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HSB 4M Challenge and Change in Society – Social Challenges Unit Overview

This unit of the Challenge and Change course is typically the final unit of the course. This unit focuses primarily on a variety of social challenges that people face in today’s ever-changing society. There are three key areas examined within this unit, health and wellness challenges, prejudice and discrimination and globalization.

The purpose and content of this unit is to have students examine and study the social challenges pertaining to health, social injustice and global concerns as well as the social forces that shape these challenges. The first section of the unit examines health and wellness from a Canadian perspective while allowing for comparisons to other cultures to be made. It explores our current health care situation in Canada, as students will discuss health-impairing behaviours, barriers to health care, ethical provision of health care and the changing social mores of Canadians with regards to health and health care. The second section of the unit examines social injustice such as prejudice and discrimination, and students will familiarize themselves with identifying prejudice and discrimination, the psychology of race, hate crimes and how to “unlearn” prejudice. The final section of this unit examines globalization concerns and specifically addresses how each of the three disciplines approach global issues from transnational corporations to national identity. Research and inquiry skills are embedded throughout the unit in various forms. The major goal of this unit is to allow students to become thoroughly familiar with some of the challenges citizens face, how to recognize the challenges and to be able to find innovative ways to deal with these challenges as they present themselves.

Note to teachers:

This unit contains some sensitive material surrounding racism and discrimination. Please make sure to address this with your students in advance. It is recommended that you view the video resources before showing them to the students as they contain controversial material that may upset certain students. Use your discretion.

Accommodations/Modifications

Non-English Speaking Student(s), and Student(s) with Limited English Skills:

These students will be using the Buddy System, where in which they will work with students who are proficient with English (speaking, reading, and writing). These students may receive help and assistance from their peers and classmates, as well as from the teacher. Instructions will be modified and simplified for these students so they may understand the meaning. These students may also use graphic organizers (and such) to complete their assignments. Further, they may utilize more time (extra time given) to complete class work and assignments.

Student(s) with a Learning Disability

These student will be given more time to complete the class work and group activity sheets, charts etc. The charts etc. may be given to the student the day before the class so they may work on filling it out or at least have more time to complete it without feeling pressure. The charts are graphic organizers, which will assist the student with auditory processing, and writing difficulties (assists student in organizing their thoughts and ideas). The teacher will also have the student repeat the directions (to the teacher) in their own words to ensure understanding. The teacher may also write all instructions or an agenda on the board at the start of each class, to ensure the student knows what is expected. The student may then write the agenda into a calendar, agenda or notes. The student will also be able to use the computer to type up their written work.
Student(s) with Attention Deficit Disorder (ADD)

Classroom instructions will be simplified. If the student has poor handwriting, allow them to scribble as they are graded for content, not handwriting. If the student has difficulty remaining seated, allow them frequent opportunity for movement, through group work. The student may be given extra time to complete work required in class. The student will be actively involved in class discussions, and group activities. The teacher should get the students attention before the student can start daydreaming. The student will be engaged through participating in group work and class discussion. By working in a group, the student shall be given extra assistance from classmates, and the teacher should check on the student at frequent intervals to see progress. This will allow the student to complete assignments with reduced difficulty.
Unit title: Social Challenges: A Healthy World

ENDURING UNDERSTANDINGS

1. Students will understand the types of challenges that impact the health and wellness of various societal groups.

2. Students will be able to recognize various forms of prejudice and discrimination and understand the impact these have on the target societal groups.

3. Students will understand how globalization has affected worldwide societies.

Curriculum Expectations:

**Overall Expectations**

SCV.01 - appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;

SCV.02 - demonstrate an understanding of the social forces that shape such challenges.

**Specific Expectations**

**Health and Wellness**

SC1.01 – analyse social practices leading to health-imparing behaviours from the perspective of at least two of anthropology (e.g., the impact of formula feeding over breast-feeding in developing countries), psychology (e.g., the increase of isolation and depression among the elderly), and sociology (e.g., the rise of smoking among teenaged girls);

SC1.02 – discuss cultural, psychological, and sociological barriers to accessing health care;

SC1.03 – demonstrate an understanding of the ethical issues related to health-care provision (e.g., the blood supply system, organ donation, medical research);

SC1.04 – evaluate the impact of changing social mores on the well-being of Canadians (e.g., desensitization to violence and abuse).

**Prejudice and Discrimination**

SC2.01 – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth;

SC2.02 – assess the role of stereotyping as a barrier to full participation in society;

SC2.03 – analyse patterns of hate crimes and differentiate ways in which social scientists (e.g., John Ogbu, Gordon Allport, George Dei, Beverly Tatum, Stuart Hall) would attempt to understand racism.

**Challenges Facing Canadians in a Global Context**

SC3.01 – demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians;
SC3.02 – analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies);
SC3.03 – evaluate, from a psychological perspective, the role of perception in Canadians’ understanding of themselves, their families, and their local and global communities

Research and Inquiry Skills

Overall Expectations

ISV.01 - define and correctly use anthropological, psychological, and sociological terms and concepts;
ISV.02 - demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them;
ISV.04 - demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;
ISV.05 - communicate the results of their inquiries effectively.

Specific Expectations

Foundations of Inquiry in Anthropology, Psychology, and Sociology

IS1.01 – define and correctly use the terminology of anthropology, psychology, and sociology (e.g., in relation to issues of ethnicity, race, and racism);
IS1.02 – describe and apply to real-life contexts the theories that are central to anthropology (e.g., cultural materialism, functionalism, structuralism), psychology (e.g., behaviouralism, psychoanalytic theory, learning theory), and sociology (e.g., symbolic interactionism, feminism, Marxism);
IS1.03 – compare explanations of human behaviour (e.g., aggressive behaviour, competitive behaviour, cult membership) drawn from anthropology, psychology, and sociology, and evaluate the strengths and weaknesses of each approach;

Using Research Methods and Skills

IS2.02 – demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;
IS2.03 – analyse for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology;
IS2.06 – use telecommunications tools appropriately in conducting and reporting on research;
IS2.07 – using ethical guidelines, appropriate methodology, and a range of primary and secondary sources, develop a position on a social issue of importance to anthropology, psychology, or sociology, and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines.

Communicating Results

IS3.01 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos);
IS3.02 – explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation;
<table>
<thead>
<tr>
<th>Lesson # &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>Lesson # 2  Health-Impairing Behaviours</td>
<td>Critical Consumerism Project</td>
<td>Students are asked to find an ad that promotes a health-impairing behaviour or product, identify the message and alter it to show how bad it is.</td>
<td>Number 1</td>
<td>- Class Discussion and Picture Collection activity&lt;br&gt;- Textbook reading and Anticipation Guide with T/F statements – F ones are corrected</td>
</tr>
<tr>
<td>Lesson # 5  Health Issues for Further Study</td>
<td>Health Issues for Further Study Internet Research Project and Paper</td>
<td>Students are to research one of six areas previously studied to do further exploration into that issue to see what the opposing viewpoints are and write a brief report on the side they find most persuasive.</td>
<td>Number 1</td>
<td>- Class discussion and picture collection activity&lt;br&gt;- Group work on ethical health care provision&lt;br&gt;- Writing assignment on why ethics are important in research</td>
</tr>
<tr>
<td>Lesson # 7  Witnessing Stereotypes in Society</td>
<td>Finding Stereotypes in Mainstream Culture: Stereotypical Artifacts</td>
<td>Each student will present an item which demonstrates an example of a societal, cultural or racial stereotype and answer specific questions in a short 2 minute presentation.</td>
<td>Number 2</td>
<td>- PowerPoint of terms&lt;br&gt;- Showing scenarios and specific examples&lt;br&gt;- Direct questioning&lt;br&gt;- Graffiti board full class activity&lt;br&gt;- Reflection questions</td>
</tr>
<tr>
<td>Lesson # 8  White Privilege and Racial Identity</td>
<td>Reflection Paper: Should there be Black-focused Schools?</td>
<td>Each student will write a one-page reflection paper which considers the topic of Black-focused schools. Students must reflect on the learning they have received r.e. prejudice and discrimination to support their position, whether it be a positive or negative one.</td>
<td>Number 2</td>
<td>- Identity card activity&lt;br&gt;- Class discussion&lt;br&gt;- Peggy McIntosh reading and checklist</td>
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<tr>
<td>Lesson # 10 Causes of Hate</td>
<td>Film Assignment: American History X</td>
<td>Each student will reflect on the assigned questions considering the causes and consequences of racism, prejudice etc., and ways to resolve such issues (based on the film).</td>
<td>Number 2</td>
<td>- Class Discussion&lt;br&gt;- Film Assignment</td>
</tr>
<tr>
<td>Lesson # 11</td>
<td>Unlearning Prejudice and Discrimination</td>
<td>Unlearning Prejudice and Discrimination Group Jigsaw and Discussion Activity</td>
<td>Each student is to research a form of prejudice or discrimination, and then teach their group members their topic (what it is, causes, consequences, and ways to deal with and unlearn discrimination). At the end of the activity students are to reflect on the different forms of discrimination and offer solutions to the issues.</td>
<td>Number 2</td>
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<td>Lesson # 13</td>
<td>The World is a Global Village</td>
<td>‘Globalization and You’ reflection assignment</td>
<td>Students are asked to reflect upon how they have been impacted by globalization and what they can do to ensure the effects of globalization are positive. Reflection should be one-page in length.</td>
<td>Number 3</td>
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<tr>
<td>Lesson # 15</td>
<td>The Gap between Rich and Poor</td>
<td>Class Debate</td>
<td>Students will be assigned to a group and will be given a position relating to globalization to defend</td>
<td>Number 3</td>
</tr>
<tr>
<td>Unit Culminating Activity</td>
<td>Awareness Campaign Assignment: Health, Anti-Racism/Discrimination, Globalization</td>
<td>Awareness Campaign Assignment: Health, Anti-Racism/Discrimination, Globalization</td>
<td>Students are to work in groups to raise awareness on issues of health, anti-racism/discrimination, globalization, inform the school community, and reflect on the experience.</td>
<td>Number 1,2,3</td>
</tr>
</tbody>
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** Be sure to identify which is/are the course culminating assessment tools (worth 30%)
# Unit at-a-Glance

**Challenge and Change in Society**  
**HSB 4M**  
**Social Challenges: A Healthy World**

<table>
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<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Introductory activity to Social Challenges: A Healthy World</td>
<td>2 Health-Impairing Behaviours -picture activity -give out Critical Consumerism project</td>
<td>3 Barriers to Health Care -Sicko clips -Summary Notes activity</td>
<td>4 Ethical Health Care Provision -group work on ethic in health care and examination of unethical experiments Unit Culminating Activity: A Healthy World -Group/Topic Selection</td>
<td>5 Issues for Further Study -internet research on a health impairing behaviour or an ethical issue in health care</td>
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<td>2</td>
<td>6 Changing Social Mores -Medicine Wheel Activity</td>
<td>7 Intro. to Prejudice and Discrimination -Graffiti Board Activity -Give out stereotypical artifact presentation details Issues Study Internet Research and Report Due Summative Assessment</td>
<td>8 White privilege and racial identity -Identity Card Activity -Give out reflection paper details</td>
<td>9 Video: A Class Divided - Small Group Activity</td>
<td>10 Stereotypical artifact presentations Summative assessment</td>
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<td>4</td>
<td>16 The World is a Global Village -Role play activity -Handout Globalization and You assignment</td>
<td>17 “Film – Cappuccino Trail” Unit Culminating Activity: A Healthy World -Poster and Pamphlet Due</td>
<td>18 Gap between Rich and Poor -Computer web quest -Debate preparation</td>
<td>19 Debates</td>
<td>20 “I am Canadian” -National identity mural Unit Culminating Activity: A Healthy World -Activity and Feedback Form Due</td>
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<td>5</td>
<td>20</td>
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<td>22</td>
<td>23</td>
<td>24 Unit Culminating Activity: A Healthy World Awareness Campaign Presentation Reflection Due Monday</td>
</tr>
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Lesson One: Introducing the Unit – Social Challenges: A Healthy World

Time: One Period (76 minutes)

Curriculum expectations addressed:

SCV.01 • appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;
SCV.02 • demonstrate an understanding of the social forces that shape such challenges.
ISV.01 • define and correctly use anthropological, psychological, and sociological terms and concepts;
ISV.02 • demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them;

Lesson Overview: The instructor will introduce the entire unit as well as the Unit Culminating Activity, where the students shall design a campaign that will raise awareness about issues of health, discrimination and/or prejudice, and globalization. Students will work in groups to challenge peoples existing thoughts and raise awareness and understanding of the aforementioned issues.

Lesson Objectives:

1. Students shall work collaboratively to define and correctly use anthropological, psychological and sociological terms and concepts in identifying social challenges.
2. Students shall communicate the results of their collaboration effectively with one another and with the instructor.

Materials/Equipment/Technology:

1. Chart paper with headings already posted
2. 8 different colour permanent markers
3. Chart paper for each group with discussion questions already prepared.
4. Magnets, Tape or Stick Tack to adhere chart papers to blackboard
5. Unit Calendar handout
6. Unit Culminating Activity handout

Procedure:

1. Chart paper with headings should already be posted on the front blackboards before students come to class. The three headings are “Health and Wellness Challenges”, “Prejudice and Discrimination” and “Globalization”.
2. The teacher shall review the terms on the chart paper, especially globalization, as this will probably be the most unfamiliar term. The students shall then break into small groups of 3 or 4 so that there are 7 or 8 groups maximum.
3. Once in their groups, students are to use their own paper to brainstorm a list of the challenges, problems and issues they see as pertaining to each heading. They should have a minimum of 10 items per heading. **Timing for this should not exceed about 20 minutes and the teacher will need to monitor the progress of the groups closely to keep the students on task.**
4. Once each group has 30 items total, a designate will be chosen and given a marker. They are to proceed up to the board and record ONE item from their list onto the chart paper. This also needs to be controlled and student writers need to examine the list as it develops so there are no duplicate answers. The teacher also needs to check for this and instruct any students who try to record duplicates to choose another item from their list. At the conclusion of this, each chart paper should have 7-8 issues, problems or concerns on the list in 7-8 different colours.

5. Each group is to elect a speaker who will explain to the class the reason for their chosen item, why it is an issue/problem/concern. This can be a general statement or a specific reason, such as something that one of them has personally experienced. The teacher needs to facilitate and encourage this discussion as they see fit.

6. Once the initial discussion has been finished, the teacher can then facilitate a discussion using the following discussion questions:
   a. What are the underlying forces that have caused these issues/problems/challenges?
   b. What actions can we take, individually, as a community, as a nation and globally to fix or change them?

**Alternatively – this can be done as group work as well, using pre-prepared chart paper with the questions on them. The students can discuss it in their small groups and record their impressions and ideas and then the teacher can post these on the board and lead a class discussion from there.**

Timing is crucial and the teacher needs to control the amount of time students’ use for discussion, as time is needed at the end of the class to introduce the Unit Culminating Activity (about 10 minutes). Time for #4-6 needs to stay within 45 minutes.

**Closure:**

The teacher will hand out both the unit calendar and the unit culminating activity and go over both with the students so they are familiar with how this unit is to be assessed.

**Assessment and Evaluation:**

Will occur at the end of the unit through the unit culminating activity (UCA) and throughout the unit using various methods that address each of the focus areas within the unit.

**Handouts are included in other areas of this project and will not be repeated here.**

**Reflection**

(Teachers comments on lesson, e.g., things that went well or need to change etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Lesson Two: Health and Wellness Challenges – Health Impairing Behaviours

Time: One 76-minute period

Curriculum Expectations Addressed:

SC1.01 – analyse social practices leading to health-impairing behaviours from the perspective of at least two of anthropology (e.g., the impact of formula feeding over breast-feeding in developing countries), psychology (e.g., the increase of isolation and depression among the elderly), and sociology (e.g., the rise of smoking among teenaged girls)

SCV.02 - demonstrate an understanding of the social forces that shape such challenges.

ISV.04 - demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources

ISV.05 - communicate the results of their inquiries effectively.

IS2.03 – analyse for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology

Lesson Overview: This lesson examines our general ideas of health and health care in Canada by specifically looking at health-impairing behaviours. Students will become familiar with behaviours that are considered healthy and unhealthy as well as focusing on three particular issues, bottle vs. breastfeeding, being elderly and alone and teenaged smoking.

Lesson Objectives:

1. Students shall be able to identify healthy and health-impairing behaviours.
2. Students shall be able to identify concerns with regards to the debate on formula vs. breastfeeding, with isolation and the elderly and with teenaged smokers.
3. Students shall be able to identify the messages used in advertising to promote health-impairing behaviours, to communicate what the persuasive message is and to parody those ads to promote not engaging in the advertised behaviour.

Materials/Equipment/Technology:

1. Two blackboards and tape or stick tack.
2. Picture collection of healthy and health-impairing behaviours (see list below of behaviours which pictures should be collected of). Teacher will need one photo for each person in the class.
3. Handout – Anticipation Guide and Corrections for Section 8.1 of the text.
4. Textbook – Transitions in Society
5. Handout – Critical Consumerism Project and Rubric
6. Box of old magazines (need to have advertisements in them)
7. Exemplars of Critical Consumerism Project from previous classes (if you’ve got them)

Procedure:

1. Give each student a picture from the collection and a piece of tape/stick tack. Direct each student up to the blackboard to stick his or her picture under one of the two headings “Healthy Behaviours” or “Health-Impairing Behaviours” depending on his/her picture.
2. Once all students have affixed the pictures, go over each one to ascertain it has been put under the correct heading and fix any incorrect ones. Discuss with the students as you go, why each belongs where it does.

3. Handout the Anticipation Guide for Section 8.1 – Health-Impairing Behaviours. Students are to read each statement carefully and circle TRUE or FALSE depending on what they believe the answer to be. Once they are finished with all the statements they are to turn to page 250 of the text and read the section to see if they were correct or not. For each statement they come across, they will need to circle the correct answer from their text, record the page number, for true statements highlight the statement and for false statements write out the correct statement under the Corrections section.

4. Handout Critical Consumerism Project and Rubric and go over the expectations and due date for this assignment. Show exemplars to class (do not pass around, just show idea)

5. With most of the remaining time, students are to use magazines from the box to try to find an advertisement they can use for their projects. This is an opportunity for them to get direction and advice from the teacher.

List of Behaviours for Picture Collection Introductory Activity

<table>
<thead>
<tr>
<th>Healthy Behaviours</th>
<th>Health-Impairing Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bicycling with helmet on</td>
<td>Bicycling without a helmet on</td>
</tr>
<tr>
<td>2 Eating a healthy meal</td>
<td>Eating fast food such as McDonalds</td>
</tr>
<tr>
<td>3 Drinking water</td>
<td>Drinking a 2L bottle of Coca-Cola</td>
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<tr>
<td>4 Reading</td>
<td>Playing video games</td>
</tr>
<tr>
<td>5 Gardening</td>
<td>Watching television</td>
</tr>
<tr>
<td>6 Running</td>
<td>Surfing the Internet</td>
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<tr>
<td>7 Swimming (at a pool with a lifeguard)</td>
<td>Swimming (somewhere where signage says not to)</td>
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<tr>
<td>8 Someone at the gym</td>
<td>Walking on thin ice</td>
</tr>
<tr>
<td>9 Someone doing yoga</td>
<td>Drinking alcohol</td>
</tr>
<tr>
<td>10 Wearing a seatbelt while in a car/plane</td>
<td>Smoking cigarettes</td>
</tr>
<tr>
<td>11 Breastfeeding a baby</td>
<td>Taking illegal or prescription drugs</td>
</tr>
<tr>
<td>12 Walking</td>
<td>Being overweight</td>
</tr>
<tr>
<td>13 Wearing sunscreen, hat, sunglasses</td>
<td>Vandalizing something</td>
</tr>
<tr>
<td>14 Taking vitamins</td>
<td>Boating while impaired</td>
</tr>
<tr>
<td>15 Spending time with friends</td>
<td>Snowmobiling while impaired</td>
</tr>
<tr>
<td>16 Fibre in one’s diet</td>
<td>Driving while impaired</td>
</tr>
<tr>
<td>17 Coming home by curfew</td>
<td>Not wearing a seatbelt while in a car/plane</td>
</tr>
<tr>
<td>18 Outdoor activities such as hiking, fishing</td>
<td>Speeding while driving/talking on a phone</td>
</tr>
</tbody>
</table>
Closure:
The teacher will review due dates for both Critical Consumerism and unit culminating activity. The students are to take the last 5-10 minutes to identify in one paragraph, which of the three issues from the text they find to be the most important and explain why they chose that issue.

Assessment and Evaluation:
The closing activity paragraph is a formative assessment that is due at the beginning of the next class. The Summative assessment includes the Critical Consumerism Project as well as the UCA.

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## Anticipation Guide for Section 8.1 – Health-Impairing Behaviours

Welcome to the next chapter!! Instructions:
1. DO NOT use your text. Read through the questions and state whether you believe them to be TRUE or FALSE by circling the answer.
2. Once finished and you have shown the teacher, you may turn to page 250 of the text and begin reading. Circle the correct answers to the questions as you find them and give the page number reference where indicated. This ends on page 255.
3. For any FALSE statements, write out the ENTIRE corrected statement in the Corrections section at the end. For TRUE statements, highlight the statement in your chart.

<table>
<thead>
<tr>
<th>Your Answer</th>
<th>Statement</th>
<th>Page Number</th>
<th>Text Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 TRUE/FALSE</td>
<td>Anthropologists focus on health differences between impoverished nations and modern industrialized societies.</td>
<td></td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>2 TRUE/FALSE</td>
<td>Factors that contribute to general good health in domestic-scale cultures include a high-fibre, low-fat diet, low population density, active lifestyle and isolation from the viruses of the outside world.</td>
<td></td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>3 TRUE/FALSE</td>
<td>Growing stress and nosy neighbours are leading to an increased incidence of disease in modern industrialized nations.</td>
<td></td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>4 TRUE/FALSE</td>
<td>Inadequate health care, not human biological factors, is the main contributor to premature death.</td>
<td></td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>5 TRUE/FALSE</td>
<td>Sociological studies have concluded that we need to shift away from medical intervention and move towards health-promotion.</td>
<td></td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>6 TRUE/FALSE</td>
<td>Anthropologists agree that the best food for babies in their first 12 months is breast milk.</td>
<td></td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>7 TRUE/FALSE</td>
<td>Breast-fed babies experience higher levels of asthma, allergies, eczema, diabetes, colitis, and childhood cancers than do formula-fed infants.</td>
<td></td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>8 TRUE/FALSE</td>
<td>Many mothers, particularly those in Western countries argue that formula feeding is a safe and flexible method of feeding babies.</td>
<td></td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td></td>
<td>TRUE/FALSE</td>
<td>Text</td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>9</td>
<td>TRUE/FALSE</td>
<td>Depression among the elderly is common.</td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>10</td>
<td>TRUE/FALSE</td>
<td>Depression among the elderly, especially those living in their own homes, is frequently caused by their perception that they have lost control over their environment, which leads to increased self-esteem. This leads those who care for them to view them as less competent and take more responsibility for them leading to a cycle of depression.</td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>11</td>
<td>TRUE/FALSE</td>
<td>A significant reduction in spending on social support services has dramatically reduced the ability of many elderly people to live independently and mental and physical health then deteriorates.</td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>12</td>
<td>TRUE/FALSE</td>
<td>Psychologists believe that social factors create pressures, particularly on young people, that make them receptive to smoking.</td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>13</td>
<td>TRUE/FALSE</td>
<td>Peer pressure and a desire to be thin have led an increasing number of male teens to start smoking. They are the fastest-growing category of smokers in the population.</td>
<td>TRUE/FALSE</td>
</tr>
<tr>
<td>14</td>
<td>TRUE/FALSE</td>
<td>By changing social practices, the government hopes to discourage smoking, which is regarded as the avoidable human behaviour least destructive to human health.</td>
<td>TRUE/FALSE</td>
</tr>
</tbody>
</table>

Now proceed to the Corrections Section on the next page to correct any false statements from above.
Corrections Section – From each of the FALSE statements above, write in the correct statement below. Be sure to number your statements so you can relate them to the proper statement in the chart. Numbers are provided but there may or may not be as many statements as there are numbers.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 
Critical Consumerism Project

In this activity, you will have an opportunity to talk back to companies that market harmful products or encourage health-impairing behaviours or use questionable messages and images to sell these products. You are going to create a parody of an advertisement to reveal the truth or express an opposite or different point of view – you will become an ad buster! Follow the steps below:

1. Find an advertisement. It may be an ad for or promoting any obviously health-impairing product or behaviour such as alcohol, cigarettes, junk food, recreational drugs, and inactive lifestyle.

2. Identify the persuasive message used to emotionally hook the consumer; what message is the ad truly selling? For example, “people have more fun when they drink beer”, or “smoking makes a person sexy”, or “rebellious youth wear Levis”. To help you identify the message, consider these messages commonly used in ads:

   If you use this product you will...
   
   a. Join a wonderful group of people.
   b. Feel appreciated.
   c. Be rewarded.
   d. Be respected by others.
   e. Have more love and/or sex in your life.
   f. Be more like famous/wealthy people.
   g. Be associated with success, humour, tradition.
   h. Be on the cutting edge or be rebellious.
   i. Find deep satisfaction.
   j. Enjoy escape or adventure.

   If you do not use this product, you will...
   
   a. Face social isolation or career/life failure.
   b. Face failing health or death.

You will need to write out the message as you have identified it.

3. Now that you have chosen an ad and identified its message, you will alter that ad so that it says or shows the opposite of what the advertiser intended. For example, an advertisement for “Cool Beer” could be altered to say “Fool Beer”. Or, the pictures in a cigarette ad that are intended to make smoking look cool, adventurous or sexy could be altered to show people looking bored or unattractive. You may use any means necessary to alter your ad. You must include a copy of the original ad AND your altered version. The altered version could be scanned and altered, hand drawn and altered or cut/paste and altered – any means you deem necessary (as long as the original is there in an unaltered state). Please refer to the attached rubric to see how this assignment is to be assessed.

DUE DATE FOR THIS ASSIGNMENT IS: ______________________ ____________________________
## Critical Consumerism Project Rubric

<table>
<thead>
<tr>
<th>Level/Criteria</th>
<th>LEVEL ONE</th>
<th>LEVEL TWO</th>
<th>LEVEL THREE</th>
<th>LEVEL FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Ad alteration is not thought out and has not been applied in the correct context.</td>
<td>Ad alteration is somewhat clear or thought out but may not be applied in the correct context.</td>
<td>Ad alteration is clear, well thought out or clever and applied in the correct context.</td>
<td>Ad alteration is clear, clever, well thought out, and applied in correct context of the ad.</td>
</tr>
<tr>
<td>Communication</td>
<td>Ad message is not identified correctly and/or is not clearly communicated.</td>
<td>Ad message is identified by not clearly communicated.</td>
<td>Ad message is correctly identified and clearly communicated.</td>
<td>Ad message is correctly identified and is clearly and thoroughly communicated.</td>
</tr>
<tr>
<td>Thinking</td>
<td>No evidence of thought for the project is evident in the alteration of the original ad and the altered message.</td>
<td>Some evidence of thought for the project is evident in the alteration of the original ad and the altered message.</td>
<td>Considerable evidence of thought for the project is evident in the alteration of the original ad and the altered message.</td>
<td>Thorough evidence of thought for the project is evident in the alteration of the original ad and the altered message.</td>
</tr>
</tbody>
</table>

Comments:
Lesson Three: Health and Wellness Challenges – Barriers to Health Care

Time: One 76-minute period

Curriculum Expectations Addressed:
SC1.02 – discuss cultural, psychological, and sociological barriers to accessing health care
ISV.04 - demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources

Lesson Overview: This lesson serves to show the students the differences between two cultures, specifically Canadian and American, in access to health care.

Lesson Objectives:
1. Students shall be able to identify key differences in the health care systems of Canada and the United States.
2. Students shall be able to identify and describe the five barriers to health care for Canadians.
3. Students shall be able to select key points from both the lecture and their texts to make notes for them to be able to use for assessment purposes.

Materials/Equipment/Technology:
1. TV/DVD player
2. Movie: Sicko – Scenes 1-3 and 7 (33 minutes) (Preview scenes beforehand for discussion topics)
3. Handout – Summary Notes Exercise for Section 8.2 of text
4. Textbook – Transitions in Society
5. Blackboard – Discussion questions/points for Sicko

Procedure:
1. Begin the class by watching scenes 1-3 and seven from the movie Sicko by Michael Moore.
2. Handout the Summary Notes Exercise sheet and explain what the students need to do.
3. After viewing the selected 33 minutes, have a discussion outlining some of the key differences between the medical systems in the U.S and Canada. Students should be writing down key points from the discussion on their handout in the designated section.
4. The teacher should then proceed to lecture about the five barriers to health care as outlined in the text. Students should write down key points from the lecture on their handout in the designated section.
5. Students should then turn to page 259 of their texts and begin reading about the barriers to health care. They should be writing down key points from the text that were NOT addressed in either the discussion or the lecture about the barriers to health care. The key points from the text should be added to the designated section on the handout.

Closure:
Students are to rank the five barriers to health care in order of importance to them and explain their ranking in a line or two.

Assessment and Evaluation:
The ranking of the barriers is a formative assessment that will be collected at the beginning of the next class and used to see if the students have a grasp of what barriers to health care people may face.
Summary Notes for Section 8.2 - Barriers to Health Care

Discussion of the movie *Sicko* - record at least 5 important points and key differences between the Canadian and American health care systems as discussed in class.

Lecture notes for Section 8.2 - Barriers to Health Care - record at least TWO important points from the lecture on the barriers as presented by the teacher.

Barrier #1 ________________________________________

Barrier #2 ________________________________________

Barrier #3 ________________________________________
Barrier #4 ________________________________________ ____________

Barrier #5 ________________________________________ ____________

Text notes for Section 8.2 Barriers to Health Care - pages 259-267 - record at least THREE key points from the readings that WERE NOT part of the lecture or the movie for each of the five barriers. You may correlate your numbers to those above as the teacher lectured in the same order they appear in your text.

#1

#2

#3
Here is some space for you to rank the five barriers to health care in order of importance to you. You need to explain in one to two lines why you ranked them as you did. Please hand this for the teacher to check at the beginning of the next class.
Lesson Four: Health and Wellness Challenges - Ethical Health Care Provision

Time: One 76-minute period

Curriculum Expectations Addressed:

SC1.03 – demonstrate an understanding of the ethical issues related to health-care provision (e.g., the blood supply system, organ donation, medical research)
SCV.02 - demonstrate an understanding of the social forces that shape such challenges
IS3.01 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos)

Lesson Overview: This lesson will examine some of the ethical issues surrounding health care such as who administers our blood supply, organ donation and harvesting and medical research.

Lesson Objectives:

1. The students shall identify three major issues involving ethical health care provision in Canada.
2. The students shall be able to name other ethical issues involving health care.
3. The students shall work collaboratively to describe some of the historical studies that have changed how ethics and medical care are viewed in conjunction with one another.

Materials/Equipment/Technology:

1. Blackboard/chalk
2. Text – Transitions in Society – Section 8.3 – Ethical Health Care Provision
3. Handout for Unethical Medical Experiments
4. Internet printouts of McGill University’s LSD study, the Tuskegee syphilis study, the Nuremberg experiments.

Procedure:

1. Using the blackboard, brainstorm with the class about what they believe ETHICS to mean. Once a definition of ethics is established further brainstorm what some ethical issues in health care might be (a possible list could include but not be limited to care for the elderly, treating people for ailments they’ve caused such as lung cancer for a smoker, organ donation, organ selling, reproductive technologies, medical/stem cell research, giving extensive care to inmates for life/death row inmates, treating people with AIDS/HIV, euthanasia, blood supplies and cloning).
2. Move onto the three outlined in the text and put some point form notes up on the board for the students to copy into their notes. Based on the discussion, teachers should be thoroughly familiar with the material in this section so as to include the points they wish to focus their discussion on while relating it to the brainstorming session.
3. Have the students get into 6 groups (expert group) of roughly equal amounts of students and give student the handout for Unethical Medical Experiments. Give two groups the Tuskegee Syphilis study, give two groups the McGill LSD study and give two groups the Nuremberg experiments. The students should take a few minutes to read the articles within their groups.
4. While the students are reading, write the following questions on the board –
   a. What was the overall purpose of the study?
   b. What was the ethical issue involved in this study?
   c. What were the effects on the participants of this study?
   d. Who were the participants of the study and when did the study take place?
   e. Briefly describe how the study was conducted and how the true purpose was concealed from the participants.
5. Once finished reading the students should discuss and record the answers to the questions in the space provided for their study.
6. Now divide up the students into groups of three (approximately as numbers may necessitate a group of four or two), so that the groups (home group) have someone who studied each of the three experiments. The students will share the answers to the questions of their study so as to enable the other members of the home group to record the answers to the questions for the other two studies.
7. Once complete, the students are to write a paragraph explaining why ethics are important and using the examples from the text and the group work as a basis for their answer. This is to be submitted at the beginning of the next class.

Closure:

Students will spend the final 10-15 minutes getting into groups for the UCA and choosing their topic for the UCA.

Assessment and Evaluation:

The paragraph is a formative assessment and this lesson and formative assignment leads into a Summative assessment task of researching one issue from Sections 8.1 and 8.3 further.

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Website References:

1. The materials for this page were largely derived from --
Medical Ethics: An Examination of Unethical Medical Experiments

In the space provided (and on the back if necessary), record the answers to the questions on the board about each of the following three medical experiments.

Nuremberg Experiments

Tuskegee Syphilis Study

McGill Studies of LSD and Schizophrenia
Lesson Five: Health and Wellness Challenges - Issues for Further Study Internet Research

Time: One 76-minute period

Curriculum Expectations Addressed:

SCV.01 • appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;
SCV.02 • demonstrate an understanding of the social forces that shape such challenges.
SC1.01 – analyse social practices leading to health-impairing behaviours from the perspective of at least two of anthropology (e.g., the impact of formula feeding over breast-feeding in developing countries), psychology (e.g., the increase of isolation and depression among the elderly), and sociology (e.g., the rise of smoking among teenaged girls);
SC1.03 – demonstrate an understanding of the ethical issues related to health-care provision (e.g., the blood supply system, organ donation, medical research);
ISV.03 • demonstrate an understanding of the different research methods used by anthropology, psychology, and sociology to investigate questions of importance within each field, and apply relevant skills correctly and ethically;
ISV.04 • demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;
ISV.05 • communicate the results of their inquiries effectively.
IS2.03 – analyse for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology;
IS2.05 – demonstrate an understanding of the purpose and use of the stylistic guidelines set by the American Anthropological Association, the American Psychological Association, and the American Sociological Association

Lesson Overview: This lesson has the students examining earlier issues further through the use of Internet research. They will communicate their findings in the form of a short report.

Lesson Objectives:

1. Students shall identify an issue from either Section 8.1 or 8.3 that they find compelling or interesting to them and conduct some research into the opposing viewpoints of their chosen topic.
2. Students shall record the main arguments for both sides of their topic and then determine what they believe to be the most persuasive side backing up their choice using the information they have found.

Materials/Equipment/Technology:

1. The teacher needs to have booked a computer lab well in advance in order to provide the students with computer access for one full period. More research may be required but will be done on the students' time.
2. Handout – Issues for Further Study
3. Handout – Rubric for Issues for Further Study
4. Textbook – Transitions in Society
Procedure:

1. Introduce the activity to the students by giving out the handout and going over it with them. Allow the students a few minutes to choose, they must come and sign up a topic with you – first come, first served so that a maximum of 6 students are working on one topic. The topics are from Section 8.1 – Formula Feeding vs. Breast-Feeding, Elderly and Alone or Teenaged Smokers and from Section 8.3 – The Blood Supply, Organ Harvesting or Medical Research

Closure:

Students will show the teacher their handout in the last five minutes of the period so as to ascertain that their work is progressing and they will be able to complete the report for Day 7 of the unit.

Assessment and Evaluation:

This is a Summative assessment being evaluated using the attached rubric.

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
**Issues for Further Study – An Internet Research Assignment**

Choose one issue for further study from the section of the text currently being studied:

**From Section 8.1**
- Formula Feeding Versus Breast-Feeding
- Elderly and Alone
- Teenaged Smokers

**From Section 8.3**
- The Blood Supply
- Organ Harvesting
- Medical Research

Write two statements indicating the two opposing views of the issue. Then, under each statement, record the addresses of three Web sites that support that view, and note the main arguments presented in each site. (See the Skill Builder on pages 121 to 123 to review suggestions on choosing reliable Web sites.)

<table>
<thead>
<tr>
<th>Issue:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First statement:</strong></td>
</tr>
<tr>
<td>First Web site:</td>
</tr>
<tr>
<td>Main arguments:</td>
</tr>
<tr>
<td>Second Web site:</td>
</tr>
<tr>
<td>Main arguments:</td>
</tr>
<tr>
<td>Third Web site:</td>
</tr>
<tr>
<td>Main arguments:</td>
</tr>
<tr>
<td><strong>Second statement:</strong></td>
</tr>
<tr>
<td>First Web site:</td>
</tr>
<tr>
<td>Main arguments:</td>
</tr>
<tr>
<td>Second Web site:</td>
</tr>
<tr>
<td>Main arguments:</td>
</tr>
<tr>
<td>Third Web site:</td>
</tr>
<tr>
<td>Main arguments:</td>
</tr>
</tbody>
</table>

In a brief one-page report, determine the most persuasive side, and back up your decision with proof from the Web sites you researched. You must include this page with your report.
**Rubric for Issues for Further Study – An Internet Research Assignment**

Name: ______________________________ Date: ______________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Understanding</td>
<td>Demonstrates thorough grasp of key facts, ideas, and concepts related to topic.</td>
<td>Demonstrates considerable grasp of key facts, ideas, and concepts related to topic.</td>
<td>Demonstrates some grasp of key facts, ideas, and concepts related to topic.</td>
<td>Demonstrates limited grasp of key facts, ideas, and concepts related to topic.</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>Superior use of inquiry and analysis skills to pursue research on internet.</td>
<td>Considerable use of inquiry and analysis skills to pursue research on internet.</td>
<td>Some use of inquiry and analysis skills to pursue research on internet.</td>
<td>Limited use of inquiry and analysis skills to pursue research on internet.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communicates research findings and personal analysis with high degree of effectiveness.</td>
<td>Communicates research findings and personal analysis with considerable effectiveness.</td>
<td>Communicates research findings and personal analysis with some effectiveness.</td>
<td>Communicates research findings and personal analysis with limited effectiveness.</td>
</tr>
<tr>
<td>Application</td>
<td>Superior employment of internet research skills and techniques.</td>
<td>Sound employment of internet research skills and techniques.</td>
<td>Adequate employment of internet research skills and techniques.</td>
<td>Limited employment of internet research skills and techniques.</td>
</tr>
</tbody>
</table>

**Summary Comments/Suggestions**

Date Assessed by Teacher:
Lesson Six
The Medicine Wheel: Healing the Whole Person

Time: Whole Class (76 minutes)

Curriculum expectations and enduring understandings being addressed:

SC1.04 – evaluate the impact of changing social mores on the well being of Canadians (e.g., desensitization to violence and abuse).

ISV.04 · demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources;

IS2.06 – use telecommunications tools appropriately in conducting and reporting on research;

IS3.01 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos);

-Students will understand the types of challenges that impact the health and wellness of various societal groups.
-Students will be able to recognize various forms of prejudice and discrimination and understand the impact these have on the target societal groups.

Lesson Overview: The instructor will introduce and explain the term social mores and give examples. The students will consider how social mores have changed over time and how these changes have affected the well being of Canadian society. Many changes in social mores are deemed harmful, and there has been a backlash from some societal groups towards positive change. An example of this positive change is the health care initiative of First Nations towards healing their own communities. There has been resurgence towards traditional medicine and holistic healing.

Purpose: Students will have the opportunity to research a Toronto Aboriginal health care centre for its views on traditional healing and develop an understanding of how the holistic model of healing works.

Materials:
- Overhead Projector
- Overhead transparency of Medicine Wheel example and non-permanent overhead markers
- Handouts of Medicine Wheels graphic organizers

Background Information: The Medicine Wheel is associated with many sacred teachings that are common within many First Nations. An adaptation of its teachings is currently being used as a guide towards healing and wellness. Please review the brochure from Anishnawbe Health of Toronto for more information about this type of traditional healing. For more information about the sacred teachings of the Medicine Wheel, please visit the website: http://www.fourdirectionsteachings.com/
Note: The term “Anishnawbe” means an Ojibwe person in the Ojibwe language. It is also used to include all First Nations people.

Procedure: Review the term ‘social mores’ and go over examples of how social mores have changed over time. Students will have already read the textbook p.275-281. Go over some specific examples. Consider a positive example of changing social mores: First Nations people towards healing their own communities using their own holistic approach. Give out information about Anishnawbe Health of Toronto (i.e. brochure and general information from their website). Go over the mission statement and vision of the health centre. Go over the brochure “Traditional Healing” with the students. (20-30 minutes)

Take a poll of the class to see how many students have heard of the Medicine Wheel. Introduce this model that incorporated four parts as part of a whole. Complete health treatment involves treating the mind, body, emotions and spirit of that person. Go over keywords that can be associated with each part of the Medicine Wheel’s aspects of health (i.e. Mental/Spiritual/Physical/Emotional). Let students make suggestions about other keywords, if desired.

The following are lists of keywords that are associated with each aspect of health and wellness. Use these keywords as a guide to filling in the sections of the Medicine Wheel.

Mental:
- Mind/Introspection/Wisdom
- Patterns of thinking
- Knowledge and education
- Influences from society, friends and family
- Past experiences

Physical:
- Body
- Biological needs
- Biological urges
- Energy

Emotional:
- Emotions and feelings
- Mood
- Social network
- Stress
- Personal relationships

Spiritual:
- Spirit/spirituality
- Belief system
- Culture
- Religion
- Tradition
- Meditation, songs and prayer
- Love of self
- Effects of environment e.g. pollution, media,
- Personal morality and ethics

Misconception Alert!
Let students know about this misconception. Not all First Nations people practice the teachings of the Medicine Wheel. Additionally, to group all Native people as being ‘spiritual’ and participating regularly in sacred ceremonies is stereotypical. How do film, television and other types of media reinforce these kinds of stereotypes of First Nations people?
This will lead in to the next section of the unit: Prejudice and Discrimination
Show the overhead of the Medicine Wheel with the filled in sections. The information is presented as a graphic organizer and depicts negative factors affecting a person with diabetes. Each section of the Medicine Wheel is filled in with possible contributing factors towards the person’s overall declining health. (10 min)

At this point, have students suggest ways in which this person could receive treatment or improve his/her health going from one section of the wheel to the other. Guide them through the process. (10 min) The first thing the person would notice is the physical symptoms of the disease. The first step should be to see a doctor. The holistic approach to healing involves more than just healing the body.

Consider the following questions:

- How could this person’s emotional health improve?
- How could this person’s mind/mental health improve?
- How could this person’s spiritual health improve?

Look at the list of keywords and the information inside of the wheel for suggestions. Have a classroom discussion and add notes on the overhead transparency from the student responses.

Modified Think-Pair-Share activity: Hand out Medicine Wheel graphic organizers for each pair of students. Each pair will consider negative factors that could contribute to a specific health issue and place keywords and notes in each appropriate section of the Medicine Wheel. (10 min) Have a list of health issues ready to give to each pair of students. Include things like: depression, smoking, alcoholism, anorexia, etc. The pair of students will then consider ways to improve each aspect of health from their first wheel. They will write their notes for improvement and keywords in each section of the second Medicine Wheel. (10 min)

Assessment/Evaluation: Students will submit both their Medicine Wheels together for a formative assessment of Thinking/Inquiry, Communication, and Application.

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)
Health Issue: Diabetes
Medicine Wheel includes some possible factors affecting an individual with diabetes

Mental:
- Doesn’t know signs and symptoms/ignores physical symptoms
- Does not relate lifestyle to health e.g. diet

Emotional:
- Stress at work is affecting health
- Fear of seeing doctor is greater than that of changing health

Physical:
- Eats fast food and sugary drinks
- Does not exercise
- Overweight
- Feels dizzy, tremors, feels like fainting

Spiritual:
- Is disconnected from family and cultural background
- Indifferent to whether is sick or not

The Medicine Wheel: Healing the Whole Person
Overhead Master: how to use the holistic approach of Medicine Wheel
The Medicine Wheel: Healing the Whole Person

Health issue: ___________________________   Name: ___________________________

Instructions: Think-Pair-Share

List the negative factors that you believe promote and/or influence the development of your given health issue. Place each factor with the ‘aspect of health’ that you associate it with.

Mental

Emotional

Spiritual

Physical
Instructions: Think-Pair-Share
Propose some solutions and/or attitudes that you believe will contribute towards **healing and wellness** and list these inside of each appropriate ‘aspect of health’. You are still using the health issue given for the first wheel.
Lesson Seven: Prejudice and Discrimination
Witnessing Stereotypes in Society

Time: Two Whole Classes (76 min each)

Curriculum expectations and connection to Enduring Understandings:

SC2.01 – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth;
SC2.02 – assess the role of stereotyping as a barrier to full participation in society;

2. Students will be able to recognize various forms of prejudice and discrimination and understand the impact these have on the target social groups

Lesson Overview: This day’s lesson comes in two parts and needs two full days to complete.

- Part 1 is an introduction to terminology. The instructor also will explain an activity/presentation that will take place within a week of its introduction.
- Part 2 is a graffiti activity involving social, cultural and racial stereotypes.

Purpose: Students will understand the terminology related to prejudice and discrimination and understand the differences between each term through examples and scenarios. Students will provide their own knowledge of stereotypes in society by participating in the Graffiti Board activity and the Stereotypical Artifacts presentation. Students will reflect on the impact that stereotypes have on the development of prejudice and discrimination.

Materials:
- LCD projector
- PowerPoint material of terms, definitions and examples
- Stereotypical Artifacts handout and rubric
- Blackboards and chalk OR flipchart paper and markers
- Homework handout: Graffiti Board Reflection

Note to Teachers: This activity may upset certain sensitive students. The point here is to try to find the humour in these stereotypes, which are largely caused by ignorance. Let the students know that laughing about the situations is not about being cruel or about accepting stereotypes. It is about gaining control of the power that stereotypes can have and laughing can be a way to lessen their power.

Procedure:

Part 1: Ask students these questions: What is racism? What is prejudice? What is discrimination? What is a stereotype?

Have students consider answers to these questions. Do not give a response yet: show a PowerPoint lecture that goes over definitions of each important term. Check for understanding by
giving specific scenarios and examples. Question the students whether the situation demonstrates racism, prejudice, discrimination or a stereotype. (10-15 min)

Show an example of a racial stereotype e.g. Chief Wahoo, the logo from the Cleveland Indians baseball team.

Introduce the “Stereotypical Artifacts” activity and give out the associated handout (10 min). Please see the “Stereotypical Artifacts” Lesson Plan for specific details. This lesson involves a short presentation to be performed three to four periods later. Please give the presentation date to the students at the time of this lesson.

Part 2:

Graffiti Board: Cultural and Racial Stereotypes

Background: What are stereotypes? Does everyone do this? Why do people stereotype? (10 minutes)

Write different names of social, cultural and racial groups spaced out on the blackboards. This set up is better if classroom has more than one wall of blackboards. If not, set up stations with flipchart paper and markers at different tables in your classroom with names of the social, cultural and racial groups.

Have the students visit each station and write one stereotype they associate with each group. The stereotype can be positive or negative in nature. The students should only remain at one station for a few moments. The teacher can include a bell-ringer effect to have students move from station to station in a very organized manner. (15 min)

Here are some groups to consider for this activity:

- Aboriginal/First Nations (start off with this and ask for volunteers to answer in class. Go to the board and write positive and negative stereotypes down)
- Asian –Chinese
- Italian
- Black
- White
- Jewish
- Muslim
- French Canadian
- English Teachers (as a joke, this will help diffuse tension)
- Gays and Lesbians
- Woman
- Overweight person
- Disabled person
After everyone is finished, consider what is written on the board.

Review with class some feelings. What makes you laugh? What makes you angry? What is the most ridiculous thing on the board? Do you believe that there are stereotypes that are being reinforced by society in general and/or by members belonging to that particular group?

In preparation to the homework activity: Look at each grouping on the board. What offends you the most? Leave on blackboard and hand out reflection page: “Stereotypes: Graffiti Board Questions.” Students will begin to work on their homework sheet and it is due the following class.

**Assessment/Evaluation:** Homework page for student reflection/analysis of bias and stereotype. This is a formative assessment for Inquiry/Thinking and Communication categories.

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**Reflection**
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

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Answer the following questions using complete sentences:

1. Of the stereotypes listed on the board or mentioned in class, which one do you personally find the most offensive/hurtful? Explain.

2. From your previous answer: is there any basis in fact for this particular stereotype? Where do you think people get this idea from?

3. Of the stereotypes mentioned in class, which one is the most positive or non-threatening? Explain.

4. How can prejudice and discrimination arise from any of the stereotypes that are written on the board? Mention at least two of the specific examples from the graffiti board in your answer.

5. Have you ever seen an example of a positive stereotype of Native people in the media? What was it and do you think this type of belief should be continued?

6. What is the worst thing that you have heard anyone say about the societal group you associate yourself with? What would you do to try to change the way people think about this thing?
Finding stereotypes in mainstream culture: Stereotypical Artifacts

Time:
- Preparing the students (10-15 minutes)
- Student presentations need a whole period (75 min)

Curriculum expectations:

SC2.02 – assess the role of stereotyping as a barrier to full participation in society;
IS3.01 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos);

Lesson Overview: Students will be able to identify stereotypes that occur from many sources. They will associate negative stereotypes with prejudice towards a target group. Discrimination can then emerge from this prejudice. Students will analyze examples of stereotypes and reflect on how these can eventually transform into causes of discrimination.

Materials:
- Handout: “Finding Stereotypes in Mainstream Culture: Stereotypical Artifacts”
- Marking scheme

Procedure: Teacher will review the terms stereotype, prejudice and discrimination with the students to be sure that students understand the differences and relationship between these terms.

The instructor will then introduce the following activity: (10-15 minutes)

Get students to find an item that demonstrates some kind of stereotype (e.g. gender, racial, cultural) to show the class and discuss. Call this item an artifact. Explain that certain anthropologists are specialized in the field of archaeology and museum studies and they deal finding and collecting cultural artifacts. Inform the students that they will participate in a very short presentation of their item (2 minutes each). An example can be an image in a logo, toy, joke, book, etc. The instructor will set a date for the presentations, approximately three class periods from the date of introduction (ideally, the presentations should occur before the end of the prejudice and discrimination section of this unit).

Students will:
- **Introduce and describe the artifact** (e.g. show it, explain what it is)
- **Give their rationale**: (e.g. explain how the artifact demonstrates a stereotype. What is stereotypical about this item? Which group or groups is/are being affected?)
• Give their overall impression/communicate opinion: (e.g. explain whether you believe this item reinforces a stereotype in society. How could this artifact create prejudice and discrimination?

• Write a short reflection based on which artifact impacted them the most: audience members will take note of the artifacts being presented in preparation to write a short, half-page reflection about which artifact caused the greatest reaction in them (e.g. funny, ridiculous, offensive, harmless, damaging, etc.) and why it affected them.

Student preparation: Students will fill in their information on the handout (an aide to their presentation) and will include their reflection on the same page in the space provided. Students will hand in their completed sheets at the end of the class presentations.

Background Information/Notes to Teachers:

This activity may upset certain sensitive students. If students laugh during the presentations, please assure students that some people will find humour in these stereotypes which are largely caused by ignorance. Laughter can help to diffuse and lessen the effect of some examples of offensive and ridiculous stereotypes.

Assessment/Evaluation:

This lesson will be a summative assessment for communication activity using a rubric. An example is given with this lesson, to be handed out to the students.

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)
Please use this handout for your notes and reflection. Hand in at the end of class.

**Artifact Description:**

<table>
<thead>
<tr>
<th>What stereotype is being reinforced? Which groups are being affected by it?</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Why did you choose it? Do you think it is reinforcing the stereotype in society? Why or why not?</th>
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**Reflection:**

<p>| |</p>
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### Rubric for Stereotypical Artifacts Presentation and Reflection

**Assessment/Evaluation:** Evaluation in communication category

Communications activity  Marks are in the rubric level explanation. Total marks out of 10:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good/Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction/ Description of Artifact</strong></td>
<td>Does not have the artifact. Does not explain what it is. (0)</td>
<td>Has the artifact and gives a description that is not clear (1)</td>
<td>Has the artifact and clearly describes what it is. (2)</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Does not explain what is stereotypical about the item. (0)</td>
<td>Explains what is stereotypical about the item but is not convincing. (1)</td>
<td>Gives good explanation about what is stereotypical and who the target group is. Is convincing (2)</td>
</tr>
<tr>
<td><strong>Overall Impression of Artifact/communicate opinion</strong></td>
<td>Does not give opinion about whether item reinforces the stereotype. (0)</td>
<td>Gives vague opinion about whether item reinforces the stereotype. (1)</td>
<td>Communicates their opinion clearly about whether the item reinforces the stereotype. (2)</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>No reflection. Poorly written. (0)</td>
<td>Unclear reaction to the artifacts Too short. (2)</td>
<td>Well written. Clear personal reaction to the artifacts. (4)</td>
</tr>
</tbody>
</table>
Lesson Eight: White Privilege and Racial Identity

Time: Whole Class (76 min)

Curriculum expectations and connection to Enduring Understandings:
SC2.01 – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth;
SC2.03 – analyse patterns of hate crimes and differentiate ways in which social scientists (e.g., John Ogbu, Gordon Allport, George Dei, Beverly Tatum, Stuart Hall) would attempt to understand racism
IS2.03 – analyse for bias, accuracy, and relevance articles or programs on issues related to anthropology, psychology, and sociology;

Students will be able to recognize various forms of prejudice and discrimination and understand the impact these have on the target societal groups.

Lesson Overview: Students will create an identity card to determine whether they self-identity using a racial or cultural group. The instructor will moderate a discussion based on questions about racial and cultural identity. The students will learn about White Privilege and complete a short, one page reflection based on Black-focused schools.

Purpose: Students will think about their own identities while learning about the impact of White Privilege. Students will consider how racial pride and identity can help people deal efficiently with prejudice and discrimination.

Materials:
• Identification card handout: Show Me Your ID!
• Peggy McIntosh article: White Privilege: Unpacking the Invisible Knapsack
• Rubric for one-page reflection paper

Procedure: Students will be asked to create an identity card, without identifying themselves by name. They will take 10 minutes to include various types of information to include on an ID card. The instructor will take up the ID card templates and redistribute them to the members of the classroom. The instructor will ask random students to read out the information on the ID cards that they were given. The students will try to identify each other based on the facts included on their given card (10-15 min). After a few examples, the instructor will ask for a poll of the class: How many of you received cards that include racial or cultural information? Ask the students as a whole whether they associate themselves with a particular social, cultural or racial group.

Take some time to discuss these questions: (15 min)
What is race?
What is racism?
What is racial pride?
Is racial identity important?

Have the students read the article and they will answer the questions from the checklist. (15 min)

**Homework Activity:**
They will be asked to provide a short one page reflection as homework based on this question:
*Should there be Black-focused schools?* Give a one week due date. This reflection will be a summative assessment.

**Assessment/Evaluation:** The ID card activity will be a formative assessment and reflection paper will be a summative assessment in knowledge/understanding, thinking/inquiry and communication to be marked with a rubric.

**Reflection**
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

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__________________________________________________________________________________
Prejudice and Discrimination

Make an Identity Card: Instructions

Everyone needs ID and most people carry many different cards in their wallets that identify different aspects of themselves. You have 10 minutes to create a list of items that you would include in your own personal identification card. You can include information that most people do not know about yourself. Make sure to include obvious information about yourself, too. The only think is...you can't include your name, but you can include information about your name (e.g. I have a Hebrew name). You will not have a photo of yourself, either. Please put your ideas in the ID card template provided on this page. Important: Do not include personal info that you would not want others to know

Show me your ID!
Homework: Write a one-page reflection page based on this question: **Should there be Black-focused schools?** You should contribute your personal opinion. Make sure to gather some evidence to support your position (minimum one reference) and consider the content you have learned about prejudice and discrimination. You can take a positive or a negative stance on this topic. Please review the criteria set in the rubric below. This activity is a summative assessment and is due ________________.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research (Knowledge/Understanding)</td>
<td>No evidence of research</td>
<td>Some evidence of research with incorrect referencing</td>
<td>Evidence of research with correct referencing of one source.</td>
<td>Research includes extension into the professional fields of social science (anthropology, psychology, sociology) with correct referencing of data and opinions.</td>
</tr>
<tr>
<td>Reflection content (Thinking/Inquiry, Application)</td>
<td>Is very vague and unclear. Does not support reaction from any content learned r.e. prejudice and discrimination.</td>
<td>Somewhat clear stance, either positive or negative. Reaction is mainly personal -Not much support from the content learned.</td>
<td>Alters between a positive and negative point of view with support from the content learned r.e. prejudice and discrimination.</td>
<td>Clear and thorough opinion regarding the question. Takes a positive or negative point of view with support from information learned about systemic prejudice and discrimination and racial identity.</td>
</tr>
<tr>
<td>Mechanics (Communication)</td>
<td>Written work demonstrated limited clarity, rules of grammar used with limited accuracy and effectiveness.</td>
<td>Written work demonstrated some clarity, rules of grammar used with some accuracy and effectiveness.</td>
<td>The response is written with considerable clarity, rules of grammar used with considerable accuracy and effectiveness.</td>
<td>The response is well written, follows all rules of grammar in a clear, concise and persuasive manner, with accuracy and effectiveness.</td>
</tr>
</tbody>
</table>
Lesson Nine: Understanding Prejudice and Discrimination
A Class Divided: Jane Elliott’s Classic Experiment

Time: 76 minutes

Curriculum expectations and connection to enduring understandings:

SC2.01 – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth;
SC2.02 – assess the role of stereotyping as a barrier to full participation in society;
SC2.03 – analyse patterns of hate crimes and differentiate ways in which social scientists (e.g., John Ogbu, Gordon Allport, George Dei, Beverly Tatum, Stuart Hall) would attempt to understand racism.
ISV.01 · define and correctly use anthropological, psychological, and sociological terms and concepts;
ISV.02 · demonstrate an understanding of the main areas of study in anthropology, psychology, and sociology, and of the similarities and differences among them
ISV.05 · communicate the results of their inquiries effectively
IS1.01 – define and correctly use the terminology of anthropology, psychology, and sociology (e.g., in relation to issues of ethnicity, race, and racism);
IS1.02 – describe and apply to real-life contexts the theories that are central to anthropology (e.g., cultural materialism, functionalism, structuralism), psychology (e.g., behaviouralism, psychoanalytic theory, learning theory), and sociology (e.g., symbolic interactionism, feminism, Marxism);
IS1.03 – compare explanations of human behaviour (e.g., aggressive behaviour, competitive behaviour, cult membership) drawn from anthropology, psychology, and sociology, and evaluate the strengths and weaknesses of each approach;
IS2.02 – demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources;

-Students will be able to recognize various forms of prejudice and discrimination and understand the impact these have on the target societal groups.

Lesson Overview: Students will watch two video clips from the film A Class Divided. The film clips depict the classic blue-eyes vs. brown-eyes experiment. Students will then be organized into groups of three and each member will interpret the results of the experiment from the view of an anthropologist, psychologist or sociologist. Students will fill in a worksheet that records each person’s results.

Purpose: Students will witness an experiment that demonstrates prejudice and discrimination involving children. They will critically analyze the results by taking the view of a social scientist. They will also critically analyze the methodology of this experiment.

Materials:
- LCD projector
- Classroom computer with internet access
- OR DVD player/VCR and TV with Videocassette or DVD of Frontline’s A Class Divided
- Handout: A Class Divided: Your analysis of the experiment
- Note: the video “A Class Divided” is also available in DVD and VHS format. Please check your school board audiovisual library. Transcripts can be downloaded from the website at this location: http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/tapes.html
Procedure:

Each student will be given the task of taking the view of an anthropologist, a psychologist or a sociologist in order to analyze the results of a social experiment. The instructor should assign each student one of these roles before viewing the clips. Each student will take notes during the viewing of the video clips for sharing later on with two other students in a group of three. The students will answer general questions about the experiment and will try and interpret the results based on their given role of anthropologist, psychologist or sociologist. If needed, the teacher may let the students view the video clips a second time in order to better interpret the information in their given roles.

Students will watch the two video segments found on the website (total viewing time is approximately 20 minutes):
http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html

The two video clips are called:

Clip 1: the daring lesson
Clip 2: day two

Organize the class into groups with three members: one will interpret the view of the anthropologist, one will interpret the view of the psychologist and one will interpret the view of the sociologist. Each student will relate their thoughts and reflections about the experiment from their point of view. The other group members will take notes and contribute to that particular discussion. The other members will then take their turns relating their interpretations of the experiment as their given role. Each group member is responsible to gather notes by filling in the sections on their handout, to listen attentively to each other and to contribute to the discussion (30 minutes).

Assessment/Evaluation:

The small group jigsaw will be a formative assessment in Knowledge/Understanding, Thinking/Analysis, and Application

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

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A Class Divided: Your analysis of the experiment
Name: ______________________________________
What is your given role? _______________________

- How would an anthropologist interpret or explain the results of this experiment?
- A psychologist?
- A sociologist?

<table>
<thead>
<tr>
<th>Anthropologist</th>
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<tbody>
<tr>
<td>Psychologist</td>
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<tr>
<td>Sociologist</td>
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</table>
Consider these points in your analysis:

- Do you think that this is a valid experiment? Why or why not? Think about her methodology.
- Do you feel that Jane Elliott went too far to prove her point? Were her experiments and methods justifiable?
- Do you think that this video should be shown to students to try to promote antidiscrimination? Why or why not?
- What effects did the experiments have on her grade 3 students? What about their marks?
Lesson Ten: Causes of Hate

Time: 150 minutes (2 classes)

Lesson Focus/Goals
The students shall apply sociological theories to the movie *American History X*, to understand the causes of hate and hate crimes.

Objectives
1. The students shall be able to understand and explain the sociological theories that describe the causes of hate and hate crimes.
2. The students shall be able to critically think about and apply information on the causes of hate to the media and hate crimes, through the film, *American History X*.

Ontario Curriculum Expectations
SCV.02 - demonstrate an understanding of the social forces that shape challenges
SC2.01 - explain the relationship between prejudice and discrimination, and assess the impact of both
SC2.02 - assess the role of stereotyping as a barrier to full participation in society
SC2.03 - analyse patterns of hate crimes and differentiate ways in which social scientists would attempt to understand racism

Materials
Handout: *What Causes Hate?*
Handout: *Film Analysis: American History X*
Television and DVD player
Movie: *American History X* (120 Minutes)
Textbook: *Transitions in Society*

Background Information/Notes to Teachers:
This activity may upset certain sensitive students, due to the coarse language and scenes of violence and sexuality. Please preview the movie to know which scenes to skip and which to pause and discuss/reflect upon. Please warn the students about the seriousness of the nature of the film, and how it is important to watch to understand the causes and perpetuation of such intense hatred in our society.

Procedure
1. The teacher should have the students read Section 9.3 in the textbook.
2. The teacher should discuss the causes of hate and characteristics of hate crimes with students.
3. Introduce the film, *American History X*, and the assignment the students will complete upon completion.
4. Begin the viewing of the film. Discuss the seriousness of the film, and ensure students understand what they will be watching (see notes to teacher). After the movie is finished, have a small class discussion on the causes of hate (assessment).
5. Allow students time to complete the assignment (may be completed for homework). Written answers to film questions will be evaluated.
Closure
Ask the students to provide one cause of hate, and one characteristic of a hate crime (as described in the text) from the film.

Assessment/Evaluation
The students will be assessed after reading the text, to see if students understand the causes and characteristics of hate/hate crimes, as well as being assessed after viewing the film. Students will be evaluated on their answers to the assigned questions.

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

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Film Assignment:  *American History X*

**Character list**

<table>
<thead>
<tr>
<th>Character</th>
<th>Role</th>
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<tbody>
<tr>
<td>Edward Norton</td>
<td>Derek Vinyard</td>
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<tr>
<td>Edward Furlong</td>
<td>Danny Vinyard</td>
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<tr>
<td>Beverly D'Angelo</td>
<td>Doris Vinyard</td>
</tr>
<tr>
<td>Avery Brooks</td>
<td>Dr. Bob Sweeney</td>
</tr>
<tr>
<td>Jennifer Lien</td>
<td>Davina Vinyard</td>
</tr>
<tr>
<td>Ethan Suplee</td>
<td>Seth Ryan</td>
</tr>
<tr>
<td>Stacy Keach</td>
<td>Cameron Alexander</td>
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<tr>
<td>Fairuza Balk</td>
<td>Stacey</td>
</tr>
<tr>
<td>Guy Torry</td>
<td>Lamont</td>
</tr>
<tr>
<td>William Russ</td>
<td>Dennis Vinyard</td>
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<tr>
<td>Antonio David Lyons</td>
<td>Lawrence</td>
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</table>

**Questions:**
1) Provide a brief synopsis of the film.
2) Describe the main characters of the film (Derek and Danny Vinyard, Dr. Sweeny). What were their beliefs and attitudes in the beginning of the movie compared to the end? What led to change?
3) What is the primary message of the film, and is it effectively conveyed? Explain using specific reference to the film.
4) What are the causes and consequences of hatred? Explain using specific reference to the film.
5) Provide one example of a characteristic of a hate crime from the film as described in your text and explain how it is the selected characteristic.
6) What solution to overcome racism and hatred is offered/implied in the film?
7) Is there value in watching the film *American History X*? Explain by exploring what you did or did not “get” out of this film on a personal level.
Film Assignment: *American History X*

Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>Limited opinion is given regarding some of the questions (causes, consequences, solutions) with specific limited reference to the film. There is not enough evidence that information from the film has been taken into consideration.</td>
<td>Some knowledge is given regarding some parts of the question (causes, consequences, solutions) with some reference to the film. There is some evidence that information from the film has been taken into consideration.</td>
<td>Considerable demonstration of the questions is given regarding all parts of the question (causes, consequences, solutions) with considerable reference to the film. There is evidence that information from the film has been taken into consideration.</td>
<td>Clear and thorough opinion is given regarding all parts of the question (causes, consequences, solutions) with specific reference to the film. There is enough evidence that information from the film has been taken into consideration and reflective thoughts extend beyond the assigned questions.</td>
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<tr>
<td>(Thinking/</td>
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<td>Inquiry,</td>
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<tr>
<td>Application)</td>
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<tr>
<td>Mechanics</td>
<td>Written work demonstrated limited clarity, rules of grammar used with limited accuracy and effectiveness.</td>
<td>Written work demonstrated some clarity, rules of grammar used with some accuracy and effectiveness.</td>
<td>The response is written with considerable clarity, rules of grammar used with considerable accuracy and effectiveness.</td>
<td>The response is well written, follows all rules of grammar in a clear, concise and persuasive manner, with accuracy and effectiveness.</td>
</tr>
<tr>
<td>(Communication)</td>
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</table>

Comments:
Lesson Eleven: Unlearning Prejudice and Discrimination

Time: 150 Minutes (2 classes)

Lesson Focus/Goals
The students shall research anthropological, psychological and sociological theories to unlearn different forms of prejudice and discrimination in society through a group jigsaw activity.

Objectives/Intended Student Outcomes
1. The students shall be able to describe different forms of prejudice and discrimination in society.
2. The students shall be able to explain how to unlearn different forms of prejudice and discrimination in society.
3. The students shall be able to conduct research and summarize findings to a group through a jigsaw activity.

Ontario Curriculum Expectations
SCV.02 • demonstrate an understanding of the social forces that shape challenges
SC2.01 – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth
SC2.02 – assess the role of stereotyping as a barrier to full participation in society
IS1.01 – define and correctly use the terminology of anthropology, psychology, and sociology (e.g., in relation to issues of ethnicity, race, and racism)

Materials/Equipment/Technology
Textbook: Transitions in Society
Handout:
- Unlearning Prejudice and Discrimination: Group Jigsaw and Discussion Activity
- Research Notes: Unlearning Prejudice and Discrimination
- Unlearning Prejudice and Discrimination: Group Jigsaw and Discussion Activity: Evaluation Rubric
Internet or Library Resources

Procedure
The teacher shall:
1. Have the students read Section 9.4 in the textbook.
2. Discuss the ways to unlearn prejudice with students.
3. Introduce the group jigsaw and discussion activity with the students.
4. Read over the handout, Prejudice and Discrimination: Group Jigsaw and Discussion Activity. Discuss activity and expectations, and allow for clarification (through student questions regarding activity).
5. Place the students in heterogeneous groups (4-5 students per group) to select a topic and begin research.
6. Book a period in the computer lab or resource centre. Allow the students to have a full period (60-75 minutes) to research their topic, using the handout: Research Notes: Unlearning Prejudice and Discrimination. The next day the students are to present their work to their groups.
7. Allow the students to teach each other and discuss their topics and findings to their groups (allow 50 minutes).
8. Have a class discussion on the topics selected and the solutions offered.
9. Collect the reflections the students have completed for evaluation.

Closure
Ask the students to provide a description of one type of prejudice or discrimination and offer one solution discussed in the group jigsaw activity.

Assessment/Evaluation
Assessment shall occur as students are researching their topics by an examination of their research notes, as well as what is presented in each group and the class discussion. Evaluation will occur through the reflection.

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

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Unlearning Prejudice and Discrimination
Group Jigsaw and Discussion Activity

Format:
You will be working in groups of 4-5 people. Each group member will choose a type of prejudice/discrimination to research. No two group members may select the same topic/type. Once you have selected and divided your issues, you are to individually research your topic in the library (one class period). The next day you will sit with your group members and teach them about your issue. Your objective is to have a discussion on various forms of discrimination/prejudice as a group and then individually complete the reflective response outlined below.

Research:
Choose a form of prejudice or discrimination (not racism which has been explored in class) and using books, journals, the Internet etc., identify the following information:
  o What is the problem? Explain the type of prejudice/discrimination
  o What are the possible causes?
  o What are the possible consequences to the individual experiencing this form of prejudice/discrimination?
  o How may we deal with this type of prejudice/discrimination and how may we unlearn such prejudice/discrimination (individually, socially, culturally, legally, systemically etc.)?

Reflection:
You are to write a one to two page response (250-500 words) to the following question:
In consideration of the types of prejudice/discrimination presented, is there a commonality that may be found in the causes and consequences of prejudice/discrimination? Explain by using specific references to the information learned in your group discussion. Conclude by discussing possible solutions that may be offered to deal with the issue of prejudice and discrimination.

Possible Topics:

<table>
<thead>
<tr>
<th>-Ageism</th>
<th>-Feminism</th>
<th>-Sexism</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Abelism</td>
<td>-Heterosexism</td>
<td>-Masculinism</td>
</tr>
<tr>
<td>-Disability</td>
<td>-Homophobia</td>
<td>-Racism</td>
</tr>
<tr>
<td>Discrimination</td>
<td>-Religious Discrimination</td>
<td></td>
</tr>
</tbody>
</table>
### Research Notes: Unlearning Prejudice and Discrimination

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation/Definition</td>
<td></td>
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<tr>
<td>Causes</td>
<td></td>
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<td>Consequences</td>
<td></td>
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<tr>
<td>Solutions</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
## Unlearning Prejudice and Discrimination
### Group Jigsaw and Discussion Activity
### Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Discussion (Knowledge/Understanding)</td>
<td>Minimal research, and limited evidence of discussion</td>
<td>Some research, and some evidence of discussion</td>
<td>Adequate research and evidence of discussion</td>
<td>Thorough, Depth of research, evidence of discussion</td>
</tr>
<tr>
<td>Reflection (Thinking/Inquiry, Application)</td>
<td>Limited opinion is given regarding some of the questions (common causes, consequences, solutions) with specific limited reference to different types of prejudice/discrimination. There is not enough evidence that information from all group members has been taken into consideration and reflective thoughts do not extend beyond the individual's researched area.</td>
<td>Some knowledge is given regarding parts of the question (common causes, consequences, solutions) with some reference to different types of prejudice/discrimination. There is some evidence that information from a few group members has been taken into consideration and some reflective thought beyond the individual's researched area.</td>
<td>Considerable demonstration of opinion is given regarding all parts of the question (common causes, consequences, solutions) with considerable reference to different types of prejudice/discrimination. There is evidence that information from all group members has been taken into consideration and reflective thoughts considerably extend beyond the individuals researched area.</td>
<td>Clear and thorough opinion is given regarding all parts of the question (common causes, consequences, solutions) with specific reference to different types of prejudice/discrimination. There is enough evidence that information from all group members has been taken into consideration and reflective thoughts extend beyond the individuals researched area.</td>
</tr>
<tr>
<td>Mechanics (Communication)</td>
<td>Written work demonstrated limited clarity, rules of grammar used with limited accuracy and effectiveness.</td>
<td>Written work demonstrated some clarity, rules of grammar used with some accuracy and effectiveness.</td>
<td>The response is written with considerable clarity, rules of grammar used with considerable accuracy and effectiveness.</td>
<td>The response is well written, follows all rules of grammar in a clear, concise and persuasive manner, with accuracy and effectiveness.</td>
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</tbody>
</table>
Lesson Twelve: Globalization (Anthropological Interpretation)

Time: 75 minutes (one class)

Lesson Focus/Goals
The students shall analyze the advantages and disadvantages of globalization, as well as understand and evaluate anthropological theories of globalization.

Objectives/Intended Student Outcomes
1. The students shall be able to use a T-Chart and their textbooks to outline, describe and analyze the advantages and disadvantages of globalization through the anthropological perspective.
2. The students shall be able to use an organizer as well as their textbooks to outline, describe and analyze anthropological theories about globalization

Ontario Curriculum Expectations
SCV.02 - demonstrate an understanding of the social forces that shape challenges
SC3.01 - demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians
ISV.01 - define and correctly use anthropological terms and concepts

Materials/Equipment/Technology
Handout: Advantages and Disadvantages of Globalization According to Anthropologists: T-Chart
Handout: Anthropological Theories of Globalization Organizer
Textbook: Transitions in Society
Black/White Board and chalk or markers

Procedure
The teacher shall:
1. Have the students read Section 10.1 in the textbook.
2. Distribute the handout: Advantages and Disadvantages of Globalization According to Anthropologists: T-Chart, and discuss the activity with the students. Allow students approximately 30 minutes to read Section 10.1, and fill in the information on the T-Chart.
3. Take up the T-Chart as a class (10-20 minutes). Recreate the T-chart on the board and have students’ volunteer answers. You or a students may writing the points on the board. Discuss the advantages and disadvantages of globalization as a class.
4. Next, distribute handout: Anthropological Theories of Globalization Organizer. Read over the instructions with the students and allow them to complete the organizer (10 minutes). Take up the organizer as a class and discuss the question students were assigned.

Closure
Ask the students to describe one advantage and one disadvantage of globalization stated by anthropologists, as well as a description of one anthropological theory, and the problems and benefits of that theory.
Assessment/Evaluation
Assessment shall occur as students complete the T-Chart and the organizer by examining their notes, and their answers to the assigned questions. This may be completed as students are working on the given task.

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)
Advantages and Disadvantages of Globalization  
According to Anthropologists

Activity: T-Chart
Read Section 10.1 of your text and list both the advantages and disadvantages of globalization mentioned by anthropologists in point form in the T-Chart, and then answer assigned question.

<table>
<thead>
<tr>
<th>Pros of Globalization</th>
<th>Cons of Globalization</th>
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In your opinion, are the effects of globalization positive or negative according to anthropological theory? Use proof to support your answer.

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Anthropological Theories of Globalization

Read Section 10.1, pages 332-333 of your text and describe the anthropological theories of globalization. Summarize the theory and list the problem and the benefit of each theory in point form in the organizer, and then answer assigned question.

<table>
<thead>
<tr>
<th>Theory/ Theorist</th>
<th>Summary of Anthropological Theory</th>
<th>Problem</th>
<th>Benefit</th>
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<tbody>
<tr>
<td>Modernization</td>
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<tr>
<td>Dependency</td>
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<tr>
<td>World System Theory</td>
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<td></td>
<td></td>
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<tr>
<td>Neo-Marxian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Globalization</td>
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</tbody>
</table>

Are there any problems with or benefits of these theories?  
In your opinion, which theory best describes the situation caused by globalization?

________________________________________________________________________________________________________________________________________________________
Lesson Thirteen: The World is a Global Village

Time: One Class (76 min each)

Curriculum expectations and connection to Enduring Understandings:

SC3.01 – demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians

SC3.02 – analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies)

IS1.01 – define and correctly use the terminology of anthropology, psychology, and sociology (e.g., in relation to issues of ethnicity, race, and racism)

3. Students will understand how globalization has affected worldwide societies.

Lesson Overview: Students will begin by examining the term “global village” and expressing what this means to them. A CBC clip will be shown featuring the inventor of the term. Students will discuss the clip in groups after viewing the clip, specifically focusing on how technology has made the world interconnected. Students will also participate in role-play whereby small groups will be assigned various societal roles and will share how they have been impacted by globalization. Finally, a debriefing will take place on the role-play looking at global inequalities and globalization.

Purpose: This lesson will show students how technological advances have led to the world becoming increasingly interconnected. Students will also learn about how global inequalities exist, specifically between developed and developing nations. Many believe the gap between rich and poor is widening due to globalization.

Materials:
- LCD projector
- Blackboard
- Slips of paper indicating groups roles
- “Globalization and You” assignment and rubric

Note to Teachers:
If time allows, teachers may wish to have students participate in an international trade simulation that illustrates the concept of world inequality. This simulation can be found at www.economicsnetwork.ca/uk/showcase/sloman_game.htm. This simulation would likely take 2 classes.

Procedure:
1. Class Word Web - Introduce the term “Global Village” using a word web on the blackboard. Ask the class for words they think of when they hear this term. Once the word web is complete, explain how University of Toronto’s Marshall McLuhan invented the term in 1962 to describe the connectedness of the world.
2. Video Clip - Using LCD projector, show 8-minute CBC clip titled “World is a Global Village” (1960) that discusses how television how transformed the world into an interconnected tribe he calls a “global village.”

3. Group Work - In groups of 3 or 4, discuss the following questions.
   - List ways technology has made the world more connected since the 1960’s?
   - What does McLuhan mean he speaks of a “re-tribalization of society?”
   - Why do you think he believes re-tribalization will place excessive stress on traditional identities?

   One member from each group will list their answers to question 1 (technological advances) on the blackboard. Students will copy this list into their notebooks. Groups will share their ideas with the rest of the class.

4. Think-Pair-Share - The teacher will write the following statement on the board…. “20% of the world’s population consumes 80% of the world’s resources.” Partners will discuss what they think this statement means. Afterwards, class members will asked to share their opinions.

5. Role play – The task will examine how various groups have been impacted by the globalization. The class will be divided into groups of approximately 4 people. Each group will be assigned the role of a person/place/organization in society. The group will then have to examine how their assigned role has been positively and/or negatively affected by globalization.

   Roles to assign: Small tribe in Bangladesh, Transnational company with headquarters in USA, Environmental group, Consumer in Canada, Factory worker in Malaysia, Immigrant from Philippines, Coffee farmer in Brazil.

6. Debriefing will follow on global inequalities and globalization.

7. Homework: “Globalization and You” assignment

Assessment/Evaluation:
   - Summative assessment of “Globalization and You” assignment

Resources

http://archives.cbc.ca/IDC-1-74-342-1814/people/mcluhan/clip2


Teacher’s Guide to accompany Transitions in Society: The Challenge of Change
Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

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Globalization & YOU!

Write a one-page reflection that answers the following questions:

- We have all been impacted by globalization. Give specific examples of how you have been impacted by globalization (think about the clothes you wear, the products you consume…) Without globalization, how would your life be different?
- What steps could you as an individual take in your lifetime to ensure the effects of globalization are positive? Think about what could be done in your daily life, in your school and community.

Reflection Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1 (50-60%)</th>
<th>Level 2 (60-70%)</th>
<th>Level 3 (70-80%)</th>
<th>Level 4 (80-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking/Inquiry</td>
<td>-Critical&amp; creative thinking skills are used with limited effectiveness</td>
<td>-Critical&amp; creative thinking skills are used with moderate effectiveness</td>
<td>-Uses critical &amp; creative thinking skills with considerable effectiveness</td>
<td>-Uses critical &amp; creative thinking skills with a high degree of effectiveness</td>
</tr>
<tr>
<td>Communication</td>
<td>-Communicates information and ideas with limited clarity</td>
<td>-Communicates information and ideas with some clarity</td>
<td>-Communicates information and ideas with considerable clarity</td>
<td>-Communicates information and ideas with a high degree of clarity</td>
</tr>
<tr>
<td>Application</td>
<td>-Does not generate ideas on what could be done as an individual to ensure effects of globalization are positive</td>
<td>-Few ideas are generated about what could be done as an individual to ensure effects of globalization are positive</td>
<td>-Many ideas are generated about what could be done as an individual to ensure effects of globalization are positive</td>
<td>-Clear, insightful ideas are generated about what could be done as an individual to ensure effects of globalization are positive</td>
</tr>
</tbody>
</table>

Total /30

Comments:
Lesson Fourteen: Exploitation of Developing Countries

Time: One Class (76 min each)

Curriculum expectations and connection to Enduring Understandings:
SC3.01 – demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians
SC3.02 – analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies)

3. Students will understand how globalization has affected worldwide societies.

Lesson Overview: This lesson entails the students watching a film that depicts the exploitation of developing countries resources for the benefit of transnational companies in developed countries.

Purpose: This lesson will highlight the themes discussed the in the previous lesson on transnationals, global development, social inequalities and the world as a global village.

Materials:
- TV & DVD player
- Film worksheet
- Film – “Cappuccino Trail: The Global Economy in a Cup”

Note to Teachers:
The film for this lesson may be available in school audiovisual libraries or can be rented through the board library. It is available to order on the website www.films.com, a website collection of films for the humanities and sciences. The teacher may wish to give a brief background of the film prior to viewing and/or discuss the top coffee producing countries (Brazil, Colombia, Guatemala, Mexico, Indonesia, Ethiopia, Ivory Coast, Uganda, India, Vietnam). The teacher may also want to ask how many students consume coffee and if they have ever thought about where the coffee originated.

Procedure:
1. Collect reflection assigned previous day and review lesson highlights.
2. Introduce film “Cappuccino Trail: The Global Economy in a Cup” (50 minutes)
3. Handout film worksheet. Students will answer the worksheet while watching the film.
4. As a class, take up answers to worksheet.

Assessment/Evaluation:
- Formative assessment of completion of film worksheet.

Resources
The Cappuccino Trail: The Global Economy in a Cup

1. Why is coffee said to be the emblem of globalization?

2. Some critics state globalization has been of more benefit to the developed nations than to the developing nations. Give evidence from the film that supports this claim.

3. What can individuals do to help exploited coffee farmers in other countries?

4. Provide a description of “Fair Trade” coffee.
Lesson Fifteen: The Gap between Rich and Poor

Time: Two Classes (76 min each)

Curriculum expectations and connection to Enduring Understandings:

SC3.01 – demonstrate an understanding of the anthropological significance of the relationships among globalization, tribalism, and transnationalism for Canadians
SC3.02 – analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies)
ISV.04 - demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources

3. Students will understand how globalization has affected worldwide societies.

Lesson Overview: This lesson will require students to have computer access. Students will be introduced to key players involved in globalization. These organizations include the United Nations, World Bank, World Trade Organization and International Monetary Fund. Students will complete a WebQuest where they will investigate the UN Millennium Development Goals initiative, aimed at reducing extreme poverty by 2015. Students will be split up into debate teams and will participate in a mini-debate on whether globalization has increased or decreased poverty levels and the standard of living worldwide.

Purpose: This lesson will teach students about government structures that exist that influence globalization. It will also illustrate the inequities that exist between developed and developing nations.

Materials:

- Computer lab
- “Key Players in Global Development” handout
- “WebQuest: UN Millennium Development Goals” handout
- Debate rubric

Note to Teachers:
Prior to handing out the computer worksheets, teachers may want to pre-teach vocabulary. Concepts such as GDP per capita, literacy rate and human development index may need explanation.
If teaching in a small class, the debate could be split up into 2 groups rather than 4.

Procedure:
1. Students will complete graphic organizer on key players in globalization.
2. Students will learn about the UN Millennium Development Goals by participating in a web quest.
3. Teacher will ask students to share answers and check for understanding.
4. Class Debate: The class will be split into 4 groups (approximately 5-7 members in each group). Each group will be assigned one of the four positions below. Using the textbook,
class discussions, and Internet research, students will work together to form a convincing argument that supports their position. Debates should take approximately 20-30 minutes each. Each team will follow the proper debate format (shown below). During this time, the teacher will assess students using the debate rubric.

Group 1:

<table>
<thead>
<tr>
<th>Position A:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty levels are improving and the standard of living worldwide has increased as a result of globalization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gap between the rich and the poor is widening and standard of living worldwide has decreased as a result of globalization.</td>
</tr>
</tbody>
</table>

Group 2:

<table>
<thead>
<tr>
<th>Position A:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There has been an improvement in the balance of power between nations as a result of globalization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There has been more tension among countries and increased conflict between nations as a result of globalization.</td>
</tr>
</tbody>
</table>

Debate format:
Opening statements
Open-floor
Concluding statements

5. As a class, the main arguments will be summarized and the class will decide who had a stronger argument.

Assessment/Evaluation:
• Summative assessment (communication) of participation in debate

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)
# Debate Rubric

Name: ____________________  Position: ____________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1 (50-60%)</th>
<th>Level 2 (60-70%)</th>
<th>Level 3 (70-80%)</th>
<th>Level 4 (80-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>-speech lacks fluency, expressiveness and/or audibility</td>
<td>-speaks fluently, expressively and audibly some of the time</td>
<td>-speaks fluently, expressively, and audibly</td>
<td>-speaks in a highly skilled manner</td>
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<tr>
<td></td>
<td>-makes limited use of gestures and eye contact</td>
<td>-makes some use of gestures and eye contact</td>
<td>-uses gestures and eye contact effectively</td>
<td>-uses gestures and eye contact in a highly skilled way</td>
</tr>
<tr>
<td></td>
<td>-limited attentiveness when others are speaking</td>
<td>-usually attends to others when they are speaking</td>
<td>-listens attentively when others are speaking</td>
<td>-listens attentively and critically when others are speaking (e.g. takes notes)</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>-provides limited analysis, interpretation and/or evaluation of information in debate</td>
<td>-provides some analysis, interpretation and/or evaluation of information in debate</td>
<td>-adequately analyzes, interprets and/or evaluates information in debate</td>
<td>-analyzes, interprets and/or evaluates information in debate in insightful ways</td>
</tr>
</tbody>
</table>

**TOTAL** /20

Comments:
### Key Players in Global Development

Using the following websites and/or your text (pp. 328-329), complete the chart below.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Monetary Fund</td>
<td><a href="http://www.imf.org">www.imf.org</a></td>
<td></td>
</tr>
<tr>
<td>World Trade Organization</td>
<td><a href="http://www.wto.org">www.wto.org</a></td>
<td></td>
</tr>
</tbody>
</table>
Web Quest: UN Millennium Development Goals

According the UN, nearly one billion people live on less than $1 per day. As a result of the vast amount of people who live in poverty, 189 world leaders made a historic agreement to meet the millennium development goals by 2015. These goals aim at reducing poverty in developing nations. On your web quest, you will learn what these goals are and how nations are assisting some of the poorest countries in the world.

Your task: Search the website [www.endpoverty2015.org](http://www.endpoverty2015.org) to find the answers to the questions below.

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<tr>
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<th>Description</th>
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</table>
2. What is Canada doing to help reach the millennium development goals?

Go to http://www.mdgmonitor.org/ to answer the following question.

3. Consider this: Canada has a GDP per capita of approximately $35,600, a literacy rate of 97%, a life expectancy of approximately 79.4 years and in recent years has been ranked in the top 5 on the human development index. Visit the profiles of 3 developing nations and examine how it differs from Canada. Learn about the challenges and achievements of these countries.

<table>
<thead>
<tr>
<th>Name of Country</th>
<th>Facts about Country (GDP, literacy rate, life expectancy, HDI)</th>
<th>Challenges/Achievements</th>
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Lesson Sixteen: “I am Canadian”

Time: One Class (76 min each)

Curriculum expectations and connection to Enduring Understandings:

C3.03 – evaluate, from a psychological perspective, the role of perception in Canadians’ understanding of themselves, their families, and their local and global communities.

3. Students will understand how globalization has affected worldwide societies.

Lesson Overview: This lesson will begin by defining the word perception and participating in a discussion on how one’s perception may not always be accurate. American’s perceptions of Canadians will be illustrated by watching video clips. Students will reflect upon what it means to be Canadian and will create a class mural depicting images of this.

Purpose: Students will be given the opportunity to reflect on their national identity and examine misperceptions that may exist.

Materials:
- LCD projector
- One page photocopied sheet with pictures from school yearbook
- Large roll of paper
- Markers/crayons

Note to Teachers:
The beginning of this lesson involves a blind experiment where a student (asked by the teacher prior to the lesson) walks into the classroom to pick up a book s/he apparently forgot. The teacher will need to arrange this with a student beforehand and will also need to get permission from this student’s teacher. It would be a good idea to choose a student from a different grade who may not be well known to the students in HSB 4M. The teacher will then need to photocopy various pictures from the yearbook (do not include names). Try to have pictures of students who have similar features. It is strongly recommended that the teacher request permission from these students to use their picture in the experiment.

The two YouTube clips used in this lesson should be previewed to ensure they are still available on the website.

Procedure:

1. Discussion & Blind Experiment – The teacher will introduce the term perception and discuss what it means. Students will be encouraged to discuss various misperceptions they have had. During this conversation, a student will enter the classroom to pick up a book s/he supposedly forgot. Afterwards the teacher will pass out a sheet containing photocopied pictures of various students from the yearbook. Students will be asked to select the student who was just in the classroom to retrieve the book. Examine how many students were incorrect in their identification of the student. Relate this to misperception.
2. Think-Pair-Share: With a partner, discuss perceptions that Canadians have of themselves. Have one of the partners write some of these perceptions on the blackboard. Point out that perceptions Canadians have of themselves might not always be accurate.

3. View YouTube clip of Molson’s award winning “I am Canadian ad.” Ask class why they think it was so popular.

4. View YouTube clip “Talking to Americans.” Prior to doing so give a brief background of the premise of the show. It is a CBC feature that involves Rick Mercer interviewing Americans about current events in Canada with the goal being for them to make a fool of themselves.

5. Class discussion questions:
   - Why do we like to criticize Americans for their lack of knowledge about Canada?
   - How much do you know about the U.S.? Why should we expect Americans to know about our culture?

6. Create a class mural on symbols/images that represents what it means to be Canadian. This mural will be done on a large roll of paper. All students will contribute 3-4 images. Hang the mural up in the classroom afterwards to show your pride in being Canadian!

Assessment/Evaluation:
   - Formative assessment of participation in class discussion.

Resources:

Rick Mercer’s Talking to Americans
http://www.youtube.com/watch?v=seYUbVa7L7w

I am Canadian ad
http://www.youtube.com/watch?v=BRI-A3vakVg

Reflection
(Teachers comments on lesson, e.g., things that went well or need to change etc.)
An Experiment in Perception

Circle the person who just walked into the classroom to retrieve a book.

How confident are you in your selection?
Lesson Title: Unit Culminating Activity: A Healthy World: Awareness Campaign

Time: 150 Minutes (approximation)

Lesson Focus/Goals
The students shall design a campaign that will raise awareness about issues of health, discrimination and/or prejudice, and globalization. Students will work in groups to challenge peoples existing thoughts and raise awareness and understanding of the aforementioned issues.

Objectives/Intended Student Outcomes
1. The students shall be able to describe different issues, causes of, as well as consequences of health, discrimination and/or prejudice, and globalization.
2. The students shall be able to provide solutions for the issues they are researching.
3. The students shall be able to conduct research, summarize, and present/communicate findings to a school wide initiative.
4. The students shall be able to use technology (e.g., Photoshop or Word) to create a information pamphlet and poster.

Ontario Curriculum Expectations
SCV.01 - appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns
SCV.02 - demonstrate an understanding of the social forces that shape such challenges
SC1.01 - analyse social practices leading to health-impairing behaviours
SC2.01 - explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth
SC2.02 - assess the role of stereotyping as a barrier to full participation in society
SC3.02 - analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities
IS2.07 - using ethical guidelines, appropriate methodology, and a range of primary and secondary sources, develop a position on a social issue of importance to anthropology, psychology, or sociology; and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines
IS3.01 - effectively communicate the results of their inquiries, using a variety of methods and forms

Materials/Equipment/Technology
Textbook: Transitions in Society
Handout: Unit Culminating Activity: Awareness Campaign Assignment: Health, Anti-Racism/Discrimination, Globalization
Handout: Evaluation Sheet
Library Resources, Internet
Microsoft Word, Photoshop
Poster Boards, Construction Paper, Scissors, Glue
**Procedure**
The teacher shall:
1. Have the students read Section 8, 9, 10 in the textbook.
2. Distribute the handout *Unit Culminating Activity: Awareness Campaign Assignment: Health, Anti-Racism/Discrimination, Globalization*, as well as the *Evaluation Sheet*. Discuss the *Unit Culminating Activity* and expectations with the students.
3. Establish due dates for the different sections, as well as a date for the presentation. Suggested dates posted in the Unit-at-a-Glance calendar.
4. Introduce the activity at the beginning of the unit and allow enough time for research, discussion and completion.
5. Select a location for the presentation. You may wish to publicize the event through the posters the students create, make announcements etc.
6. Host the fair.
7. Have fun!

**Closure**
Ask the students to discuss their impressions and experiences with the Awareness Campaign.

**Assessment/Evaluation**
Students will be evaluated on the materials they create for the Awareness Campaign (e.g., pamphlet, poster, presentation/display, content).

**Reflection**
(Teachers comments on lesson, e.g., things that went well or need to change etc.)

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*Celebrating Our Cultures...we all smile in the same language.*
Unit Culminating Activity

Awareness Campaign Assignment

Health, Anti-Racism/Discrimination, Globalization

Objective:
Your task is to design a campaign that will raise awareness about issues of health, a form of discrimination and/or prejudice, and issues of globalization. To do this, you will form groups of 2-3. You may choose to focus on any issue related to health and health care, any of the "isms" or any form of prejudice of discrimination, as well as concerns on the issues surrounding globalization but your overall objective is to challenge peoples existing thoughts and raise awareness and understanding.

Your campaign and activity will be delivered in the _________ Fair on:

Date: _____________________________________________

Instructions:
Your campaign must include the following elements:

1. A written plan/agenda that shows the entire program you will be offering, the roles each group member will have, an activity you will be running (at your booth/table) and the purpose of your activities, the safety/ethical issues you will address, the supplies you will need, and how you plan to debrief your guests/visitors as well as your own group. This is a complete outline of what you will be doing.

   The written plan/agenda outline is due: ________________________________

2. An awareness poster that outlines the issue and provides a meaningful message through image as well as a creative slogan to raise awareness of your topic. You must use Photoshop to create your poster.

   The poster is due: ________________________________________________

3. A written pamphlet, information booklet, handout etc., outlining the issues, causes of, or the problem, and why it is important to raise awareness. You will hand this out to your grade 11 group.

   The pamphlet, information booklet, handout is due: _______________________

4. An interactive activity that students will participate in. This does not have to be a physical activity, but it can be.

   The interactive activity outline is due: ________________________________
5. A discussion and information session in which you will debrief/talk about the purpose of the activity, what you learned, and what you can take away from your lesson/program. As part of this segment, you must also design some sort of a written feedback form that will require the visitors of the Fair to provide you with a written response to your activity. This will be used to assess the practical implementation of your campaign.

The discussion and information session will take place on the day after the fair, on:

____________________________________________________

6. A one page reflection/evaluation of your campaign, and what you were able to learn from it.

The reflection/evaluation will be submitted the day after the fair, on:

____________________________________________________

Suggested Topics:

<table>
<thead>
<tr>
<th>Health</th>
<th>Prejudice and Discrimination</th>
<th>Globalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Retirement</td>
<td>-Racism</td>
<td>-Destruction of the rainforests (e.g., Amazon, Congo etc.)</td>
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<tr>
<td>-Ageing</td>
<td>-Sexism</td>
<td>-Fair-Trade</td>
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<tr>
<td>-Retirement Savings Plan</td>
<td>-Feminism</td>
<td>-Poverty</td>
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<td>-Pension</td>
<td>-Masculinism</td>
<td>-Child Poverty</td>
</tr>
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<td>-Retirement Homes</td>
<td>-Violence against women</td>
<td>-Increase in single parent families</td>
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<tr>
<td>-Alzheimer’s</td>
<td>-Homophobia</td>
<td>-Humanitarian aid to developing nations</td>
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<tr>
<td>-Breastfeeding</td>
<td>-Heterosexism</td>
<td>-World Hunger</td>
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<td>-Smoking</td>
<td>-Ableism</td>
<td>-Loss of Cultures</td>
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<tr>
<td>-Drinking Addiction</td>
<td>-Ageism</td>
<td>-Global Village</td>
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<tr>
<td>-Drug Addiction</td>
<td>-Xenophobia</td>
<td>-Multinational/Transnational Corporations</td>
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<td>-Organ Donation</td>
<td>-Bullying</td>
<td>-Child Labour</td>
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<td>-HIV/AIDS</td>
<td>-Youth Violence</td>
<td>-Worker’s Rights</td>
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<td>-Sexually Transmitted Infections</td>
<td>-Human Rights</td>
<td>-Endangered Species</td>
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<td>-Depression</td>
<td>-Immigration</td>
<td>-Kyoto Accord</td>
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<td>-Suicide</td>
<td>-Refugee Policies</td>
<td>-Land Mines Treaty</td>
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<td>-Euthanasia</td>
<td>-United Nations</td>
<td>-Non-Governmental Associations such as Greenpeace, Doctors Without Borders, WWF</td>
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<tr>
<td>-Eating Disorders</td>
<td>-G20</td>
<td>-</td>
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<tr>
<td>-Healthy Eating</td>
<td>- Global gender equality (e.g., access to education, access to political office, division of labour, technology and fertility, the, attitudes towards sexuality, violence in relationships)</td>
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<tr>
<td>-Stress</td>
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<td>-Exercise</td>
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<tr>
<td>-Stem Cell Research</td>
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</tbody>
</table>

- You are not limited to the choices listed above. If there is a topic you wish to investigate further, you must have approval from your teacher first.
### Evaluation Criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Proposal</td>
<td>The proposal is minimally developed, outlining few of the criteria in detail. Ethical, safety, logistical, supply, and follow up considerations are minimally explored. Group members do not have a clearly role and responsibility.</td>
<td>The proposal is somewhat developed, outlining some of the criteria in detail. Ethical, safety, logistical, supply, and follow up considerations are somewhat explored. Group members have a somewhat clear role and responsibility.</td>
<td>The proposal is developed, outlining all of the criteria in detail. All ethical, safety, logistical, supply, and follow up considerations are explored. All group members have a specific, role and responsibility.</td>
<td>The proposal is fully developed, outlining all of the criteria in thorough detail. All ethical, safety, logistical, supply, and follow up considerations are fully explored. All group members have a specific, clearly established role and responsibility.</td>
</tr>
<tr>
<td>Written Pamphlet/Handout/Poster</td>
<td>Pamphlet, handout and poster teach demonstrate a limited understanding of the criteria, communicates the main ideas with limited effectiveness unorganized manner. An unclear message, theme, format and language. Text and symbols show limited evidence of thought and research, in an unorganized format. Limited innovative and visual appeal.</td>
<td>Pamphlet/handout/poster teaches some of the criteria, communicates the main ideas in an organized with some effectiveness. A somewhat clear message and theme is presented in an somewhat easy to understand, format and language. Text and symbols show some evidence of thought and research, in a format that is somewhat innovative and visually appealing.</td>
<td>Pamphlet/handout/poster teaches the criteria, effectively communicates the main ideas in an appropriately organized manner. A message and theme is presented in an effective, easy to understand, student friendly format and language. Text and symbols show good evidence of thought and research, in a format that is innovative and visually appealing.</td>
<td>Pamphlet/handout clearly teaches all of the criteria, effectively and thoroughly communicates the main ideas in an organized and cohesive manner. A clear message and theme is presented in an easy to understand, student friendly format and language. Text and symbols show great evidence of considerable thought and research, in a format that is highly innovative and visually appealing.</td>
</tr>
<tr>
<td>Program/Activity</td>
<td>The campaign is not student friendly; not all students in the group participate and does not encourage students to challenge their existing beliefs. Students are given an ineffective method of feedback, which does not includes both written and oral forms of communication.</td>
<td>The campaign is designed to be student friendly; all students in the group participate and encourage students to challenge their existing beliefs. Students are given a somewhat effective and “user-friendly” method of feedback, which includes some written and oral forms of communication.</td>
<td>The campaign is designed to be student friendly; all students in the group participate and encourage students to challenge their existing beliefs. Students are given an effective and “user-friendly” method of feedback, which includes both written and oral forms of communication.</td>
<td>The campaign is designed to be student friendly; all students in the group participate and encourage students to challenge their existing beliefs. Students are given clear instructions and fully understand the purpose of the activity. Students are given a highly effective and “user-friendly” method of feedback, which includes both written and oral forms of communication.</td>
</tr>
<tr>
<td>Reflection</td>
<td>The individual one page reflection is not detailed, or thought out or organized. Few areas of the activity are evaluated. Limit student learning is explored.</td>
<td>The individual one page reflection is somewhat detailed, and thought out. Some areas of the activity are evaluated. Some student learning is explored.</td>
<td>The individual one page reflection is detailed, thought out and organized. All areas of the activity are evaluated and student learning is explored in an open, honest, and thorough manner.</td>
<td>The individual one page reflection is highly detailed, well thought out and organized. All areas of the activity are evaluated and student learning is fully explored in an open, honest, and thorough manner.</td>
</tr>
</tbody>
</table>
Summary of Design Process

Our group began by following the backward design planning process and agreed upon the unit culminating activity. The unit culminating activity was completed prior to the unit lessons, giving us a clear idea of what we were working towards throughout the lessons. Introducing the unit plan to the students at the beginning of the unit will also allow them to start thinking about it early and give them a better idea of the direction they are headed.

Group members expressed their interest in unit topics they would like to work on and unit expectations were then divided accordingly. We estimated the unit would take approximately one month, which allowed us each to individually plan one week worth of activities, leaving sufficient time for the unit culminating activity to be completed.

The group was very collegial, always willing to help one another by making suggestions, answering questions or assisting with technical difficulties. The group dynamics worked well as two group members had experience in teaching the course and two did not. This benefited all members in the group, as we were able to learn more about the course and learn new ways to teach the unit. This project was truly a team effort and it was a very rewarding experience to work with such a committed team of professionals. The final product is one we all hope to implement in our classrooms. It will be rewarding to witness our planning put into action.

References

Books


Films


I am Canadian ad. <http://www.youtube.com/watch?v=BRI-A3vakVq>


Mercer, R. Talking to Americans. <http://www.youtube.com/watch?v=seYUbVa7L7w>
Websites

Bulow, L. *The Nazi Doctors*. Retrieved January 27, 2008 from Website:

<http://www.auschwitz.dk/doctors.htm>


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<http://www.tuskegee.edu/global/story.asp?s=1207598>


Moore, D. July 15, 2007. The Canadian Press. Website:
