify one cultural landmark	5 marks
Title, compass, neatness	5 marks
Accuracy	5 marks

### 2. Written Report 60 marks

Research the culture, the economy, and the living conditions within the country you have chosen. Using the essay format we have reviewed in class, write a research report with reference to the following cultural, economic, and social indicator handouts.

- World Fair Research Culture Questions
- How Do You Know If a Country Isn't Healthy? — Glossary of Social Indicators • Economics, Isn't That For Adults? — Glossary of Economic Terms

#### Notes

- Use the *World Fair Research Culture Questions* handout as your guide to describing the culture of your country.
- In describing the economic system:
  - consider subsistence and mixed market economies
  - Identify the goods that are produced in your country. What are the exports and imports?
  - Take note of any recent changes in the economic system of your country?
  - Speculate as to whether there will be any changes in the future.
  - How would such economic changes affect other aspects of culture?

#### Criteria for assessment

Is focussed and answers the research questions	10 marks
Is clear with concrete and concise language	10 marks
Has been carefully revised and edited	5 marks
Follows rules for specific essay form	5 marks
Follows a logical sequence	5 marks
Located appropriate information (min. 3 sources)	10marks
Research Notes	10 marks
Bibliography is complete with all sources identified	5 marks

### 3. Diorama or Artifact

**30 marks**

You need to create/make an artifact that is representative of some important symbol of your country's culture. This could be a popular food dish, a religious artifact, a traditional game. The second option is to create a diorama of an important festival, celebration, ritual, building, or museum. This visual should represent something significant in your country's culture.

#### Criteria

Creativity	10 marks
Realistic portrayal	10 marks
Is an important part of their culture	10 marks

### 4. Poster board and presentation of the project

**20 marks**

Visually portray the information that you have unearthed about your country. This is a presentation for people who know little about your country. Visuals are an important aspect of your project. Your visuals must support your research materials. Make sure you know what the visuals are.

Visual materials are interesting and informative	10 marks
Descriptions of visuals	10 marks

Remember when writing a research report you must use your own words. Take notes from the sources. Do not copy out full sentences. Write the ideas in your own words.

You will be given two blocks of library time to complete the research section of the project. You will be given one class to work on maps and paper.

Organize your time wisely. The World Fair will consist of everyone creating a poster board to exhibit their work. There will be self evaluation, peer evaluation, and teacher evaluation.

Parents are welcome to come visit the fair!

Good luck and plan your time wisely.

## **World Fair Research Culture Questions**

Anthropologists are scientists who study human culture. In order to study cultures these scientists look at four levels of culture.

### **Level 4 Surface Features**

1. What do people wear?
2. What do people eat and how do they prepare food?
3. What type of entertainment, art, music, etc., do the people create?
4. Where do people live and what type of housing do they have?
5. How do people travel?
6. How do people make money?

### **Level 3 Institutions**

1. How is religious belief practiced?
2. How is government formed and run?
3. How is the law written and regulated?
4. What is the language?
5. On what is the economy based?
6. How is trade accomplished?
7. What is a family?
8. What is a community?
9. What are the age groups and the roles of each age group?
10. What are the gender roles?
11. How is science pursued?
12. How is education taught?

### **Level 2 Values**

1. What is good and right?
2. What is bad and wrong?
3. On what values is the law based?
4. What should people want to do with their lives?
5. What are the most important material and spiritual things?
6. Who is more valuable, the individual or the society?

### **Level 1 World View**

1. What do people think about who humans are and what their purpose is?
2. What do people believe about the earth and the universe?
3. What do people believe about the interaction with the physical environment?
4. What is the religious belief?
5. What do people think about those who are different from them?

**Note:** Teachers can select from and adapt this broad range of questions to suit the learning levels of students in their classes.

## How Do You Know if a Country Is Healthy? – Glossary of Social Indicators

**Gross National Product (GNP):** the financial value of goods and services a country produces per person in one year: GNP is often used to measure a country's economic wealth. (Gross Domestic Product is very similar; the difference is that the GNP refers to the goods and services produced by all citizens of a country, regardless of where they are working and regardless of where the products are sold. GDP refers to the goods and services produced by anyone residing in a country and sold within that country.)

**Life expectancy:** how long a person will probably live.

**Daily calorie intake:** the FZA (Food and Agriculture Organization of the United Nations) WHO (World Health Organization of the United Nations) Consultative group has determined that, on average, a daily diet of around 2,200 calories is sufficient to meet basic nutrition needs. Like all averages, this conceals important differences.

**Chronic hunger:** occurs when people are getting too little food, or too little of the right kind of food. People may look fine, but their bodies are not as strong as they need to be; the people are therefore less able to fight sicknesses.

**Population growth:** as a country develops, it is typical for the rate at which the country's population grows to decrease. Possible reasons for this phenomenon are that in minority world countries women have more control over how many children they will have; furthermore, people in countries with pension systems and effective health care often do not feel the need to have large families to support them in their old age.

**Birth rate:** the number of births per 1,000 people.

**The natural increase rate:** the annual difference between the number of births and the number of death in a country per thousand people.

**Literacy rate:** the percentage of the population that can read and write.

**Infant mortality rate:** the number of children under the one year of age that die out of every 1000 children that are born.

**Standard of living:** the quantity goods and services consumed by a person or on average by a group of persons. Because goods and services vary greatly in type and price from one nation to another, assessment of standard of living is usually made in relation to average incomes, which may be measured on the basis of GDP per person.

**Quality of life:** the degree of well-being felt by a person or group of persons. It is a broader measure than standard of living because it includes the environmental and socio-political factors (such as access to clean water and political freedom) as well as consumption of goods and services. It is difficult to measure precisely because it includes several relatively intangible factors.

## **Economics, Isn't that for Adults? – Glossary of Economic Terms**

**Economy:** the economy of an area is its system of production, distribution, and consumption of goods and services.

**Subsistence farming:** a type of farming where all produce is used to feed the household village and where none is intended for trade.

**Cash cropping:** the growing of crops for sale rather than for feeding the growers, e.g., coffee, cocoa, sugar.

**Capitalism:** a political and economic system of production characterized by mainly private ownership of the means of production.

**Communism:** a political and economic system of production characterized by mainly state ownership of the means of production.

**Command economic system:** an economy in which all production decisions are made by a nation's central authority.

**Market economic system:** a system of production consumption where decisions are largely governed by the reaction of prices to changing supply and demand conditions. For example, if shortages develop, prices tend to rise.

**Primary industries:** any economic activity such as fishing or mining that relies directly on the natural resources of the environment.

**Secondary industries:** any economic activity such as manufacturing or construction that processes natural resources into another form.

**Tertiary industries:** any economic activity such as banking, transportation, education, entertainment, and management that assists in the smooth operation of the primary and secondary sectors of an economy, also called service industries.

**Multinational companies:** very large businesses that have subsidiaries, branches, offices, and/or factories in several different countries. They are sometimes called transnational companies.

**Economic association:** an agreement made between the governments of two or more countries which deals with trade and other economic issues; the agreement is intended to increase economic activity and wealth.

**Foreign aid:** expertise, money, and products given by minority world countries to majority world countries.

**Labour supply:** availability of workers.

**Tied aid:** foreign aid with strings attached: the country donating the money makes money in some way from the exchange; the country receiving the money does not necessarily “win” from the arrangement.

**Untied Nations:** an international organization formed in 1945 to promote peace and economic development.

**Sustainable development:** development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.

## ANTICIPATION GUIDE

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Name

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Block

Statements

Answer Yes or No. Support your response

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You

Song

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Political boundaries or borders  
are not essential.

Many people are focussed and driven  
by desire to own things.

Religion is often the cause of war and division  
between people.

Hunger is caused by greed.

World peace can be achieved.

### **Global Affairs Canada's (formerly CIDA) Aid Priorities (2003)**

1. Basic human needs: shelter, nutrition, water and sanitation, health care, basic education, family planning.
2. Infrastructure services; e.g., electricity, communications, transportation, especially for poorer groups.
3. Human rights, democracy, good governance: e.g., Children's rights, better government, and stronger community organizations.
4. Private sector development: e.g., promoting business involvement in sustained and equitable economic growth.
5. The environment: e.g., protection ecosystems and resources and addressing regional and global issues.
6. Gender equality; to support the achievement of equality between men and women to ensure sustainable development.

## Evaluation of Human Rights Presentation

My name: \_\_\_\_\_

Presenter's Name: \_\_\_\_\_

(When self evaluating, this will be your own name.)

### A. Completion of Assignment

Part 1 — (check x)

- Visual — articles written on the board or poster, filmed, etc. \_\_\_\_\_

Part 2

- Did the presenter face the audience? \_\_\_\_\_
- Did the presenter speak loudly and clearly? \_\_\_\_\_

Part 3

- Was the information clear and concise? \_\_\_\_\_
- Did the presenter give examples about the articles? \_\_\_\_\_

### B. Think and Respond (rate on a scale of 1–10 and make detailed comments)

1. Effort \_\_\_\_\_

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2. Detail \_\_\_\_\_

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3. Performance (ability to present and address questions) \_\_\_\_\_

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**C. PROJECT GRADE** I believe this project deserves \_\_\_\_\_  
for the following reasons:

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## Peer Evaluation of World Fair Projects

Evaluator's name (that's you): \_\_\_\_\_

Presenter's name: \_\_\_\_\_

### A. Completion of assignment

Part 1— (check an x)

Visual assignments \_\_\_\_ political map \_\_\_\_\_ artefact or diorama \_\_\_\_\_

Written Assignments \_\_\_\_\_ written report on the country

Part 2

Is their artefact/diorama demo an important representation of their country \_\_\_\_\_

Is their artefact realistic? \_\_\_\_\_

Part 3

Does the map have a title, compass, and a legend? \_\_\_\_\_

Did they include capital cities and/or provinces? \_\_\_\_\_

Did they shade the surrounding countries in different colours? \_\_\_\_\_

Did they label places neatly and parallel with the bottom of the page? \_\_\_\_\_

Part 4

Is there a proper thesis statement? \_\_\_\_\_

Did they talk about music, dance, and food or other cultural features? \_\_\_\_\_

Did they discuss the economic system (goods, trading partners, the future?) \_\_\_\_\_

Did they include a bibliography with three sources? \_\_\_\_\_

### B. Think and Respond (rate on a scale of 1 to 10 and make detailed comments)

1. Effort \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Detail \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Performance (ability to present and address questions):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### C. Project Grade

I believe this project deserves \_\_\_\_ for the following reasons:

\_\_\_\_\_

\_\_\_\_\_

## List of heavily-indebted countries

Ethiopia	Guinea
Tanzania	Bolivia
The Gambia	Burma/Myanmar
Sierra Leone	Niger
Lao PDR	Rwanda
Yemen, Rep.	Kenya
Mali	Benin
Equatorial Guinea	Senegal
Vietnam	Zimbabwe
Cameroon	Cambodia
Honduras	Morocco
Malawi	Uganda
Madagascar	Nepal
Togo	Bangladesh
Nigeria	Burkina Faso
Burundi	Peru
Ghana	Philippines
Jamaica	Haiti
Central African Republic	Chad

**World Fair Self-Reflection**

Name \_\_\_\_\_

**1. Circle one**

My research time	was not used properly	completed most of my notes	was used efficiently
My presentation	I did not stay on topic	Stayed on topic to some extent	Stayed on topic well
My artifact	Was not a significant part of the culture	Was a part of a small cultural group	Was a very significant part of my country's culture

**2. Circle one**

I answered questions and inquiries well.	Yes	No
I listened carefully to the other presentations	Yes	No
I contributed during the Fair by asking questions and adding my thoughts and feelings.	Yes	No

**3. Two things I did very well were:**

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**4. Something I would do differently next time is:**

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**Template Criteria Sheet**

Name \_\_\_\_\_

**Givens/ Expectations:**

- 1–not meeting criteria
- 2–minimally meeting some criteria
- 3–meeting criteria
- 4–above criteria

<b>Outcomes</b>	<b>Student</b>	<b>Teacher</b>	<b>Weight</b>	<b>Mark</b>

**Final mark**

I give myself a(n) \_\_\_\_ on this project because

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Next time I would

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Teachers comments

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**Criteria Sheet for Unit Journal**

Name \_\_\_\_\_

**Assignment: Journal Assignment**

**Givens/Expectations**

- 1–not meeting criteria
- 2–minimally meeting some criteria
- 3–meeting criteria
- 4–above criteria

<b>Outcomes</b>	<b>Student</b>	<b>Teacher</b>	<b>Weight</b>	<b>Mark</b>
<b>Content:</b> address issues, quotes and questions from class sessions	/4	/4	x5	/20
<b>Mechanics:</b> grammar spelling and punctuation are correct	/4	/4	x2	/8
<b>Relevancy:</b> details and examples show originality and thought process	/4	/4	x3	/12
<b>Language:</b> is clear and varied	/4	/4	x2	/8

**Final mark:**

**/38**

I give myself \_\_\_\_ on this project because

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Next time I would:

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Teacher's comments:

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