Canadian and World Politics
CPW4U
Grade 12 – University Preparation

Canadian International Relations:
What role should Canada play in the world?

Hugh Watson, Heather Stein & J.P. Desilets

July 22\textsuperscript{nd}, 2009
OISE Social Sciences AQ
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SUMMATIVE ASSESSMENT PLAN (SAP)

COURSE TITLE & CODE: Canadian & World Politics, CPW4U

GRADE: Grade 12

DESTINATION: University Preparation

ENDURING UNDERSTANDINGS

1. The international system is always changing and evolving
2. There can be many interpretations for every political or historical event
3. Canada’s place and role in the international system is not finite

Expectations

Note: All expectations taken from the Ontario Curriculum Document for Canadian & World Studies

Overall Expectations –

By the end of this unit, students will:

ICV.01 • explain the rights and responsibilities of individual citizens, groups and states in the international community;
ICV.02 • describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts;
ICV.03 • evaluate the role of Canada and Canadians in the international community;
POV.01 • describe factors that make states powerful and factors that make states weak;
POV.02 • identify key influences in the history of international relations;
POV.03 • evaluate Canada’s role and influence in international relations;
VBV.02 • explain how nationalist and internationalist ideologies shape ideas, as well as conflict or cooperation within or among nations;
PIV.01 • use methods of political science inquiry to locate, gather, evaluate, and synthesize information;
PIV.02 • analyse information gathered about political events, issues, and trends according to fundamental principles of political interpretation and analysis;
PIV.03 • communicate knowledge, opinions, and interpretations about events, issues, and trends relating to politics and citizenship, using a variety of forms of communication.
Specific Expectations –

By the end of this unit, students will:

IC2.02 – identify ways of preventing war and conflict between states (e.g., military preparation, international law, peace movements);
IC3.01 – identify selected key events in the history of Canada’s foreign relations since Confederation;
IC3.02 – explain the types of commitments made by Canada to other nations or to international or extra national organizations (e.g., membership in the Commonwealth of Nations, la Francophonie, or the North Atlantic Treaty Organization; participation in the United Nations and in peacekeeping missions);
IC3.04 – explain how Canada tries to settle its external conflicts (e.g., through negotiation, arbitration, international cooperation);
IC3.05 – explain the role of government agencies (e.g., Foreign Affairs Canada and International Trade Canada, the Canadian International Development Agency) in formulating and implementing Canada’s foreign policy;
IC3.06 – evaluate the role of pressure groups in formulating and implementing Canada’s foreign policy (e.g., anti-landmine activists, the environmentalist lobby, the media, the Alliance of Manufacturers and Exporters Canada).
IC4.02 – explain the origins, functions, and objectives of international cooperative organizations (e.g., the United Nations, Asia-Pacific Economic Cooperation, the World Health Organization);
PO1.01 – describe the factors that help to determine the power and influence of a country (e.g., geography, and demography, economic resources and markets, military strength and diplomatic traditions);
PO1.02 – evaluate the accuracy and usefulness of classifying states (e.g., as developing countries; Western countries; non-aligned countries, major, minor, or small powers) when describing relationships among states;
IC5.03 – explain the role of states and non-state participants in international controversies about certain rights;
PO3.01 – describe the factors (e.g., resources, economy, and wealth) that contribute to Canada’s Power;
PO3.02 – describe some important factors shaping Canadian foreign policy (e.g., economic objectives, commitments under international treaties);
PO3.03 – describe the types of influence exerted by other nations and groups on Canada and Canadians
PO3.04 – evaluate the role and influence of Canadian individuals and groups on the world stage;
PO3.05 – evaluate the nature and quality of Canada’s influence within selected world and regional organizations (e.g., United Nations, International Olympic Committee, Organization of American States);
PO2.03 – describe some major challenges and conflicts caused by the end of the Cold War (e.g., political fragmentation in the former Soviet Union and Yugoslavia; the position of the United States as the sole “superpower” nation; the rise of a new nationalism);
PO2.04 – explain the relationship between changes in information, telecommunications, and military technologies and their uses (e.g., development of the Internet; propaganda, military, and commercial uses of satellite telecommunications) and changes in international, political, and economic relations;
PI1.01 – formulate questions that lead to a deeper understanding of a political issue and an awareness of the different ways in which the issue can be approached;
PI1.02 – conduct research by selecting and using a variety of relevant and reliable primary and secondary sources (e.g., written, visual, oral, and electronic) that present a range of perspectives;
PI1.03 – organize research and information using a variety of methods and forms (e.g., note taking, graphs, charts, organizers, time lines, diagrams, tables);
PI1.04 – prepare summary notes in a variety of forms and for a variety of purposes (e.g., for recording research findings, making oral presentations, and studying for tests and examinations).
PI2.03 – make inferences and draw conclusions, based on analysis of data and application of political theories, about political events, issues, and trends and their relationship to social, economic, and cultural systems.
PI3.01 – express opinions, understandings, arguments, and conclusions, as appropriate for different audiences and purposes, using a variety of styles and forms (e.g., role plays, interviews, simulations, debates, group presentations, seminars, reports, essays), using graphic organizers and displays;
PI3.02 – use appropriate terminology to communicate political concepts, opinions, and arguments;
PI3.03 – write clear, coherent and logically organized reports, papers, and essays that include correctly documented citations and bibliographies, demonstrate academic honesty, and avoid plagiarism;
PI4.02 – work effectively both individually and in groups;
PI4.03 – demonstrates the ability to seek and respect the opinions of other.
<table>
<thead>
<tr>
<th>Unit # &amp; Title</th>
<th>Name/title of task</th>
<th>Brief description of task (what type? ind.vs group? content?)</th>
<th>Enduring Understanding Being Addressed</th>
<th>List Types of Formative Assessments or Scaffolding Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Understanding Foreign Policy</td>
<td>Brainstorming/think pair share Note taking / Group work Presentations (group) Written reflections (individual)</td>
<td>There can be many interpretations for every political or historical event</td>
<td>See Appendix A and B Participation</td>
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<tr>
<td>Unit 2</td>
<td>Factors that influence foreign policy</td>
<td>Brainstorming Group work Active listening / argumentation Note taking (lectures) Think/pair/share Written reflections (individual), textbook readings and questions (individual), and class presentations (group)</td>
<td>Determinants of Canadian Foreign Policy Key terms in Foreign Policy Importance of the History and Structure of the UN, Canada’s contribution to peacekeeping, importance of NATO, Commonwealth, La Francophonie and G-8 Alliances</td>
<td>See Appendix A and B Participation Homework Check</td>
</tr>
<tr>
<td>All Units &amp; Unit 2</td>
<td>Small Group Reading (SGRs) International Organizations</td>
<td>As part of the ongoing SGR activity Student run seminars that allow leadership opportunities</td>
<td>- The international system is always changing and evolving - There can be many interpretations for every political or historical event - Canada’s place and role in the international system is not finite</td>
<td>SGR leader assessment rubric &amp; reflection rubric – previously handed out Ongoing participation mark for all other students</td>
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</tbody>
</table>
### Unit 2

<table>
<thead>
<tr>
<th>Case studies</th>
<th>Students are exposed to some key issues currently faced by Canada and they examine the ins and outs of how these issues drive our Foreign Policy</th>
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</thead>
</table>
|              | - The international system is always changing and evolving  
|              | - There can be many interpretations for every political or historical event  
|              | - Canada’s place and role in the international system is not finite |
|              | Case study analysis  
|              | Opinion Piece Writing  
|              | Assignment & Rubric  
|              | Letter & Rubric  
|              | Participation |

<table>
<thead>
<tr>
<th>Applying the tools to achieve foreign policy goals</th>
<th>Students are given some examples and are asked to use the tools of foreign policy available to try and solve the issue or problem</th>
</tr>
</thead>
</table>
|                                                   | - The international system is always changing and evolving  
|                                                   | - There can be many interpretations for every political or historical event |
|                                                   | Homework questions to be marked out of 10 |

| Debating Skills | Elements taught to students to enhance their ability to complete the culminating activity  
|-----------------|----------------------------------------------------------|
|                 | Debate video and mini-debates  
|                 | - There can be many interpretations for every political or historical event |
|                 | Mini-Debate held and evaluated by other members of the class to provide feedback for final debate  
|                 | Same rubric as final debate used |

| Culminating activity – Debate & Reflection | - Researching debate topics  
|--------------------------------------------|--------------------------------------------------------------------------|
|                                            | - Preparing for the debate  
|                                            | - Presenting the debate in front of the class  
|                                            | - Reflecting on the debate |
|                                            | - The international system is always changing and evolving  
|                                            | - There can be many interpretations for every political or historical event  
|                                            | - Canada’s place and role in the international system is not finite |
|                                            | - Debate Rubric  
|                                            | - Reflection Rubric  
|                                            | - Individual & Self Assessment Sheet |

** Be sure to identify which is/are the course culminating assessment tools (worth 30%)
Unit Overview

Canadian International Relations: What role should Canada play in the world?

Length of Unit: 27.5 Hours
Within the scope of this course, Canadian and World Politics, students will look at national and international political issues from a variety of perspectives. Throughout this course, students will learn how to become a Global Citizen and what this means to them. Students will learn about their rights and responsibilities as well as the responsibilities of groups and states within the international context. They will analyse the role that Canada should play in the international community as well as Canada’s International relationships. Students will be exposed to how international decisions are made as well as examine the various national and international organizations in existence today. They will be analysing various conflicts around the world and examining possible solutions for them. Finally, students will be able to hypothesize about what the world could look like in 2020 using the knowledge gained throughout this course.

The purpose of Canadian International Relations Unit is to provide students with the opportunity to evaluate Canada’s role in International Relations. In order for our students to better understand Canada’s place in the world, they must understand what Canada’s foreign policy is past and present. To better understand the actions that Canada and its government takes on international issues, students are able to analyse and think critically about the factors and goals that influence Canada’s foreign policy decision making. We hope to have students investigate these factors and goals in a global context as well as a Canadian one. This will be accomplished through using case studies from Canadian History like Canada’s roles in United Nations Peacekeeping activities as well as Canada’s role in Environmental initiatives such as Kyoto. Students will also investigate the government’s response to current international issues and foreign policy tools. To demonstrate an understanding of the factors, goals and tools of foreign policy and Canada’s role within the international community, students will be undertaking debates centred on the key topics covered by this unit. They will be participating in a debating competition which will be attended by Grade 10 Civics students as well as writing and submitting a reflection piece.
**Monthly Planning Calendar**

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Introduction:</strong> Understanding</td>
<td><strong>Introduction:</strong> Understanding</td>
<td><strong>Factors that Influence</strong></td>
<td><strong>Factors that Influence</strong></td>
<td><strong>Factors that Influence</strong></td>
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<tr>
<td>Foreign Policy</td>
<td>Foreign Policy</td>
<td>Foreign Policy: Ebb &amp; Flow -</td>
<td>Foreign Policy: Nothing is</td>
<td>Foreign Policy: UN Peacekeeping</td>
</tr>
<tr>
<td>Think/Pair/Share</td>
<td>Organizer</td>
<td>Change in the International</td>
<td>Finite Change in the International</td>
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<tr>
<td><strong>Assessment – Group work and class</strong></td>
<td><strong>PowerPoint</strong></td>
<td>System</td>
<td>System</td>
<td><strong>Alliances</strong></td>
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<tr>
<td>participation</td>
<td><strong>Assessment - Teamwork checklist</strong></td>
<td><strong>PowerPoint</strong></td>
<td><strong>Organizer</strong></td>
<td><strong>Think/pair/share</strong></td>
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<td></td>
<td>Reflection Rubric</td>
<td></td>
<td>Homework Check</td>
<td>PowerPoint</td>
</tr>
<tr>
<td><strong>Hwk:</strong> none</td>
<td><strong>Hwk:</strong> Typed 150 - 200 word</td>
<td><strong>Hwk:</strong> Textbook Read Pg. 262-269</td>
<td><strong>Hwk:</strong> Textbook Read Pg. 270-277</td>
<td><strong>Hwk:</strong> Textbook Read Pg. 288-294</td>
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<td></td>
<td>“Important to Foreign Policy”</td>
<td>Answer Questions #1-6</td>
<td>Answer Questions #2-6</td>
<td>Answer #1-7</td>
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<td><strong>Factors that Influence Foreign</strong></td>
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<tr>
<td>Policy: UN Peacekeeping</td>
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<tr>
<td><strong>PowerPoint</strong></td>
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<tr>
<td><strong>Assessment – Homework check</strong></td>
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<tr>
<td><strong>Hwk:</strong> Textbook Read Pg. 309-317</td>
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<tr>
<td><strong>Hwk:</strong> 200 word paragraph answering</td>
<td><strong>Hwk:</strong> Written Opinion Piece</td>
<td><strong>Hwk:</strong> Written Opinion Piece</td>
<td><strong>Hwk:</strong> Position Paper</td>
<td><strong>Hwk:</strong> Leaders - reflection</td>
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<td>key question</td>
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<td>SGR Readings</td>
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<td><strong>Factors that Influence Foreign</strong></td>
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<tr>
<td>Policy: Global Warming/ Kyoto</td>
<td><strong>Case Study:</strong> The Canadian</td>
<td><strong>Case Study:</strong> The Canadian</td>
<td><strong>SGR -</strong></td>
<td></td>
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<tr>
<td>Power Point</td>
<td>Military</td>
<td>Military</td>
<td>Free Trade/ Globalization</td>
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<tr>
<td><strong>Assessment – Participation</strong></td>
<td>4 corners</td>
<td>Graffiti</td>
<td>Student led seminars</td>
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<td></td>
<td>PowerPoint</td>
<td>Guest Speaker/Video</td>
<td>Group participation</td>
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<tr>
<td><strong>Hwk:</strong> Written Opinion Piece</td>
<td><strong>Assessment – Written Opinion</strong></td>
<td><strong>Assessment – Position Paper</strong></td>
<td><strong>Assessment –</strong></td>
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<tr>
<td><strong>Hwk:</strong> Position Paper SGR</td>
<td><strong>Hwk:</strong> 200 word paragraph</td>
<td></td>
<td>Based on outline and rubric from</td>
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<tr>
<td>Readings</td>
<td>answering key question</td>
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<td>SGR handout</td>
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<td><strong>Hwk:</strong> Leaders</td>
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<td>- reflection</td>
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<tr>
<td>Case Study: Omar Khadr</td>
<td>Applying Tools to Achieve Foreign Policy</td>
<td>Debating Skills: Video</td>
<td>Debating Skills: Video</td>
<td>SGR – International Organizations</td>
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<td>Jig Saw</td>
<td>Numbered Heads Group Work Assessment – Tools of Foreign Policy assignment /10</td>
<td>Video Note taking Assessment – Mini-Debate rubric (same as final debate)</td>
<td>Video Application Mini-Debates Assessment – Mini-Debate rubric (same as final debate)</td>
<td>Student led seminars Group participation</td>
</tr>
<tr>
<td>Hwk:</td>
<td>Hwk: Tools of Foreign Policy assignment</td>
<td>Hwk: Mini-Debate prep</td>
<td>Hwk: Start thinking about a topic to debate for culminating activity &amp; a partner you work well with</td>
<td>Hwk: Start thinking about a topic to debate for culminating activity &amp; a partner you work well with</td>
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<tr>
<td>Monday</td>
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<td>Wednesday</td>
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<tr>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>Assessment – Debate Rubric</td>
<td>Assessment – Debate Rubric</td>
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<tr>
<td>Computer Lab</td>
<td>Computer Lab</td>
<td>Computer Lab</td>
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<tr>
<td>Hwk:</td>
<td>Hwk: Prepare for debate</td>
<td>Hwk: Prepare for debate</td>
<td>Hwk: Reflection</td>
<td>Hwk: Reflection</td>
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<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
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<tr>
<td>The Culminating Activity - The Great Debates!</td>
<td>Reflection Write Up due for all Debaters</td>
<td>Start Unit #3</td>
<td></td>
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<tr>
<td>Assessment – Debate Rubric</td>
<td>Individual &amp; Group Assessment sheet</td>
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<tr>
<td>Hwk: Reflections</td>
<td>Hwk:</td>
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</table>
Written Summary of Learning Activities/Strategies

Lesson Title – Understanding Foreign Policy
Length - 2 – 75 minute periods
Enduring understandings or expectations –
Enduring Understanding
There can be many interpretations for every political or historical event

Overall Expectations
ICV.01
ICV.02
POV.01
PIV.03

Specific Expectations
IC3.01
PO3.02
PI1.01
PI1.03
P14.03

Overview of the Activities – Lesson #1

– Have the students do a class brainstorm on the board to determine what they might already know about domestic and foreign policy (review from Civics) (5 minutes)
– In small groups have them discuss and brainstorm what they think these two terms mean and then have each group create a definition of what they think domestic & foreign policy is or entails on a piece of chart paper. (10 minutes)
– Discuss these definitions and create a class definition for both Domestic & Foreign policy to be revisited at the end of the unit. (10 minutes)
– On sheets of paper, write various quotes or concepts related to both Domestic & Foreign policy. Distribute the sheets around the class and have students work in partners. During this think/pair/share activity (Refer to Beyond Monet, Pg. 94 for further instructions) students work in partners. After their initial think/pair/share have students work with another set of partners who have the same quote to compare and possibly add to their existing thoughts. Try to encourage students to give historical examples to their quotes as well. (25 minutes)
– Students present their findings and thoughts to the class for each of the quotes. One spokes person from each group can give a brief presentation. Feedback from other students can occur and the teacher can correct or add to any points if something is missed. Be sure to place each quote within the domestic or foreign policy context. (25 minutes)

Resources Needed –
Chart Paper
Markers
Quotes about Domestic & Foreign Policy

Assessment –
Formative Assessment of student's ability to work in groups and use of class time
Lesson Title – Understanding Foreign Policy
Length - 2 – 75 minute periods
Enduring understandings or expectations –

Enduring Understanding
There can be many interpretations for every political or historical event

Overall Expectations
ICV.03
PIV.01
PIV.03
POV.03

Specific Expectations
PO1.01
IC3.05
PO3.03
PI1.04

Overview of Activities – Lesson #2
– Lesson would begin with a recap of the previous day’s lesson which discussed the meaning of foreign policy. (5 minutes)
– The next step would be for the class to discuss some of the most important issues in the world today that need Canada’s attention (Brainstorming/collaborative learning). In order to facilitate this process, the class would be separated into groups of 4. Each group would be provided with copies of Maclean’s Magazine (in order to gather ideas). After glancing through the copies of Maclean’s the members of each group would rank their top 5 foreign policy issues in terms of the level of importance of those international issues to Canada (e.g. Afghanistan, global warming, nuclear arms build up, etc.). (10 minutes)
– In addition, each group would provide a list of criteria that explained what makes a foreign policy issue important and why these issues should be a pressing concern for the Canadian government. This information will be presented in the form of a chart (see below) (30 minutes)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Rank</th>
<th>Description of the issue</th>
<th>Reasons why it is particularly important to Canada</th>
</tr>
</thead>
<tbody>
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</table>

– Afterwards, the various groups would come to the front of the class and share their top 5 foreign policy issues, the criteria that explained their importance and why they were important. (This presentation will be formally assessed with the assessment tools listed below with teacher providing on the spot assessment and encouragement) (30 minutes)
Homework: Each member of the class will write a brief typed paragraph (150-200 words) where they will discuss what they believe is the most important foreign policy issue that needs Canada’s attention and why using some of the criteria that were discussed in the presentations. The following day, students will share their responses with the class. (This will promote skills in argumentation and communication needed in the unit debate culminating)

Please note*: students will be provided with the web link listed in the resource section to provide a source of background information for their reflection. In addition, the teacher recognizes that reflection writing skills have not been formally taught within the unit. This reflection piece is thus more diagnostic than formative in nature.

Resources Needed –

- Copies of Maclean’s Magazine (See Maclean’s in class program) [http://www.rm-education.com/micp/default.html](http://www.rm-education.com/micp/default.html)
- Chart paper and markers

Assessment – Look fors

- Ability to work as a productive member of a group.
- Ability to gather information from written sources
- The Ability to convey information in both written (chart paper) and oral form (presentation to the class)

Assessment Tools –

- Assessment Scale – see Appendix A
- Teamwork Checklist – see Appendix B
Lesson Title – Factors that Influence Foreign Policy
Length - 5 – 75 minute period
Enduring understandings or expectations –
Enduring Understanding
The international system is always changing and evolving
Overall Expectations
ICV.03
POV.01
VBV.02
Specific Expectations
PO1.01
PO1.02
PO3.01
PO3.05

Overview of Activities - Lesson # 3
- Recap of the previous day’s lesson where we discussed some of the most important foreign policy issues facing Canada. (5 minutes)
- Afterwards, students will be placed in groups (random to promote working with different students) where they will share their typed reflections. Students will exercise active listening and questioning skills as they listen to each student’s justification of their top ranking issue. Students will then debate among themselves (informal) to demonstrate their natural skills in argumentation and communication. Teacher will roam the room to assess comprehension and application of speaking and listening skills. (15 minutes)
- The class will then be reconvened and the teacher will ask students to volunteer their written responses from their homework. Hopefully, this will encourage a class discussion of the criteria that makes a foreign policy issue important. (10 minutes)
- **Question for the class:** What makes a foreign policy issue important? More to the point, what factors determine the foreign policy decisions of the Canadian government? (List responses on the Smart board).
- Class will then be provided with a PowerPoint lesson entitled “The Determinants of Canadian Foreign Policy” (see attachment in separate file). Students will take notes under the following headings: Location, Economic structure, Alliances and Power. They will also discuss as a class the key questions at the end of the PowerPoint (30 minutes)
- Afterwards, students will pick one issue (that is different than their typed reflection) in the area of foreign policy and explain in a written reflection how Canada should deal with that issue based on the four factors from the PowerPoint. (Application of acquired knowledge). This can be completed in class (10 minutes)
- Students hand in their reflections for formative assessment.
- **Homework:** Students read textbook Canadian and World Politics pages 262-269 and answer Questions 1-6 (saved on Smart board)

Resources Needed –

- Smart board, data projector and laptop (for PowerPoint and brainstorming)
Assessment – Look fors
Formative assessment: of group work
- Teacher will visually assess if students are on task and applying active listening and communication skills.

Formative assessment: Typed reflection
- See rubric in appendix C (Feedback will help students prepare for written reflection for the summative performance task)

Lesson Title - Factors that Influence Foreign Policy

Enduring Understandings or expectations –
Enduring Understanding
The international system is always changing and evolving
Canada’s place and role in the international system is not finite

Overall Expectations
POV.02
POV.03
PIV.02

Specific Expectations
PO3.01
PO3.02
PO3.05
PO2.04

Overview of Activities – Lesson #4
- Teacher will recap previous day’s lesson which left off with an analysis of the factors that affect Canada’s foreign policy (e.g. location, economic status, alliances, etc). (5 minutes)
- Afterwards, teacher will write the various issues that the student’s wrote about on the blackboard. (5 minutes)
- Teacher will cluster the topics and make groups of four based on common themes (e.g. environmental, military, trade, humanitarian aid, etc). (5 Minutes)
- Students in their groups will be asked to share their issue with their groups by explaining how Canada should deal with that issue based on the tools of analysis from yesterday’s PowerPoint. Students are to draw the chart listed below and make notes for each issue discussed within their theme (20 minutes)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Description</th>
<th>Location</th>
<th>Economics</th>
<th>Alliances</th>
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</table>
- Teacher will roam the class to observe communication skills, argumentation skills, active listening and note taking skills and their application of concepts (checking for understanding)
- Teacher will then reconvene the class and hear responses from the various groups. Each group member will be encouraged to share their responses to the class. The teacher will write some of the responses on the smart board in the chart listed above. Students can make create a new chart to fill out for their notes (20 Minutes)
- The teacher will remind students of yesterday’s homework readings on the history and structure of the United Nations (e.g. the General Assembly, the Security Council, the International Criminal Court, etc). The teacher will ask a sampling of the questions to provide an introduction to the PowerPoint and gauge if the class has done the assigned readings (10 Minutes)
- The teacher will then briefly introduce the PowerPoint which discusses key terms and concepts for the unit. Students will be provided with a photocopy of these key terms listed below (10 minutes)
- Also see the PowerPoint entitled “Global Citizenship” in the resources section.

Key Terms

- **Universal Declaration of Human Rights (UDHR):** The international document adopted by the United Nations in 1948 that proclaims basic human rights for all people. Even though it cannot be enforced, the UDHR firmly establishes the principle of human rights and has inspired other human rights agreements.
- **Geneva Conventions:** Internationally recognized rules of conduct during war that protect military personnel, prisoners of war and civilians
- **Humanitarianism:** The belief that everyone deserves to be treated with respect and dignity and that the wellbeing of all humankind is a necessary and worthy goal
- **Genocide:** The systematic and deliberate attempt to kill all members of an ethnic, racial, or other cultural group.
- **Nuremburg Trials:** International trials held in the German city of Nuremburg (1945-1949) to try Nazis who oversaw the holocaust for war crimes. The trials influenced the creation of international criminal law and the movement for the establishment of an international criminal court
- **Conventions:** Formal agreements between two or more countries
- **Protocols:** Formal agreements between two or more countries; codes of conduct.
- **International Criminal Court (ICC):** The world’s first international criminal court, which was established by the United Nations in 2002 to prosecute individuals accused of war crimes and crimes against humanity.
- **Non-Governmental Organizations (NGOs):** Not-for-Profit voluntary organizations that work to improve life and social conditions around the world (e.g. Oxfam, Greenpeace, Doctors without borders). Although they may receive some funding from government, NGOs are independent of government control.
- **Gross Domestic Product (GDP):** The value of all goods and services produced in a country in a given year.
- **Sanctions:** Military or economic measures by which one or more countries try to force another country to respect international law or human rights (e.g. by stopping trade or aid)
- **Terrorism:** The unlawful use or threatened use of extreme violence by individuals and groups to create widespread fear to achieve political goals.

**Homework:** Students will read over the key terms. In addition, students will be asked to read ahead in the textbook *Canadian and World Politics* pgs 270-277 and complete questions 2-6 (deals with the International Declaration of Human Rights) in order to provide a context for tomorrow’s PowerPoint lecture.

**Resources Needed –**

- Smart board, data projector and laptop (for PowerPoint and take up of chart)
- Handout: List of terms from the PowerPoint “Global Citizenship”
Assessment – 
- Teacher will roam the class to observe communication skills, argumentation skills, active listening and note taking skills and their application of concepts (checking for understanding).
- Teacher will also assess learning skills by checking homework completion during take up of Homework questions.

Lesson Title - Factors that influence foreign policy: International Bodies

Enduring Understandings or expectations –
Enduring Understanding
The international system is always changing and evolving

Overall Expectations
ICV.01
ICV.03

Specific Expectations
IC3.01
IC3.02
PO3.04
PO3.05
PI1.01

Overview of Activities – Lesson #5
- Recap of previous lesson with a discussion of the foreign policy terms listed on the hand out. Examples of the terms will be provided. Students can add notes to their handouts (15 minutes)
- Questions 2-6 pg 277 from the textbook Canadian and World Politics will be discussed to check for understanding and homework completion (15 minutes)
- PowerPoint Lecture: “Global Citizenship” PowerPoint. (Photocopy Handout). Students will be provided with a photocopy of the PowerPoint (6 slides per page). Students will make notes on their sheets concerning the history and the structure of the UN. Teacher will cover slides 1-21. Teacher will ask questions throughout to check for understanding (content of PowerPoint matches the textbook readings) (40 minutes).
- Homework: Students will read textbook Canadian and World Politics pgs 288-294 and answer questions 1-7 pg 294 (these readings will provide a much needed context for tomorrow’s PowerPoint lecture)

Resources Needed –
Textbook: John Ruypers et al., Canadian and World Politics. Toronto, Emond Montgomery, 2005.

• Smart board, data projector and laptop (for PowerPoint and take up of chart)
• Handout: “Global Citizenship” PowerPoint (handed out previous lesson)

Assessment - Teacher will observe class note taking skills and their application of concepts from the lecture (checking for understanding). Teacher will also assess learning skills by checking homework completion during take up of homework questions.
Lesson Title - Factors that influence foreign policy: UN Peacekeeping

Enduring Understandings or expectations

Enduring Understanding
The international system is always changing and evolving
Canada’s place and role in the international system is not finite

Overall expectations
ICV.01
ICV.03
POV.03

Specific expectations
IC3.01
IC3.02
PO3.04
PO3.05

Overview of Activities – Lesson #6
- Recap of the previous day’s lesson concerning the history and structure of the United Nations (10 minutes)
- Teacher will have various students lead taking up the questions 1-7 from pg 294 in order to provide a context for today’s lesson on Peacekeeping (slides 22-32 from PowerPoint “Global Citizenship”). (20 minutes)
- Lecture: Peacekeeping. Students will learn about the history of Canada’s involvement in peacekeeping and the contributions of famous Canadians such as John Humpfrey, Lester B. Pearson, David Suzuki and Generals Lewis MacKenzie and Romeo Dalliare. Students will be adding notes from the PowerPoint handouts and teacher will be checking for understanding with questions throughout the presentation (40 minutes)
- **Homework**: Students will read textbook pages 309-317 in Canadian and World Politics this deals with Canada’s involvement in International bodies such as La Francophonie and the Commonwealth.

Resources Needed –
- Textbook: John Ruypers et al., Canadian and World Politics. Toronto, Emond Montgomery, 2005.
- Smart board, data projector and laptop (for PowerPoint)
- Handout: “Global Citizenship” PowerPoint (handed out previous lesson)

Assessment –
Teacher will observe class note taking skills and their application of concepts from the lecture (checking for understanding). Teacher will also assess learning skills by checking homework completion during take up of homework questions.
Lesson Title - Factors that influence foreign policy: Alliances

Enduring Understandings or expectations
Enduring Understanding
The international system is always changing and evolving

Overall Expectations
ICV.02
ICV.03
POV.03
VBV.02

Specific Expectations
ICE.01
ICE.02
IC4.02
PO1.01
PO3.03
PO2.03
PI1.01

Overview of Activities – Lesson #7

- Recap of the previous day’s lesson on peacekeeping (e.g. Canada’s historical role in various “hot spots” around the world such as Rwanda and the former Yugoslavia) (10 Minutes)

- Discussion will then turn to Canada’s involvement in other international bodies such as NATO, the Commonwealth and La Francophonie. Teacher will ask a series of general questions such as “What is La Francophone? What is its purpose?” This will allow the teacher to assess the student’s general understanding of the content before they view the PowerPoint lecture (also assesses whether they have done the assigned homework readings). (10 minutes)

- Introduce Lecture: “Canada’s Global Partners” (Photocopy handout of the PowerPoint” (40 Minutes).

- Afterwards, students will meet in pairs (think/pair/share) and discuss the following questions: (10 Minutes)

  ■ Does Canada benefit from its memberships in international organizations?
  ■ Are some organizations more valuable than others?
  ■ What are the benefits of membership?
  ■ What are the costs of membership?

This series of questions and the responses that are shared between pairs should provide students with the insight needed to answer the following reflective question for homework:

  ■ Write a typed 200 word paragraph in response to the following question: Canada’s membership in International organizations represents a threat to Canadian Sovereignty. Discuss

Resources Needed –
- Textbook: John Ruypers et al., Canadian and World Politics. Toronto, Emond Montgomery, 2005.
- Smart board, data projector and laptop (for PowerPoint)
- Handout: “Canada’s Global Partners” PowerPoint (Photocopy handout)
Assessment - Teacher will observe class note taking skills and their application of concepts from the lecture when they engage in the think/pair/share activity. (checking for understanding). Teacher will also assess learning skills by checking homework completion during take up of homework questions.

Lesson Title – Cases Studies
Length – 4 – 75 minute periods
Case #1 – Kyoto
Case #2 – The Canadian Military
Case #3 - Free Trade/Globalization - SGR
Case #4 – Omar Khadr

Enduring Understandings or expectations – Kyoto

Enduring Understanding
The international system is always changing and evolving
There can be many interpretations for every political or historical event

Overall Expectations
ICV.01
ICV.03
PIV.01
PIV.03

Specific Expectations
IC3.06
IC5.03
PO3.05
PI1.04

Overview of Activities – Case Study #1 - Global Warming/Kyoto
- Using a power point presentation to highlight the concerns surrounding the issue of Global Warming and Kyoto. (20 minutes)
- Following this presentation, students will divide themselves according to the 4 corners strategy in response to the statements listed below: (5 minutes)
  Corner 1 - This is a Hoax
  Corner 2 - We are Fine
  Corner 3 - We should be concerned
  Corner 4 - We are beyond the point of no return
- Strict limits of no less than 6 students per corner will be enforced.
- Roles will be assigned to groups that have assembled under the headings. (5 minutes)
- Students will break away to the computer room to officially record their positions to the statement using the supported opinion piece format. (25 minutes)
- A spokesperson for the group will address the group as a whole on their findings/position. (10 minutes)
- A secret ballot will be cast to determine the winner of this activity (Tech link: using clickers if available)
- Teacher will assemble information to provide wrap up on the issue and students will take notes to refer to later. (10 minutes)
Resources Needed –
- Smart board or Media Cart & Laptop
- PowerPoint presentation
- Computer Lab booked

Assessment -
Formative Assessment – Opinion Writing Piece assessed with Rubric – see Appendix D

Enduring Understanding or expectations – Canadian Military

Enduring Understanding
The international system is always changing and evolving
Canada’s place and role in the international system is not finite

Overall Expectations
ICV.02
POV.01

Specific Expectations
IC2.02
IC3.02
PO1.01
PO3.02
PO2.03

Overview of Activity – Case Study # 2 – The Canadian Military

- “Graffiti” exercise – using either chalkboards or large sheets of paper posted around the classroom, students will be invited to share any preconceived notions they may have of the Canadian military… along with its role on the world stage. (10 minutes)
- Time for reflection/clarification should be allotted in order to review as many comments as possible. (5 minutes)
- Post and discuss the following website to briefly highlight the role of the Canadian military as peacekeepers: the Suez Canal Crisis to Afghanistan. [http://www.members.shaw.ca/kcic1/peacekeepers2.html](http://www.members.shaw.ca/kcic1/peacekeepers2.html) (10 minutes)
- Invite a returning soldier or veteran to address the class on their experience in the Canadian military. This can be arranged through the Dominion Institute. See [http://www.thememoryproject.com/index.asp for more details.](http://www.thememoryproject.com/index.asp) (40 minutes)
- Activity will conclude with students once again being invited to re-think their view of the Canadian military with new graffiti posts. (10 minutes)
- **Homework**: brief position paper on the future role of the Canadian military i.e. beyond 2011.
Resources Needed –
Smart board or LCD Projector & Laptop
Chart Paper
Markers
Guest Speaker – needs to be arranged in advance
TV/DVD for video (back up plan)

Assessment –
Formative Assessment of student participation during Graffiti exercise
Formative Assessment of homework using rubric – see Appendix D

Enduring Understanding or expectations – Free Trade/Globalization
Enduring Understanding
The international system is always changing and evolving
There can be many interpretations for every political or historical event

Overall Expectations
ICV.01
POV.02
VBV.02

Specific Expectations
IC3.06
PO3.02
PI1.01
PI4.02

Overview of Activity – Case Study # 3 – Free Trade/Globalization (SGR)
- One of the pre-planned SGR's used throughout the course. Readings and focus for this SGR are on Free Trade & Globalization SGR's have been ongoing since the start of the semester. Students have been given the appropriate readings previously and student leaders for each pre-assigned group has prepared questions for this seminar.

- Teacher introduces concept with the following excerpt from Wall Street – “Greed is Good”
  http://www.youtube.com/watch?v=5JZp215Bgyk
- OR… http://www.youtube.com/watch?v=gyYjRmM7RDY

- Teacher posts the following quote on the Smart board or LCD projector –

  [T]he emergence of capitalism represents a culture that is in many ways the most successful that has ever been deployed in terms of accommodating large numbers of individuals in relative and absolute comfort and luxury. It has not been as successful, however, in integrating all in equal measure, and its failure here remains on of its major problems. It has solved the problems of
feeding large numbers of people (although certainly not all), and it has provided unprecedented advances in health and medicine (but, again, not for all). It has promoted the development of amazingly complex technological instruments and fostered a level of global communication without precedent. It has united people in common pursuits as has no other culture. Yet it remains to be seen when the balance sheet is tallied whether capitalism represents the epitome of “progress” that some claim.

— Richard H. Robbins, Global Problems and the Culture of Capitalism, (Allyn and Bacon, 1999), pp. 11–12

- Proceed into SGR’s – readings taken from the following website: http://www.globalissues.org/article/40/criticisms-of-current-forms-of-free-trade

Resources Needed –
Smart board or LCD projector
Copies of Readings – Hard copies and copies posted on the website

Assessment –
Formative Assessment for all students participating in the SGR today
Summative Assessment for the students leading the SGR for this day

Enduring Understanding or expectations – “Omar Khadr”

Enduring Understanding
There can be many interpretations for every political or historical event

Overall Expectations
ICV.01
ICV.03
POV.02

Specific Expectations
IC3.01
IC3.05
IC3.06
PO3.04
PI2.03

Overview of Activity – Case Study #4 – “Omar Khadr Affair”
- Randomly number students into 4 evenly numbered “home” groups. Distribute readings about the ongoing plight of Omar Khadr to students.
- Readings from a variety of sources to detect bias would be presented to the various groups.
- Students would fracture away from their home groups to become experts by joining forces with classmates assigned to the same article.
- “Expert” groups congregate to discuss their article, along with the best method to enlighten their home group members about the essence of the position they have studied with their fellow “experts”.
- Students would reconvene with their home groups, and provide debriefing for the entire class.
- The merits of each position would be weighed by recording on a chalkboard/SMART board.
- **Homework**: Formal Letter Writing Campaign – students write a letter and contact the minister of external affairs directly to have their voices heard.

*Possible links for use*
http://www.amnesty.ca/take_action/actions/canada_omar_khadr.php
http://www.thestar.com/specialsections/article/655171

**Resources Needed** –
- Readings for activity
- Smart board or Chalkboard
- Internet access

**Assessment** –
Formative Assessment – Letter Writing Piece – See Rubric attached appendix E

**Lesson Title** – *Applying the Tools to Achieve Foreign Policy*
**Length** – 1 – 75 minute class

**Enduring Understanding or Expectations** –
**Enduring Understanding**
The international system is always changing and evolving

**Overall Expectations**
ICV.02
POV.01
POV.03
PIV.02

**Specific Expectations**
IC2.02
IC3.04
IC3.02
IC3.04
PI2.03

**Overview of Activity** –
- The teacher uses numbered heads to divide the students into three groups. Once in their groups, students are given a copy of one example of a recent global conflict from the newspaper or internet and a list of foreign policy tools that were used or that could have been used for their conflict (Cold War, Sudan & Iraq for example). (5 minutes)
- In each group, the members will discuss their example of a global conflict and use the various foreign policy tools that were available to them at the time and those that could have been applied but weren’t to assess the outcome. They will assess the degree to which the foreign policy goal involved in their case was achieved and complete the chart provided to students. (10 minutes)
- Then, the groups will brainstorm alternative solutions to the global conflict that might or might not have required the use of military force or other options that were available but not implemented. (15 minutes)
- The groups will be responsible to present their finding and analysis to the whole class and are encouraged to create some visual aids (jot notes on chart paper) for the class to refer to. (25 minutes)
- The teacher leads a discussion with the class in which students suggest other recent examples of global conflicts, Canada’s involvement in them, the various foreign policy tools that were/are available to resolve them, and the various degrees of its “success”. (20 minutes)

**Homework** – students select one of the recent examples of global conflict discussed during the lesson or class discussion and attempt to flush out further ideas like Canada’s involvement, possible foreign policy tools that were used or could have been used as well as their opinion about what they would have done and what they would consider success. Homework is handed in and assessed based on completion, use of critical thinking skills and application of prior knowledge. This will be assessed out of 10 marks.

**Resources Needed** –
- Teacher prepared handouts for activity – see Appendix F
- Background information for students using various websites including:
  - International Trade
  - Department of Foreign Affairs and International Trade (DFAIT)
  - Summit of the America’s (FTAA) – [www.americascanada.org/menu-e.asp](http://www.americascanada.org/menu-e.asp)
  - Canadian Centre for Policy Alternatives (CCPA) Links to Free Trade Issues: [www.policyalternatives.ca](http://www.policyalternatives.ca)

**Assessment** –
*Formative Assessment:*
For this class, the teacher would assess the groups’ ability to work together and contribute to the class discussion from the small group assignment. The teacher would also assess the groups understanding of how one or more foreign policy goals were or were not achieved through the application of a specific foreign policy tool. Also, the teacher could assess the students’ participation in the full-class discussion of other recent global conflicts.

Formative Assessment Written: Homework is assessed out of 10 marks

**Lesson Title** – SGR – *International Organizations*

**Length** – 1 – 75 minute period

**Enduring Understandings or expectations**

**Overall expectations** –
PIV.01
PIV.03

**Specific expectations** -
IC3.02
IC4.02
PO3.05
PI1.01
PI3.01
**Overview of Activities**
- The SGR assignment outline and groups were created at the start of the semester.
- Students assigned selected reading from A. LeRoy Bennett’s book *International Organizations: Principles and Issues* prior to this SGR.
- Selected students lead their groups through discussion questions they created related to the reading.
- Teacher circulates around the groups to assist when needed and listen to discussions.

**Resources Needed**
- copies of Chapter 1 and an excerpt from Chapter 5 from *International Organizations: Principles and Issues* for students to read.
- electronic copy of the readings for the SGR posted on class website.

**Assessment**
- Formative assessment for SGR participation from each student.
- Summative Assessment for SGR group leaders.

**Lesson Title** – *Debating Skills Video*
**Length** – 2 – 75 minute class

**Enduring Understandings or expectations –**

**Overall Expectations**
PIV.01
PIV.03

**Specific Expectations**
PI1.01
PI1.03
PI1.04
PI2.03
PI3.01
PI3.02
PI4.02
PI4.03

**Overview of Activities –**
- Students are introduced to Debating through viewing the video *Debating Skills*.
- Students practice note taking from the video.
- Teacher & students discussion and review some of the main ideas from the video.
- Review the video a second time for students to get full effect – part one deals with a sample singles debate on the topic “We should be devils”. While Part two examines how to approach a debate: the issue; the definition and its justification; the team line; examples etc.
- Teacher distributes sheet with mini-debate topics on it.
- Students find a partner and then form a group of 4 and select a topic to debate.
- One set of partners argues for and the other set argues against.
- For homework, students review and research their opinion on the mini-debate
- During second period, students are given 10 minutes to work with their partner to ensure they are on the same page and ready to go for mini-debate
- Teacher circulates around the room to listen to the debates and give assistance when needed
- Groups evaluate each other using the rubric for their mini-debate and give feedback to assist for the culminating activity
- If extra time – one debate group can debate for another group to give feedback and be exposed to other debate issues and topics

**Resources Needed** –
- TV/DVD player
- Debate Skills Video – Product Number: P51786-002
- Sheets with mini-debate topics (e.g. – legalizing marijuana, having to wear bike helmets, the graduated licensing system, school uniforms).

**Assessment** –
Self assessment for students
Rubric for partner to self-mark each other or to use for assessing other groups – same as final rubric – see Appendix G

**Lesson Title** – **Research for Culminating Activity**
**Length** – 3 – 75 minute classes
**Enduring Understandings or expectations** –
**Enduring Understanding**
There can be many interpretations for every political or historical event

**Overall Expectations**
PIV.01
PIV.02
PIV.03

**Specific Expectations**
PI1.02
PI1.03
PI1.04
PI3.02
PI4.02

**Overview of Activities** – **Period #1**
- Students are given time in the computer lab with their teacher and the librarian present
- Teacher & librarian review research techniques, search engines beside Google (i.e. journals, sourcing (including citationmachine.com) and review PowerPoint
- Students use the rest of the class to start researching and selecting their debate topic
- Students sign up for partners, topics etc. by the end of this class – Teacher trouble shoots as needed in this selection
Overview of Activities – Period #2 & 3

- Students use class time to research and prepare for their selected debate as part of the culminating activity
- Teacher & Librarians are available for students to ask questions, clarify info or assist in student research and prep for their debate
- Students have access to both the computer lab and library for their researching

Resources Needed –
Computer Lab booked all three periods
Library & Librarian booked all three periods
Access to online journals for research

PowerPoint Tips –
http://www.zimmerworks.com/power.htm (tips of making PowerPoint)
http://office.microsoft.com/training/training.aspx?AssetID=RC100687671033 (online tutorial with voice over instruction)

Research Tips –
http://www.hdsb.ca/library/ (Online catalogue with tips for research)
http://search.ebscohost.com/login.aspx?authtype=ip,cpid&custid=hbe (link to ebsco host)
http://support.epnet.com/training/flash_videos/ehost2/2.0.htm (online tutorial on how to use it)

Magazines for research of debate topics –
http://www.macleansinclass.com/micp/default.html (Maclean’s magazine for research)
http://www.economist.com/ (website for research on debate topics)

Debate tips –
http://www.osdu.on.ca/ (The Ontario Student Debating Union)
http://www.csun.edu/~dgw61315/fallacies.html (examples of logical fallacies in debate)
http://www.don-lindsay-archive.org/skeptic/arguments.html (list of logical fallacies in debate)

Assessment –
Formative assessment of Team Work skills – see Appendix B
Building the tools toward the summative assessment

Lesson Title – Culminating Activity – Debate
Length – 2 debates per period – counting on 24 students over 3 periods

Enduring Understandings or expectations –
Enduring Understanding
The international system is always changing and evolving
There can be many interpretations for every political or historical event
Canada’s place and role in the international system is not finite

Overall Expectations
ICV.03
POV.03
PIV.01
PIV.03
Specific Expectations
May vary depending on the debate topic chosen
PO3.04
PO2.04
PI3.01
PI3.02
PI3.03
PI4.02
PI4.03

Overview of Activity –
- Please see assignment sheet and handouts for information – Pages 10–19 of this package.

Resources Needed –
Media Cart or Laptop & LCD projector or Smart board
Two pedestals for students to debate from
Library or staff room – to accommodate Grade 10 civics students

Assessment –
Formative assessment of use of class time, group work & research skills
Summative Assessment for Debate & Reflection
Rubric for Debate attached to assignment sheets in Appendix G
Rubric for Debate Reflection attached to assignment sheets in Appendix G
Individual & Group Assessment Sheet attached to assignment sheets in Appendix G

Notes for the Teacher
Book Computer Lab – Research for Culminating Activity
Book TV & VCR for Video
Book LCD Projector & Lab top or Smart board for PowerPoint presentations
Markers, Chart paper etc.
Book Teacher-Librarian for research tips, assistance and sourcing
Book Library for research periods
ISSP & ESL teachers to assist students for main assignments and culminating task
Accommodations for Identified Students

*Several of the assignments can be modified with lighter reading loads, reading in partners or reading as a class
*Question sheet will be provided slightly different for the students who need to have their program modified (few questions, less higher order thinking questions)
*Edhelper.com is a great website to assist in modifying the reading or assignment sheets for IEP or ESL students
*Students on IEP’s or in the ESL stages will have a lighter work load or extra time to complete assignments without being penalized
*A Word Wall will be established in the classroom to identify and reinforce new vocabulary for students and provide a jumping off point for students by also including pictures to remind students of the new words definitions
*Computers in the back of the class room can be used by students to research, type up their work
*Using technology on the computers such as Premier for typing or Smart Ideas for graphic organizers
*Scanning notes or assignments into soft copies for students to complete on the computer or using the above mentioned programs
*Modifying quizzes or test to ensure key components tested but language or writing requirements less
*Pairing students who are identified with partners or buddies that they can work with or ask questions
*Making use of the ESL & ISSP teachers to assist in modifying any assignments and providing additional support to students during class time and when in the computer lab or the library.
*For all assignments, including the culminating activity, have the ISSP or ESL teacher assist in readings, research and technical support
Statement of the Design Process

To begin this curriculum unit plan our group adopted the design down approach. We began with two things in mind: a vision of the learner and the list of the enduring understandings of the unit obtained from consultation of the curriculum documents. With these two things in mind we proceeded to plan the unit and its lessons in a backward fashion. Throughout this process we were careful to ensure that students would be learning not only the necessary content but also the necessary skills required to be successful in completing the culminating unit activity. For instance, the introductory lessons from the unit focused on the development of teamwork, presentation, communication and active listening skills. Further lessons introduced the importance of note-taking, effective research and the importance of technology in conveying knowledge in a persuasive fashion. In general, it was recognized from the onset that debating was a difficult activity that would require a significant scaffolding of skills. More to the point, we recognized that students needed to feel confident of their own success and willing to engage in activities such as class presentations and reflective writing that would produce a measurable improvement in their skill development. Moreover, our group made sure to include formative assessment during each stage of the content and skill development activities so that students would have the opportunity to receive meaningful and encouraging feedback prior to their completion of the unit’s culminating activity. As with any unit, we attempted to include activities and lessons that would appeal and be well suited towards a wide variety of diverse learners with varying multiple intelligences, strengths and preferred methods of instruction. Through this project our group recognized that the backward design method is the most practical approach towards lesson planning because it enables the teacher to make the thoughtful decisions with respect to the depth and breadth of course content in their quest to ensure student success.
Books


Websites

* All online resources last visited on July 22, 2009

*Achievement Chart* – Canadian and World Studies, Grades 9 -12
  Pg. 18 & 19

Canadian military as peacekeepers: The Suez Canal Crisis to Afghanistan.
  [http://www.members.shaw.ca/kcic1/peacekeepers2.html](http://www.members.shaw.ca/kcic1/peacekeepers2.html)

Debate tips -
  [http://www.osdu.on.ca/](http://www.osdu.on.ca/) (The Ontario Student Debating Union)
  [http://www.csun.edu/~dgw61315/fallacies.html](http://www.csun.edu/~dgw61315/fallacies.html) (examples of logical fallacies in debate)


*Globalization* Readings

*Grade 11/12 Canadian & World Studies* Curriculum Document 2005

Kyoto Background Info –
Magazines for research of debate topics -
http://www.macleansinclass.com/micp/default.html (Maclean’s magazine for research)
http://www.economist.com/ (website for research on debate topics)

Omar Khadr Articles & Information -
http://www.amnesty.ca/take_action/actions/canada_omar_khadr.php
http://www.thestar.com/specialsections/article/655171

PowerPoint Tips -
http://www.zimmerworks.com/power.htm (tips of making PowerPoint)
http://office.microsoft.com/training/training.aspx?AssetID=RC100687671033 (online tutorial with voice over instruction)

Research Tips -
http://www.hdsb.ca/library/ (Online catalogue with tips for research)
http://search.ebscohost.com/login.aspx?authtype=ip,cpid&custid=hbe (link to ebsco host)
http://support.epnet.com/training/flash_videos/ehost2/2.0.htm (online tutorial on how to use it)
http://www.rm-education.com/micp/default.html (MacLean’s Magazine in class programme)

Research Websites -
- Department of Foreign Affairs and International Trade (DFAIT)
- Summit of the America’s (FTAA) – www.americascanada.org/menu-e.asp
- Canadian Centre for Policy Alternatives (CCPA) Links to Free Trade Issues: www.policyalternatives.ca

From Wall Street – “Greed is Good” Quote
http://www.youtube.com/watch?v=5JZp215Bgyk - OR…
http://www.youtube.com/watch?v=gyYjRmM7RDY

Videos

Debate Skills Video – 1990 – Supplied by Classroom Video

## Appendix A

<table>
<thead>
<tr>
<th>Creating the Message</th>
<th>Presenting/Sending the Message</th>
<th>Receiving the Message (Active Listening)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Articulates the idea completely and clearly</td>
<td>• Uses correct terms and phrases</td>
<td>• Looks directly at the person who is talking</td>
</tr>
<tr>
<td>• Clarifies the purpose of the message</td>
<td>• Uses correct grammar or grammar appropriate to the listener(s) and situation</td>
<td>• Responds in some way to the speaker to show that he/she is listening (e.g., facial expressions, gestures)</td>
</tr>
<tr>
<td>• All ideas relate to the purpose</td>
<td>• Maintains eye contact with the listener(s)</td>
<td>• Uses positive body language as feedback</td>
</tr>
<tr>
<td>• Indicates ownership of ideas, I-statements for own thoughts and feelings</td>
<td>• Articulates ideas in a sequence that is logical for the message</td>
<td>• Avoids interrupting the speaker; saves questions until the speaker is finished</td>
</tr>
<tr>
<td>• Describes others’ behaviours objectively (non-judgmental, without evaluation or interpretation)</td>
<td>• Uses non-verbal elements (gestures, expressions) that convey the same message as the spoken one</td>
<td>• Listens to all parts of the message</td>
</tr>
<tr>
<td>• Uses graphics and presentation software to enhance message rather than overpower it (as applicable)</td>
<td>• Uses graphics and presentation software to enhance message rather than overpower it (as applicable)</td>
<td>• Listens for major points and supporting details</td>
</tr>
</tbody>
</table>

### Rating Scale:

- **Level 4** = 5 of 5
- **Level 3** = 4 of 5
- **Level 2** = 3 of 5
- **Level 1** = 2 of 5

### Comments:
# TEAMWORK SKILLS

## TEAM BUILDING

- Helps determine and clarify role to be played in group
- Adheres to group norms (respectful and responsible behaviour) for positive working environment
- Contributes to group goal setting and planning
- Commits to work with the group
- Communicates effectively to minimize conflict

**Rating Scale:**
Level 4 = 5 of 5; Level 3 = 4 of 5; Level 2 = 3 of 5; Level 1 = 2 of 5

## TEAM MAINTENANCE

- Negotiates
- Compromises
- Supports group decisions
- Attends to group needs, e.g., clarifies, includes others
- Problem-solves to resolve conflict

**Rating Scale:**
Level 4 = 5 of 5; Level 3 = 4 of 5; Level 2 = 3 of 5; Level 1 = 2 of 5

## PERFORMING in a TEAM

- Plans and makes decisions with others. Gathers content form sources
- Co-operates (exercises give and take) to achieve group results/common goal
- Respects the thoughts and opinions of others in the group
- Leads when appropriate to help the group achieve the best results possible
- Contributes to group goal(s)/the group project according to defined role

**Rating Scale:**
Level 4 = 5 of 5; Level 3 = 4 of 5; Level 2 = 3 of 5; Level 1 = 2 of 5
## Appendix C, D & E – Rubrics

### Reflection Rubric

Name: _______________________________

<table>
<thead>
<tr>
<th>ISSUE RANKING</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Description of the issue</td>
<td>Thorough description</td>
<td>Considerable description</td>
<td>Fair description</td>
<td>Limited description</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Strength of the arguments in defence of your position</td>
<td>A thorough defence of your issue ranking</td>
<td>A considerable defence of your issue ranking</td>
<td>A fair defence of your issue ranking</td>
<td>A limited defence of your issue ranking</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clarity, concision, and mechanics of writing in reflection</td>
<td>Excellent clarity, concision and mechanics of writing in the reflection</td>
<td>Considerable clarity, concision and mechanics of writing in the reflection</td>
<td>A fair level of clarity, concision and mechanics of writing in the reflection</td>
<td>A limited level of clarity, concision and mechanics of writing in the reflection</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Application of criteria that makes an issue important to Canadian foreign policy</td>
<td>A thorough application of criteria</td>
<td>A considerable application of criteria</td>
<td>A fair application of criteria</td>
<td>A limited application of criteria</td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opinion/Topic Sentence</strong></td>
<td>• highly effective at stating the main idea, topic and opinion</td>
<td>• reasonably effective at stating the main idea, topic and opinion</td>
<td>• somewhat effective at stating the main idea, topic and opinion</td>
<td>• ineffective at stating the main idea, topic and opinion</td>
</tr>
<tr>
<td>X 2 ___/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Sentences/Points/ Ideas</strong></td>
<td>• extensive development of the main idea</td>
<td>• reasonable development of the main idea</td>
<td>• some development of the main idea</td>
<td>• limited (if any) development of the main idea</td>
</tr>
<tr>
<td>X 2 ___/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Details/Evidence</strong></td>
<td>• high degree</td>
<td>• reasonable degree</td>
<td>• some degree</td>
<td>• limited degree</td>
</tr>
<tr>
<td>X 2 ___/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concluding Sentence</strong></td>
<td>• highly effective summary of the main idea</td>
<td>• reasonably effective summary of the main idea</td>
<td>• somewhat effective summary of the main idea</td>
<td>• ineffective summary of the main idea</td>
</tr>
<tr>
<td>X 2 ___/8</td>
<td>• states overall significance of the topic</td>
<td>• states overall significance of the topic</td>
<td>• no statement of overall significance for the topic</td>
<td>• no statement of overall significance for the topic</td>
</tr>
<tr>
<td><strong>Fluency/Clarity/Coherence and Organization</strong></td>
<td>• very fluent, clear and coherent</td>
<td>• reasonably fluent, clear and coherent</td>
<td>• somewhat fluent, clear and coherent</td>
<td>• not at all fluent, clear and coherent</td>
</tr>
<tr>
<td>X 2 ___/8</td>
<td>• very logical organization of ideas</td>
<td>• logical organization of ideas</td>
<td>• somewhat logical organization of ideas</td>
<td>• illogical organization of ideas</td>
</tr>
<tr>
<td><strong>Technical Merit and Format</strong></td>
<td>• very good-minimal errors in spelling, grammar, punctuation, sentence structure</td>
<td>• good-a few errors in spelling, grammar, punctuation, sentence structure</td>
<td>• developing-many errors in spelling, grammar, punctuation, sentence structure</td>
<td>• weak-excessive errors in spelling, grammar, punctuation, sentence structure</td>
</tr>
<tr>
<td>X 2 ___/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Letter Assessment Rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td><strong>Usage errors:</strong></td>
<td><strong>Punctuation errors:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unclear.</td>
<td>1-2 grammar &amp; usage errors.</td>
<td>3</td>
<td>correct.</td>
<td></td>
</tr>
<tr>
<td>✍️ Return address or Letterhead is missing.</td>
<td>✍️ Return address or Letterhead is missing some information.</td>
<td>✍️ Return address or Letterhead is complete &amp; accurate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Inside address is Missing.</td>
<td>✍️ Inside address is Missing information.</td>
<td>✍️ Inside address is complete &amp; accurate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Subject line is missing.</td>
<td>✍️ Subject line information is misleading.</td>
<td>✍️ Salutation is Appropriate but incomplete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ More than 3 spelling, capitalization, or punctuation errors.</td>
<td>✍️ 3 spelling, capitalization, or Punctuation errors.</td>
<td>✍️ A subject line needed or added correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ No organization pattern is apparent.</td>
<td>✍️ Organization is not appropriate to the writer’s purpose.</td>
<td>✍️ Organization is Appropriate to the writer’s purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Paragraph order does not follow suggested format.</td>
<td>✍️ Paragraph order is close to the suggested model.</td>
<td>✍️ Paragraph order follows the suggested model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Message has enough missing or incorrect information to be ineffective in meeting the writer's goal.</td>
<td>✍️ Two pieces of information are Missing or incorrect.</td>
<td>✍️ Message is complete and correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Closing is inappropriate.</td>
<td>✍️ Two pieces are missing or inaccurate.</td>
<td>✍️ Closing is appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Written &amp; typed signatures are present.</td>
<td>✍️ One piece is missing or inaccurate.</td>
<td>✍️ Written &amp; typed signatures are present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Reference initials &amp; enclosure reminder are included if needed.</td>
<td>✍️ Word choice is inappropriate for audience.</td>
<td>✍️ Word choice is appropriate for audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Word choice is mostly appropriate for audience.</td>
<td>✍️ Writer uses action verbs.</td>
<td>✍️ Writer uses action verbs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Too much use of passive voice.</td>
<td>✍️ Use of passive voice ONLY as needed.</td>
<td>✍️ Use of passive voice ONLY as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ More than 2 sentence fragments.</td>
<td>✍️ Two sentence fragments.</td>
<td>✍️ Some variation in sentence length.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Message is lost in poor construction.</td>
<td>✍️ Message is there, but underdeveloped.</td>
<td>✍️ Paragraph divisions are somewhat effective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Paragraphs do not follow suggested format.</td>
<td>✍️ Awkward paragraph construction clouds The message.</td>
<td>✍️ Main purpose of the message is clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✍️ Spelling, capitalization, or Punctuation errors make message unclear.</td>
<td>✍️ 3-4 spelling, capitalization, or Punctuation errors.</td>
<td>✍️ 1-2 spelling, Capitalization, or Punctuation errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>paragraphs are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>somewhat effective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: <a href="http://rubistar.4teachers.org">http://rubistar.4teachers.org</a> 7/6/03</td>
<td>Source: <a href="http://rubistar.4teachers.org">http://rubistar.4teachers.org</a> 7/6/03</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

The Tools of Statecraft

Power is essentially defined as the ability of A to get B to do C. More directly, power is the ability of one state to change...
range the behaviour of another state.

Foreign Policy Example:

Canada’s tries to change the behaviour of North Korea. For instance, Canada seeks to stop North Korea from testing its nuclear missiles. YouTube - North Korea Missile Watch (background on crisis and use of threats)

If Canada can change N. Korea’s behaviour, Canada is said to have successfully exercised its power over N. Korea in this particular instance. However, states do not always listen to the opinions of others! Their decision to obey or rebel is based on a series of factors which will be described below.

To begin, there are various techniques or “tools of statecraft” that nations will use in an attempt to further their economic, social and political interests in the wider global community. These techniques range from violent (e.g. the usage of military force), to non-violence (e.g. the usage of quiet diplomacy). In some circles, discussions on the tools of statecraft are known as “carrot and stick” politics with the “carrot” representing diplomatic promises of foreign aid and the “stick” representing threats for military action. In fact, there are many tools at the disposal of nations when they seek to maximize their interests in the global political arena. Canada has used all five of the following “tools” at various moments in its history in order to further its objectives around the world

The Tools of Statecraft

# 1: Persuasion: (Country A seeks to change the behaviour of B through the usage of argument)

# 2: Inducement: (Country A grants financial rewards to Country B on the condition that Country B changes its behaviour in accordance with country A’s interests)

# 3 Coercion (Country A threatens to deprive Country B of things of value to Country B)

# 4 Sanctions (Country A deprives Country B of things of value to Country B)

# 5 Military Force: (Country A attacks Country B in order to change the behaviour of country B).

Activity: What should we do with North Korea?

<table>
<thead>
<tr>
<th>Tool of Statecraft</th>
<th>Description of Action</th>
<th>Anticipated Outcome (Provide a full explanation for success or failure)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasion</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inducement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Coercion</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Sanctions</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Military Force</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

In groups of 5, students will complete the following chart. Afterwards, they will share their anticipated outcomes for each tool of statecraft in front of the class.

Note: All students are expected to contribute to the completion of the chart and the presentation of their explanations for success or failure for each foreign policy option.

Afterwards, students will use copies of Maclean’s magazine to peruse other foreign policy issues. Students are to pick a foreign policy issue and explain in a written 150-200 word paragraph:
• The background of the international issue
• Which tool of statecraft would be the most successful in changing the behaviour of the foreign state involved in the issue in comparison with the other four options and why
Appendix G

Gr. 12 Canadian and World Politics

Foreign Policy Debates!!

One of the most interesting aspects of studying politics is how different conclusions can be drawn by examining the same events. Being able to analyze data, form an opinion on a controversial issue, and clearly defend that interpretation with evidence is a vital skill in politics and in life!

Assignment: Students will research an important international issue in the area of Canadian foreign policy. Working with a partner, they will organize their research in preparation to both present and debate their issue in front of the class against an opposing team using the Canadian National debate format.

- Students will debate in teams of two but will be marked individually
- Each student must assist in preparing an opening and closing statement for their respective team. The opening statement must integrate a visual component(s) (e.g. PowerPoint / Smart board, video clips, charts, graphs) that effectively conveys the background content of your foreign policy issue and the central positions of your argument (i.e. your thesis)
- Each student must prepare at least ONE main argument for debate (TWO per team). Debate will follow the Canadian National format for debate.
- Each student must have a minimum of TWO pieces of evidence (quotes, statistics, speeches, pictures, documents etc.) in support of each argument
- Each student must submit a typed “Fact Sheet” and argument template on the date of debate.
- Each student will submit a typed two page (500 word) typed reflection/summary the day after their scheduled debate which encapsulates the main points of contention (clash) within their round and summarizes the validity of their position on the issue given the evidence that was presented

Evaluation: Each student will be graded individually using the Debate Rubric and the Debate Rubric Reflection Rubric attached.
# Canadian Foreign Policy Debates: Topic List and Sign up

<table>
<thead>
<tr>
<th>FOR / YES</th>
<th>DEBATE QUESTIONS</th>
<th>AGAINST / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is Canada doing enough to combat Global Warming?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Are sanctions an effective means of changing the behaviour of rogue states?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Should Canada’s practice of “tying” its foreign aid be discontinued?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Is the Kyoto Protocol consistent with Canada’s long term interests?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Should the seal hunt be discontinued?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Should Canada increase its involvement in peacekeeping operations?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Should Canada increase its Foreign Aid Budget?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Should Omar Khadr be returned to Canada to face Canadian justice?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Is the North American Free Trade Agreement (NAFTA) consistent with Canadian interests?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Should Canada continue its military operations in Afghanistan?</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Should Canada withdraw from the North Atlantic Treaty Organization?</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Should Canada increase its military budget?</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Should Canada join the European Union (EU)?</td>
<td></td>
</tr>
</tbody>
</table>

**Please Note:** Debate topics listed above mirror the topics covered during the Independent Study Unit (ISU) presentations. If there is a political topic not listed above that you would like to debate, please see the teacher for approval. *Suggested topics should cover what we have extensively studied or discussed during this unit of the Canadian and World Politics course.*
**NAME:** ______________________________  **DATE:** __________________________

**DEBATE QUESTION:** __________________________________________________________

**SIDE:**  YES  NO

**DESCRIPTION OR INTERPERATION OF MY SIDE OF DEBATE**

*This can be used for opening and closing statements:*

a) Introduction of team members

b) Provide any necessary definitions

c) Give a brief scenario or description of the political issue / event

d) Give a statement of what you intend to prove

e) Provide a brief overview of two main arguments / evidence

f) Restate debate side you are proving
Argument Template

<table>
<thead>
<tr>
<th>MAIN ARGUMENT</th>
<th>EVIDENCE</th>
<th>SOURCE (Footnote)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>SOURCE (Footnote)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER EVIDENCE</th>
<th>SOURCE (Footnote)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ARGUMENTS EXPECTED OPPONENTS TO MAKE</th>
<th>PLANNED REBUTTLES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Works Cited (proper format please!)
Foreign Policy Debate Structure

Opening Presentations:

Proposition: **5 minutes**
Opposition: **5 minutes**

Debate timings: See below (Instructions on the following pages)

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Proposition (Constructive Speech)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Opposition (Constructive Speech)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Proposition (Constructive Speech)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Opposition (Constructive Speech)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Opposition (Closing Speech/Rebuttal)</td>
<td>3 minutes</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Proposition (Closing Speech/Rebuttal)</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>

TOTAL = **36 minutes**
**First Proposition Speaker** – Constructive Speech (5 minutes)

1) Mr. / Madam Speaker, judges, honourable members of the Opposition and Members of the House, the resolution before us today is be it resolved that:

______________________________________________________________________________.

2) Define the terms of the resolution.
3) I will be presenting two/three arguments… that will show…
4) My honourable colleague will be presenting two arguments… that…
5) And now, for my first argument…
6) Summarize and conclude your speech reminding us where your partner will take the case.
7) Restate the resolution and why your arguments have without a doubt proved its validity.

*Remember to make your team’s approach very clear and to show the logical connection between your arguments and those of your partner.*

*Define your terms clearly and not too narrowly.

**First Opposition Speaker** – Constructive Speech (5 minutes)

1) Mr. / Madam Speaker, judges, honourable members of the Proposition side, and Members of the House, as you know, the resolution before us today is be it resolved that:

______________________________________________________________________________.

2) Give the case division. I will be presenting two/three arguments… that will show…
3) My honourable colleague will be presenting two further arguments… that…
4) And now for my first argument…
5) Refute the proposition side’s case. Now, side proposition has argued that… however…
8) Summarize and conclude your speech reminding us where your partner will take the case.
6) Restate the resolution and why your arguments have without a doubt proved its invalidity.

*Remember to make your team’s approach very clear and to show the logical connection between your arguments and those of your partner.*

*When you refute the proposition side, do so respectfully but thoroughly.*

*You may question the definition of the terms, but do not get caught up in this. Point out the problem and then get on with the debate on side proposition’s terms.

**Second Proposition Speaker** – Constructive Speech (5 minutes)

1) Clash with the case as has been presented by side opposition.
2) Introduce your two constructive arguments and show how they dovetail with those of your partner.
3) Rebuild the proposition’s case, summarize your speech and reaffirm the resolution.

**Second Opposition Speaker** – Constructive Speech (5 minutes)

1) Clash with the case as has been presented by side proposition.
2) Introduce your two constructive arguments and show how they dovetail with those of your partner.
3) Rebuild the opposition’s case, summarize your speech and restate the invalidity of the resolution.
First Opposition Speaker – Summary / Rebuttal (3 minutes)

1) Summarize the key themes or ideas that have taken place in the debate. Try to put the debate in context and explain the crux or internal logic of both cases and explain why, on this basis, the opposition has won.
2) Examine and summarize the arguments presented but focus on the major areas of contention in the round.

*No new constructive material may be introduced during this speech.*

First Proposition Speaker – Summary / Rebuttal (3 minutes)

1) Summarize the key themes or ideas that have taken place in the debate. Try to put the debate in context and explain the crux or internal logic of both cases and explain why, on this basis, the proposition has won.
2) Examine and summarize the arguments presented but focus on the major areas of contention in the round.

*No new constructive material may be introduced during this speech, except in direct refutation to points raised by the opposition in their final constructive speech.*
# Foreign Policy Debates Rubric

**Name:** __________________________________________

<table>
<thead>
<tr>
<th>DEBATE RUBRIC</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>- student provides exceptionally detailed and accurate information in their opening / closing statements and main arguments</td>
<td>- student provides proficient details and accurate information in their opening / closing statements and main arguments</td>
<td>- student provides adequate information that is accurate but needs more details in their opening / closing statements and arguments</td>
<td>- student provides few details or inaccurate or irrelevant information in their opening / closing statements and arguments</td>
</tr>
<tr>
<td>- Political Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Application of terms and concepts from unit</td>
<td></td>
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</tr>
<tr>
<td>- student provides thorough application of terms and concepts from the unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking &amp; Inquiry</td>
<td>- skillfully draws connections by using more than two pieces of evidence that overwhelmingly supports argument</td>
<td>- makes connections by using two pieces of evidence that effectively supports argument</td>
<td>- student presents some evidence to support arguments and conclusions</td>
<td>- student offers little to no evidence to support argument</td>
</tr>
<tr>
<td>- connecting evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- rebuttals</td>
<td>- clear and thorough preparation for opponents points with exceptional rebuttals</td>
<td>- student has prepared for points by opponent and responds proficiently</td>
<td>- adequate preparation for opponents’ arguments but needs stronger rebuttals</td>
<td>- student seems totally unprepared for opponents’ points and makes few rebuttals</td>
</tr>
<tr>
<td>Communication</td>
<td>- student exceptionally expresses ideas clearly and concisely to audience in a confident manner</td>
<td>- student speaks clearly and confidently to audience</td>
<td>- student needs to speak more clearly and confidently</td>
<td>- often hard to hear student or student seems lost or confused</td>
</tr>
<tr>
<td>- clarity of ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- delivery</td>
<td>- student skillfully varies pitch, tone, uses humour and appropriate language to convince audience</td>
<td>- student uses appropriate language, volume, tone and humour to convince audience</td>
<td>- adequate use of language, volume, tone to convince audience</td>
<td>- student needs to use volume, tone to be more convincing</td>
</tr>
<tr>
<td>- usage of technology to convey information</td>
<td>- extremely effective usage of technology to convey information</td>
<td>- Considerable usage of technology to convey information</td>
<td>- Some usage of technology to convey information</td>
<td>- limited usage of technology to convey information</td>
</tr>
<tr>
<td>Application</td>
<td>- student submits an exceptional fact and argument sheet that is detailed, concise, and well organized and displays extensive research</td>
<td>- student submits a complete fact and argument sheet that is clear and well organized and shows developed research</td>
<td>- student submits fact sheet that is complete but could be more detailed and concise and contain more research</td>
<td>- student submits a fact sheet that is missing information, details and clarity</td>
</tr>
<tr>
<td>- fact sheet and argument sheet</td>
<td>- Thorough discussion of the clash within the debate and substantiation of overall position on foreign policy</td>
<td>- a fair discussion of the clash within the debate and substantiation of overall position on foreign policy</td>
<td>- a limited discussion of the clash within the debate and substantiation of overall position on foreign policy</td>
<td>- a limited discussion of the clash within the debate and substantiation of overall position on foreign policy</td>
</tr>
<tr>
<td>- Reflection</td>
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</tbody>
</table>
# Foreign Policy Debate Reflection Rubric

Name: __________________________________________

<table>
<thead>
<tr>
<th>REFLECTION ON THE DEBATE</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Thorough reference to information from the debate, readings from research and personal insight</td>
<td>Considerable reference to information from the debate, readings from research and personal insight</td>
<td>Fair reference to information from the debate, readings from research and personal insight</td>
<td>Limited reference to information from the debate, readings from research and personal insight</td>
</tr>
<tr>
<td>- Specific reference to information from the debate, readings from research and personal insight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td>A thorough assessment and evaluation of the arguments presented in the debate</td>
<td>Considerable assessment and evaluation of the arguments presented in the debate</td>
<td>A fair assessment and evaluation of the arguments presented in the debate</td>
<td>Limited assessment and evaluation of the arguments presented in the debate</td>
</tr>
<tr>
<td>- Critical assessment and evaluation of arguments presented in the debate</td>
<td>Thorough defence of foreign policy position through the usage of argumentation that is highly effective</td>
<td>Considerable defence of foreign policy position through the usage of argumentation that is effective</td>
<td>Fair defence of foreign policy position through the usage of argumentation that is somewhat lacking in its effectiveness</td>
<td>Limited defence of foreign policy position through the usage of argumentation that is lacking in its effectiveness</td>
</tr>
<tr>
<td>- Thorough defence of your foreign policy position based on the implementation of effective argumentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Excellent clarity, concision and mechanics of writing in the reflection</td>
<td>Considerable clarity, concision and mechanics of writing in the reflection</td>
<td>A fair level of clarity, concision and mechanics of writing in the reflection</td>
<td>A limited level of clarity, concision and mechanics of writing in the reflection</td>
</tr>
<tr>
<td>- Clarity, concision, and mechanics of writing in reflection</td>
<td></td>
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</tr>
<tr>
<td>Application</td>
<td>A thorough application of foreign policy concepts in the reflection</td>
<td>A considerable application of foreign policy concepts in the reflection</td>
<td>A fair application of foreign policy concepts in the reflection</td>
<td>A limited application of foreign policy concepts in the reflection</td>
</tr>
<tr>
<td>- Application of foreign policy concepts in the reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discussion of the clash within the debate</td>
<td>Student submits a thorough reflection on the main points of contention during the debate</td>
<td>Student submits a good reflection on the main points of contention during the debate</td>
<td>Student submits a fair reflection on the main points of contention during the debate</td>
<td>Student submits a limited reflection on the main points of contention during the debate</td>
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Overall comments:
Individual & Group Evaluation
Debate

Name: ____________________________

Debate Topic: _______________________

Group Members:

_______________________________________________________
_______________________________________________________

I feel I deserve a  /4 because ..... (4=A, 3=B, 2=C, 1=D, 0=R) - Please give as many reasons and examples as possible to support your mark

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

I feel my partner deserves a  /4 because...... (4=A, 3=B, 2=C, 1=D, 0=R) - Please give examples and reasons to support the mark that you have assigned

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Please discuss the areas or specific things that you enjoyed about the debate and reflection assignments.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

Please discuss the areas or specific things that could be improved or changed for the debate and reflection assignments in the future.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________