

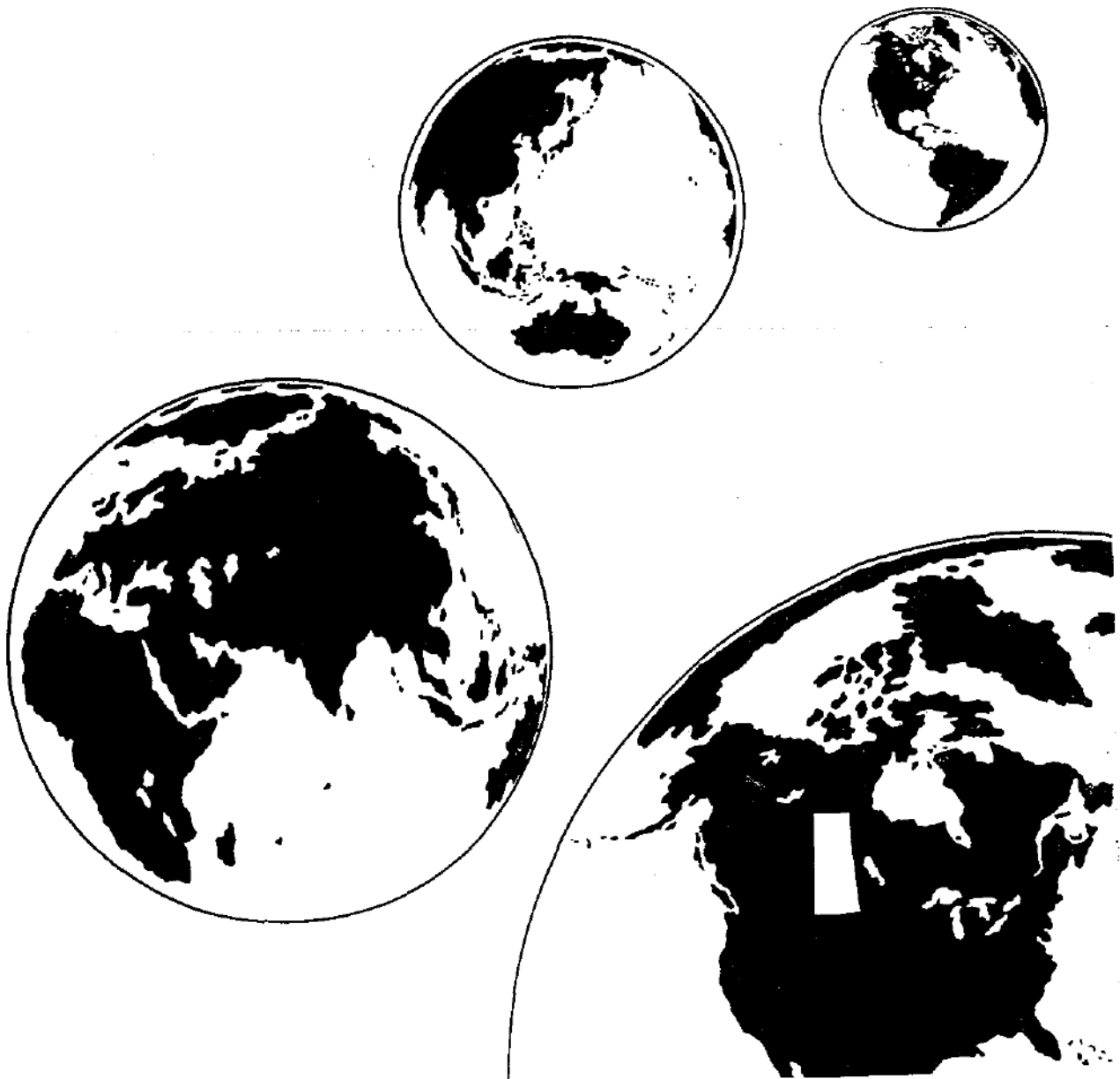


Saskatchewan
Education

Social Studies 20

World Issues

A Curriculum Guide



September 1994

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World Issues
A Curriculum Guide

**Saskatchewan Education,
Training and Employment
September 1994**



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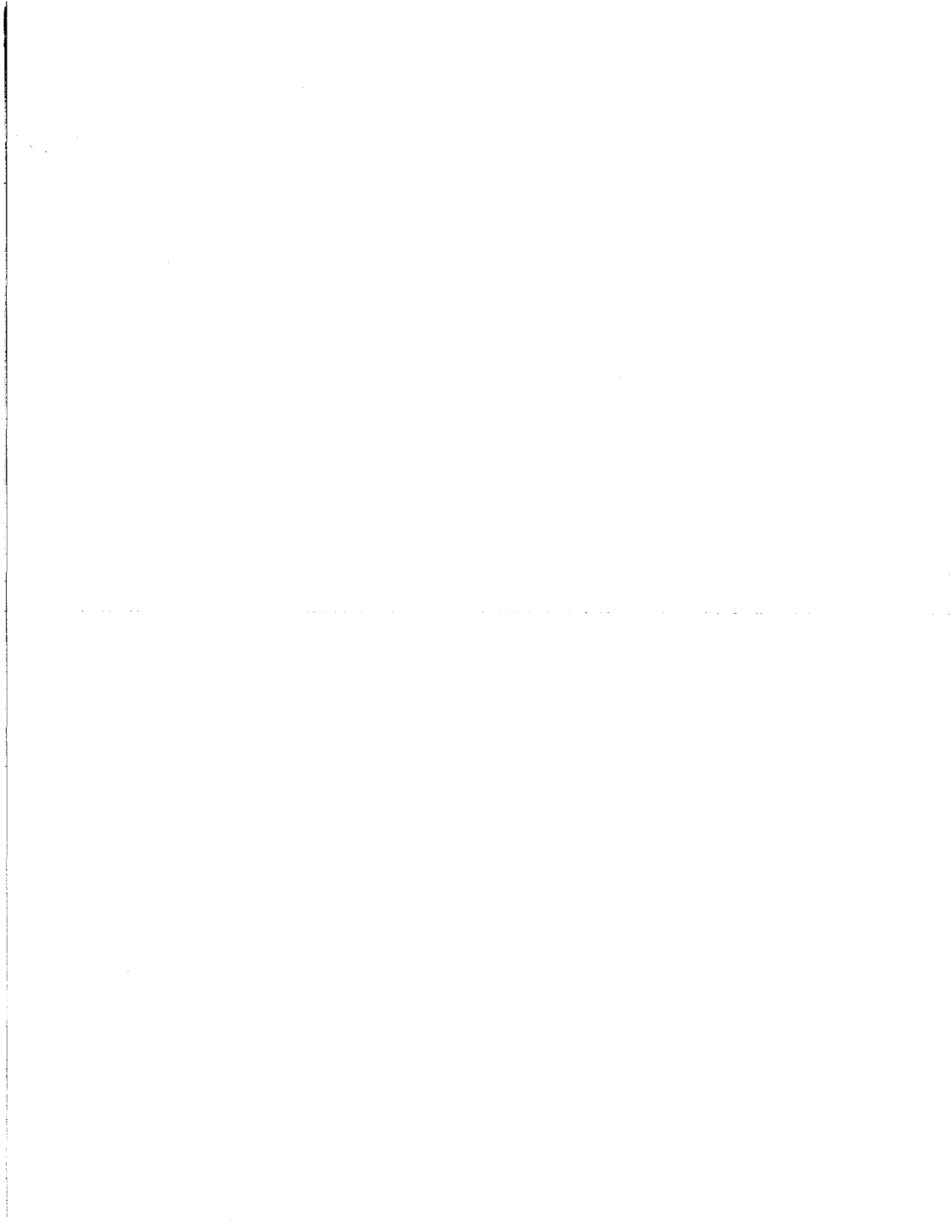
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Introduction



The Basis for Curriculum Reform in Social Studies and History

World issues is part of a series of curriculum reforms in the social studies undertaken by Saskatchewan Education, Training and Employment.

This comprehensive curriculum development process began with the establishment of the Social Studies Task Force in 1981. The Task Force was made up of people representing various sectors of Saskatchewan society. It surveyed a wide range of public opinion and on the basis of its findings compiled a report outlining a philosophy for social studies education.

In October 1982, the Minister of Education established a Social Sciences Reference Committee. The Reference Committee developed a plan of action based on the recommendations of the Task Force to give specific direction to the planned course revisions.

The Aim of Social Studies Education

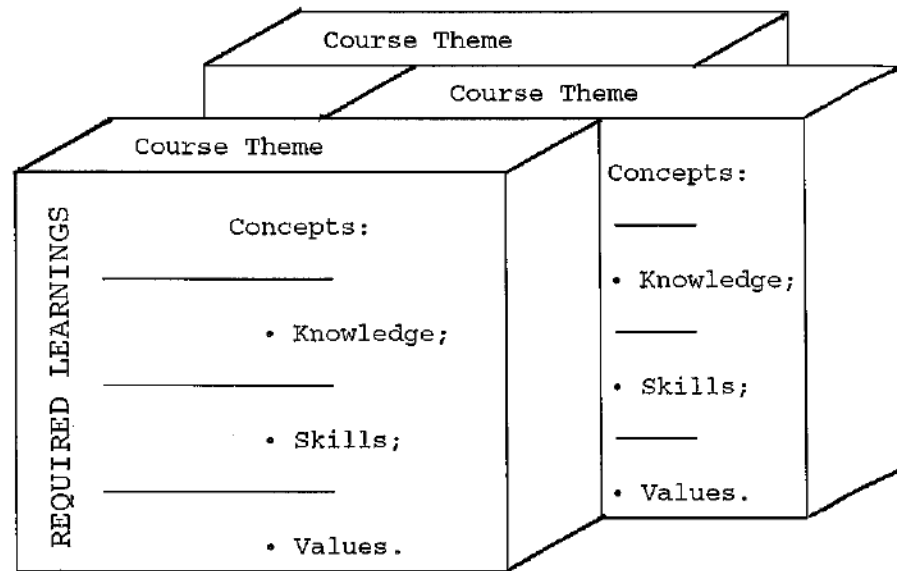
The Reference Committee defined the aim of social studies education:

....as a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world.

*Report of the Social Sciences Reference Committee,
Saskatchewan Education (1984). p. 1.*

The Goals of Social Studies Education K-12

The following model represents the social studies curricula:



This model of social studies education prescribes four major goals for social studies teaching:

- **concept formation** - helping students to understand and apply social studies concepts;
- **knowledge** - providing students with basic social studies content;
- **skills/abilities** - developing in students the necessary skills/abilities to understand and use social studies information; and,
- **values** - in a democratic classroom environment, helping students to learn those skills and attitudes that will allow them to discuss, debate, and critically evaluate the ideas and beliefs facing citizens of a democratic society.

Themes for the Social Studies, 1-12

The Reference Committee has outlined a set of twelve themes, one for each grade level. The themes present a content sequence designed to guide students from the familiar to the unfamiliar and from a local to a global view of the world. The themes for grades 1-12 are:

Grade 1	Families	Grade 7	Canada and the World Community
Grade 2	Local Communities	Grade 8	The Individual in Society
Grade 3	Community Comparisons	Grade 9	The Roots of Society
Grade 4	Saskatchewan Communities	Grade 10	Social Organizations
Grade 5	The Canadian Identity	Grade 11	World Issues
Grade 6	Canada's Global Neighbours	Grade 12	Canadian Studies

Core Curriculum

The major components of Core Curriculum are the **required areas of study** and the **common essential learnings**. Core Curriculum also provides for **locally-determined** options to meet needs at the local level and the **adaptive dimension** which provides opportunities for teachers to individualize instruction.

Core Curriculum is intended:

"to provide all Saskatchewan students with an education that will reinforce the teaching of basic skills and introduce an expanded range of new skills to the curriculum. It will also encompass the processes and knowledge needed to achieve broader goals as identified by the Curriculum and Instruction Review Committee."

Adapted from *Core curriculum: Plans for implementation*.
Saskatchewan Education (1987). p.3.

The seven required areas of study within the core curriculum are language arts, mathematics, science, social studies, health education, arts education, and physical education.

Six common essential learnings (C.E.L.s) have been defined and will be incorporated into social studies teaching as perspectives which influence how social studies is taught. The C.E.L.s are to be taught and evaluated as part of the social studies courses. The Common Essential Learnings (C.E.L.s) are summarized below.

Independent Learning involves the creation of opportunities and experiences necessary for students to become capable, self-reliant, self-motivated, and life-long learners who see learning as an empowering activity of great personal and social worth.

Personal and Social Values and Skills deals with the personal, moral, social, and cultural aspects of each school subject and has as a major objective the development of responsible and compassionate citizens who understand the rational basis for moral claims.

Critical and Creative Thinking is intended to help students develop the ability to create and critically evaluate ideas, processes, experiences, and objects related to the social studies.

Communication focuses on improving students' understanding of language use in the social studies.

Numeracy involves helping students to develop a level of competence which would allow them to use mathematical concepts in the social sciences.

Technological Literacy will help students appreciate that technological systems are integral to social systems and cannot be separated from the culture within which they are shaped.

Indian and Métis Curriculum Perspectives

The integration of Indian and Métis content and perspectives within the K-12 curriculum fulfils a central recommendation of *Directions* (1983), the *Five Year Action Plan for Native Curriculum Development* (1984) and the *Indian and Métis Education Policy from Kindergarten to Grade 12* (1989).

Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in our society today. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis peoples, and that changes to existing programs are also necessary for the benefit of all students.

*Indian and Métis Education Policy
from Kindergarten to Grade 12.
Saskatchewan Education (1989). p.6.*

The inclusion of Indian and Métis perspectives benefits **all students** in a pluralistic society. Cultural representation in all aspects of the school environment empowers children with a positive group identity. Indian and Métis resources foster a meaningful and culturally identifiable experience for Indian and Métis students, and promote the development of positive attitudes in **all students** towards Indian and Métis people. This awareness of one's own culture and the cultures of others develops self-concept, enhances learning, promotes an appreciation of Canada's pluralistic society and supports universal human rights.

Saskatchewan Indian and Métis students come from varied cultural backgrounds and social environments including northern, rural, and urban areas. Teachers must understand the diversity of the social, cultural, and linguistic backgrounds of Saskatchewan Indian and Métis students. All educators need cross-cultural education, and increased awareness of applied sociolinguistics, first and second language acquisition theory, and standard and non-standard usage of language. Teachers must utilize a variety of teaching strategies that match and build upon the knowledge, cultures, learning styles, and strengths which Indian and Métis students possess. Responsive adaptations are necessary to all curriculum for effective implementation.

The following four points summarize the Department of Education, Training and Employment's expectations for the appropriate inclusion of Indian and Métis content in curriculum and instruction.

- *Curricula and materials will concentrate on positive images of Indian, Métis, and Inuit peoples.*
- *Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis, and Inuit peoples.*
- *Curricula and materials will include historical and contemporary issues.*
- *A strong curriculum emphasis will be given to Indian/Métis Studies, Indian languages, and English language development.*
- *Curricula and materials will reflect the legal, cultural, historical, political, social, economic, and regional diversity of Indian, Métis, and Inuit peoples.*

*Indian and Métis Education Policy
from Kindergarten to Grade 12,
Saskatchewan Education (1989). p. 12.*

Saskatchewan teachers are responsible for integrating into the appropriate units resources that reflect accurate and sufficient Indian and Métis content and perspectives. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.

Gender Equity

Saskatchewan Education, Training and Employment is committed to providing quality education for all students in the K-12 system. Expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Although many schools have tried to provide equal opportunity for male and female students, continued efforts are required so that equality of benefit or outcome may be achieved. It is the responsibility of

schools to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender balanced material and non-sexist teaching strategies. Both girls and boys need encouragement to explore non-traditional as well as traditional options.

To meet the goal of gender equity in the K to 12 system, Saskatchewan Education, Training and Education, is committed to the reduction of gender bias which restricts the participation and choices of all students. It is important that the Saskatchewan curriculum reflects the variety of roles and the wide range of behaviours and attitudes available to all members of our society. The new curriculum strives to provide gender balanced content, activities, and teaching strategies described in inclusionary language. These actions will assist teachers to create an environment free of stereotyping and enable both girls and boys to share in all experiences and opportunities which develop their abilities and talents to the fullest.

Resource-Based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, life-long learning. Resource-based instruction means that the teacher, and teacher-librarian if available, will plan units which integrate resources with classroom assignments, and teach students the processes needed to find, analyze, and present information. It is intended that secondary social studies students will use a variety of learning resources in order to develop both knowledge and skills. Resource-based instruction is an approach to curriculum which uses all types of resources. Some possible resources are books, magazines, films, audiotapes and videotapes, computer software and data bases, manipulable objects, commercial games, maps, community resources, museums, field trips, pictures and study prints, real objects and artifacts, and media production equipment.

Social studies teachers should introduce current events whenever possible. A vertical file, containing current pamphlets, articles and newspaper clippings is needed. Ideally, this file is housed, circulated and maintained through the school library. With some time and patience a classroom teacher may develop a file for social studies using headings from a standardized list such as *Sears List of Subject Headings* (1991), and *Sears List of Subject Headings: Canadian Companion* (1987).

The following points will help teachers use resource-based teaching and learning:

- Discuss the objectives for the unit or assignment with students. Incorporate needed research skills into the activities in the unit, so that skills are always used at the time they are taught. Work with your teacher-librarian, if available.
- Do your planning with the library staff well ahead of time. This will ensure that adequate resources are available and will allow you and the library staff to make decisions about shared teaching responsibilities.
- Show students that you are a researcher who seeks out sources of knowledge by using a variety of resources in your classroom teaching. Discuss sources of information with students and encourage them to use other libraries, government departments, museums and other community resources when they are doing research.
- Provide resource lists and bibliographies to support specific units of study.
- Encourage students to ask the teacher-librarian to help them identify resources related to their assignment or unit.
- Increase your knowledge about integrating resources into regular classroom by attending planning and inservice sessions.
- Identify quality curricular resources that might be added to the school library collection.
- Support the important role of the library resource centre when you talk with colleagues, principals, and directors.

Overview of Social Studies Curricula

Children will not truly understand a concept until they have had an opportunity to re-invent it for themselves.

Piaget

The objectives of social studies education as outlined by the Social Studies Task Force, the Reference Committee, and Core Curriculum emphasize skills and attitudes that will enable students to understand information; research and write about issues in creative, meaningful ways; and debate and evaluate issues. Recall of factual information is required to the extent that it supports these objectives.

Evaluation must also reflect these objectives by testing students for more than the recall of information. Evaluation must determine whether students are achieving the skills/abilities and attitudinal objectives as well as the informational objectives of the course. It is important that in the evaluation process students demonstrate that they have learned to generate and apply knowledge in meaningful ways.

Conceptual Teaching

The Twenty Core Concepts

A concept is a category that groups objects or ideas with certain similarities. Each category is defined by criteria which determine what can and cannot be accepted into the category.

Central to the K-12 social studies framework is a set of twenty major concepts drawn from the social science disciplines. These concepts act as organizers for the required knowledge, skills, and values learnings.

The twenty concepts are:

Beliefs	Decision making	Institution	Power
Causality	Distribution	Interaction	Resources
Change	Diversity	Interdependence	Technology
Conflict	Environment	Needs	Time
Culture	Identity	Location	Values

Concept Attainment

The goals of both the Reference Committee and Core Curriculum (with its emphasis on the Common Essential Learnings) include the teaching of higher order thinking as well as teaching social studies and history information. Instructional methods must be used that promote both types of learning at the same time. Concept attainment is one such method. People organize information into meaningful patterns using concepts. Objects or ideas which have in common certain characteristics or critical attributes can be placed in the same category and given a label. These labelled categories are concepts.

Concept Application

A concept can range from a category of things as concrete as chairs to a category of relationships as abstract as power. By learning to understand and use concepts, students can use the critical attributes of a concept as criteria to categorize data so that inferences may be drawn from them. This process enables the student to simplify complex information by organizing (classifying) the categories or concepts into meaningful patterns. This is an important step towards independent learning and critical and creative thinking.

Distribution of Concepts, Grades 1 - 12

The twenty concepts are developed as major concepts at various grade levels as shown below.

Concept	Elementary					Middle				Secondary		
	1	2	3	4	5	6	7	8	9	10	11	12
Beliefs								x	x	x	x	x
Causality									x	x	x	x
Change	x		x			x	x	x	x	x	x	x
Conflict										x	x	x
Culture	x			x				x	x	x	x	x
Decision making			x	x	x			x	x	x	x	x
Distribution					x		x				x	x
Diversity		x	x	x	x	x			x	x	x	x
Environment		x	x						x		x	x
Identity	x			x	x	x		x	x		x	x
Institution				x	x	x				x	x	x
Interaction						x	x		x		x	x
Interdependence			x			x		x		x	x	x
Location				x		x	x			x		x
Needs					x	x	x	x		x	x	
Power							x		x	x	x	x
Resources					x		x				x	x
Technology				x					x		x	x
Time		x			x	x			x	x	x	
Values				x	x	x	x	x	x	x	x	x

Teaching Skills and Abilities

If students are to achieve the objectives of higher order thinking, then they must develop the abilities which make this possible. Achievement of the objectives within the C.E.L.s cannot happen unless time and effort is spent helping students learn the prerequisite skills/abilities.

Beyer argues that an effective curriculum on thinking skills should introduce a limited number of skills/abilities (three to five) at each grade level. Students are not able to learn to the mastery level more than five skills per year. By providing a sequenced development of skills/abilities from the primary years to the secondary years, a scope and sequence can ensure that students master the necessary number of skills/abilities to allow them to become independent, critical and creative learners.

Beyer, B. (1984). Improving thinking skills: Defining the problem. *Phi Delta Kappan*, (65)7, 486 - 490.

Adaptation

Only one or two skills are prescribed for each grade so the course can be adapted to make it suitable for the class being taught. Skills/abilities are introduced gradually throughout each course. This allows students to learn the skill at the beginning of the course, to practise it, and to use the skill independently. Students are expected to achieve some measure of independence in the use of skills prescribed for each grade level.

Dialectical Reasoning, Problem Solving, Decision Making, and Conflict Resolution

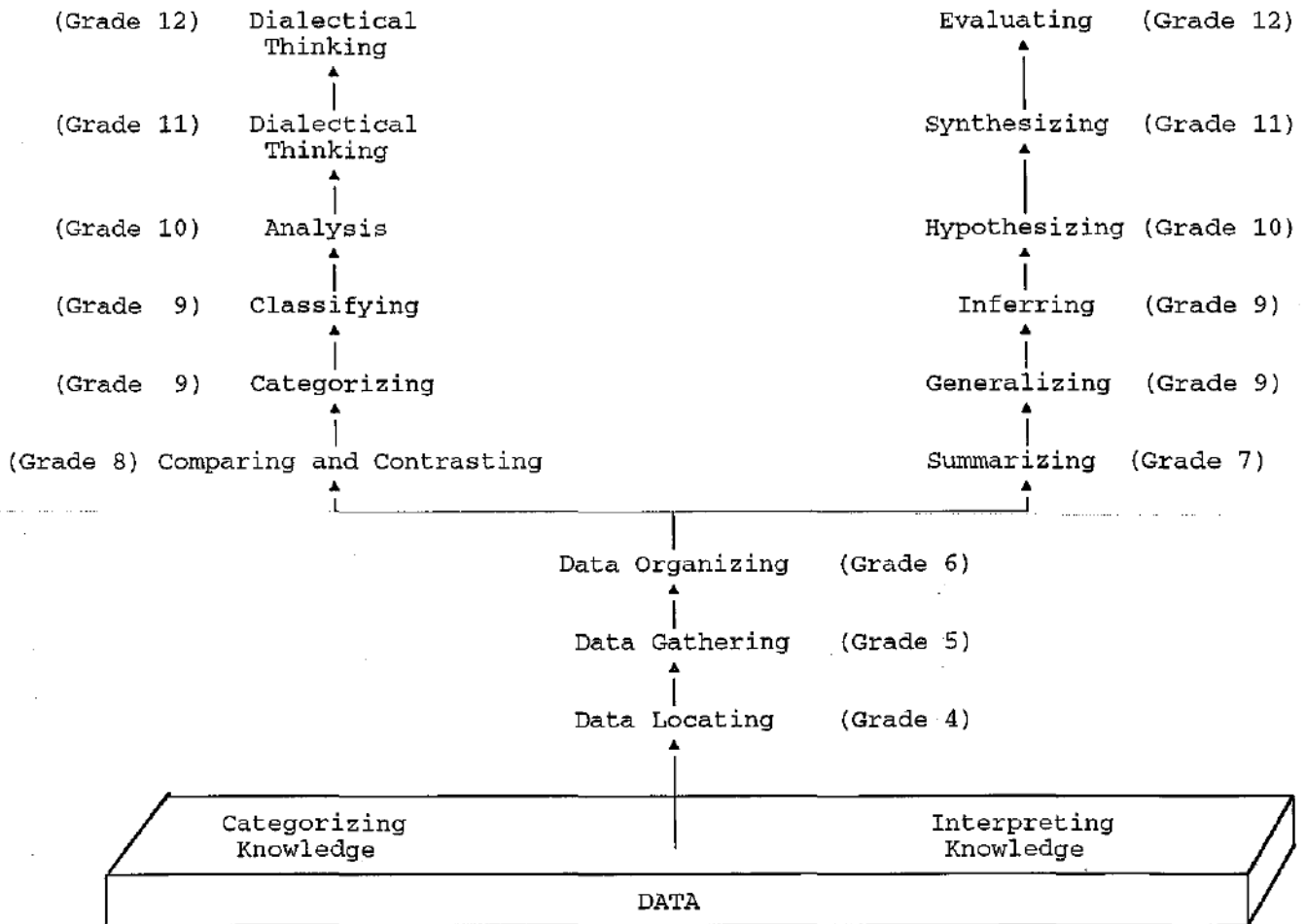
Two skills/abilities that are greatly emphasized throughout the middle years are categorizing and classifying. While categorizing (creating a group or class within a system) is inherent in conceptualizing, it should also be taught as a skill basic to critical and creative thinking. Classifying (the process of arranging groups or classes according to some system) is another basic skill taught throughout the middle years (most particularly in Grade 9) because it is fundamental prerequisite to the skill of analysis. The skills of generalizing (noting common elements among cases or data being studied) and inferring (using a generalization made from data/cases to draw implications or form conclusions about that or another case) are also emphasized in grade nine.

In Grade 10 the skills of classifying and inferencing are carried on, reinforced, and used as the basis for developing the ability to analyze and hypothesize. Students will be taught to classify data using grids and/or concept maps. Once they can do this, they are in a position to draw inferences about relationships within the data. These inferences become the basis for an hypothesis.

In Grade 11, the skills of analysis and hypothesizing continue to be stressed and used to develop the abilities to think dialectically and to solve problems. Given the controversial nature of many of the world issues the students will be studying and because students will be entering a world which requires the ability to be able to think about issues that are complex and many sided, students will need to learn to deal with ambiguity and uncertainty. Dialectics and its related processes of creative problem solving, decision making, and conflict resolution are logical extensions of hypothesizing and analyzing. Students who have been introduced to these skills in previous years will learn to define the different sides of a dialectic and then analyze the sides for logical consistency. Students doing creative problem solving can use inferencing and hypothesizing to define the alternatives in a problem and then use analytical grids to decide upon the best course of action. Much the same process occurs in decision making and conflict resolution, the other two major skills of grade eleven social studies.

Scope and Sequence of Intellectual Abilities

Note: The chart below does not mean an intellectual ability assigned to one grade level would not be used at another grade level. **All of the abilities (and others) will be used to some degree in each grade.** The intent of the chart is to provide a scope and sequence of basic intellectual abilities which is developmental so the abilities introduced in one year will serve as the basis for the abilities to be learned in subsequent years.



Adapted from Hannah, L. and Michaelis, J. (1977).
*A Comprehensive Framework for Instructional Objectives:
 A guide to systematic planning and evaluation.*
 Menlo Park CA: Addison - Wesley (1977). pp. 13-16

Mastery Learning of Skills/Abilities

The objective for each year is for students at each grade level to master one or two intellectual abilities well enough so they can use the abilities independently. In assessing student progress in the abilities, a teacher should determine whether a student is able to use the ability independently or whether the student is at a more preliminary stage. It is important to reinforce and build on the achievements of previous years so that students' abilities grow over their school careers.

In the curriculum guide students deal with skills/abilities in four stages:

- being formally introduced to the skill/ability;
- practising using the skill/ability in a number of situations;
- achieving independent use of the skill/ability; and,
- maintaining and expanding the use of the skill/ability.

Teachers may wish to use the descriptors of introducing, practising, achieving independent use, and maintaining and expanding in a checklist or rating scale to chart student progress. Until the mastery level is achieved, students should not be expected to perform the skill with full effectiveness.

Adaptation of Intellectual Demands to Student Ability

Some students in Grade 11 will have moved into Piagetian formal operations while others will be in the transitional stage between concrete and formal operations. Again, as in all secondary programs, consideration must be given to this reality. Thus objectives must be interpreted and strategies used in ways that do not challenge students beyond their ability.

The Grade 11 social studies and history courses have been designed around the learning cycle on page 34. It is important that skills/abilities (and concepts) be introduced to students using concrete material that is familiar. Then students will be able to concentrate on the concepts and the skills/abilities rather than having to learn new material as well.

Effective Teaching of Skills/Abilities

There are many approaches to teaching skills and abilities, each with its advantages and disadvantages. One approach that is useful because of its "common sense" nature was devised by Barry Beyer. These assumptions are built into the grade 11 social studies and history programs. Beyer assumes a skill is learned best when students:

- are consciously aware of what they are doing and how they do it;
- are not distracted by other inputs competing for attention;
- see the skill modeled;
- engage in frequent, but intermittent (not massed), practise of the skill;
- use feedback received during this practise to correct their use of the skill;
- talk about what they did as they engaged in the skill;
- receive guidance on how to use a skill at a time when they need the skill to accomplish a content related goal; and,
- receive guided opportunities to practise the skill in contexts other than that in which the skill was introduced.

What this means for teaching is that skills will not be mastered by students unless teachers are prepared to use a definite strategy aimed at mastery learning.

- Skills should be introduced in a way that shows the student these skills can accomplish tasks related to the subject matter. The purpose of this is to demonstrate to the student that the skill is useful.
- Next the teacher should explain the skill in detail showing the student exactly what the skill is, its purpose, and the procedures involved in using the skill.
- The teacher should demonstrate the skill, preferably by modelling it in a class situation.
- Once these steps have been completed, students should be given opportunities to apply and practise the skill using the course content they are studying.

(Note: Most research indicates clearly that skills have to be learned in the context of actual course content. Skills learned in isolation from content will not automatically transfer to any content that may be selected later.)

As part of their practise, students:

- should be given coaching in the use of the skill; and,
- should be given opportunities to think about the effective use of the skill.

Beyer, *Phi Delta Kappan*, 1984

Teaching Controversial Issues

The teaching of value laden issues has generated much controversy. Some argue that in a pluralistic society, there can be no broad consensus on values. People who adopt this assumption argue that social studies education has to be objective and value free in order to avoid offending certain points of view. A second position is to provide students with opportunities to clarify their personal values, work out the consequences of those values and decide for themselves what they will or will not accept. A third position is to argue that there is some basic consensus on fundamental moral and ethical values in our society and that these values can be taught in some meaningful way.

The approach *World Issues* takes is that there are some fundamental values on which there is some agreement. *World Issues* also accepts that there are many disagreements and that students need to learn to deal with controversy. The social studies and history curricula provide students with learning experiences that will help them identify some of the fundamental value positions of society and how these arose. This curriculum deals with controversy, even invites it. However, it does not suggest that any belief is as good as any other belief. Our society does not accept that, and we should not give that impression to our students. Therefore this curriculum makes no attempt to be objective in the sense of being value free.

There is a fine line between education and propaganda. *World Issues* treads this line by giving students opportunities to examine controversial issues. Debating these issues will allow students the scope and motivation to learn to use and apply concepts and higher order thinking skills to organize information meaningfully. In this process, students can begin to understand the role of values as the basis for making inferences. From this, it is a short step to understanding that values provide us with evaluative criteria and that we depend upon the traditions of society to provide us with these guidelines. A short list of these criteria would include human dignity, basic rights and responsibilities as defined in the Charter of Rights and Freedoms, and respect of and tolerance for individual differences based on human dignity.

In determining what is appropriate for the student in the areas of values objectives, teachers should be aware of family and community standards. Educational decisions related to value objectives in the classroom should reflect these standards as well as those in the Canadian Charter of Rights and Freedoms. If a controversy arises between positions taken by family and community and that of the Charter, students should be encouraged to engage in dialectical thinking about the various positions before arriving at their personal value position.

Evaluation

Evaluation of Student Learning

The curriculum guide includes three categories of objectives: knowledge, skills/abilities, and values. Each category includes specific learning objective statements which define the expectations of the curriculum. From these statements the teacher will need to identify, in specific terms, those dimensions of the learning objectives that the teacher considers appropriate for the students. The course as a whole and each unit has a set of foundational or core objectives which all students are expected to achieve. The remaining time can either be used for enrichment or for additional help and support. Evaluation should, at the minimum, be based on these foundational objectives.

Evaluation of Values Objectives

Teachers should avoid evaluating students' value positions as either right or wrong. This is only appropriate in situations relating to fundamental human rights. In most cases, there are quite a variety of acceptable positions in a pluralistic society. Therefore, teachers should try to pursue with students the reasoning that lies behind the value position.

Values objectives in the curriculum guide call for the student to appreciate the complexity of many issues related to various aspects of social life. This is not a demand that students adopt a certain value position, but rather a suggestion that students should begin to understand some of the underlying moral, ethical, and aesthetic conflicts and contradictions of the social issue in question. Objectives of this sort lend themselves much more readily to informal methods of formative evaluation.

From individual, group, and class discussions, teachers can get a "feel" for what students have learned about a values objective that has been taught in the classroom. Teachers should chart changes which occur in student values rather than evaluate the quality of students' values. These changes may be recorded through the use of anecdotal records and checklists.

A major objective of social studies and Core Curriculum is to teach critical and creative thinking. Teachers must not deny this process to the students by insisting on a single value position in the classroom. Rather, the teacher ought to use these opportunities to stimulate discussion and independent thinking about issues.

Encourage students to develop the thinking and communications skills that allow them to develop legitimate value positions and to express and defend them in open debate. Teachers may evaluate students' work from this perspective, provided it is clear that the skills of thinking, logic, and communication are being evaluated rather than a specific value position. Being specific as to what these skills are and the stages in development that occur in them aids the teacher in constructing assessment instruments to gather such information. Note: For a more detailed discussion of these issues see pages 46-49 of Saskatchewan Education (1988), *Understanding the common essential learnings: A handbook for teachers*.

Evaluation of Skills/Abilities

It is important in evaluation to show clearly that there is a relationship or congruence between what has been taught and what is being evaluated. If an important teaching objective has been skills/abilities, then test instruments should also measure skills/abilities. It is important in meeting the objectives of this course to emphasize skills/abilities as well as information in any evaluative instrument used.

It is equally important when evaluating skills that students be asked to demonstrate that they know the skill needed in a particular situation and how to apply it. Students should be asked to apply the skill to new material, so that they are not able to use preformed generalizations as a crutch in the evaluation.

Types of Evaluation

It is useful to distinguish between the terms *assessment* and *evaluation*. These terms are often used interchangeably, which causes some confusion in their meaning. *Assessment* is a preliminary phase in the evaluation process. In this phase various strategies are used to gather information about student progress. *Evaluation* is the weighing of assessment information against some standard (such as curriculum learning objectives) in order to make a judgment or evaluation about the performance of the student. This may then lead to other decisions and action by the teacher, student, or parent.

There are three main types of student evaluation:

- Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress towards program learning objectives. The main purpose of formative evaluation is to improve instruction and student learning. It provides teachers with information which can be used to modify instructional objectives. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.
- Summative evaluation occurs most often at the end of a unit of study. Its primary purpose is to determine what has been learned over a period of time, to summarize student progress, and to report on progress relative to curriculum objectives to students, parents, and educators.
- Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction. Its main purposes are to identify students who lack prerequisite knowledge, understanding, or skills, so that remedial help can be arranged; to identify gifted learners to ensure that they are being sufficiently challenged; and to identify student interests.

Teachers conduct all three types of evaluation during the course of the school year.

Guiding Principles of Student Evaluation

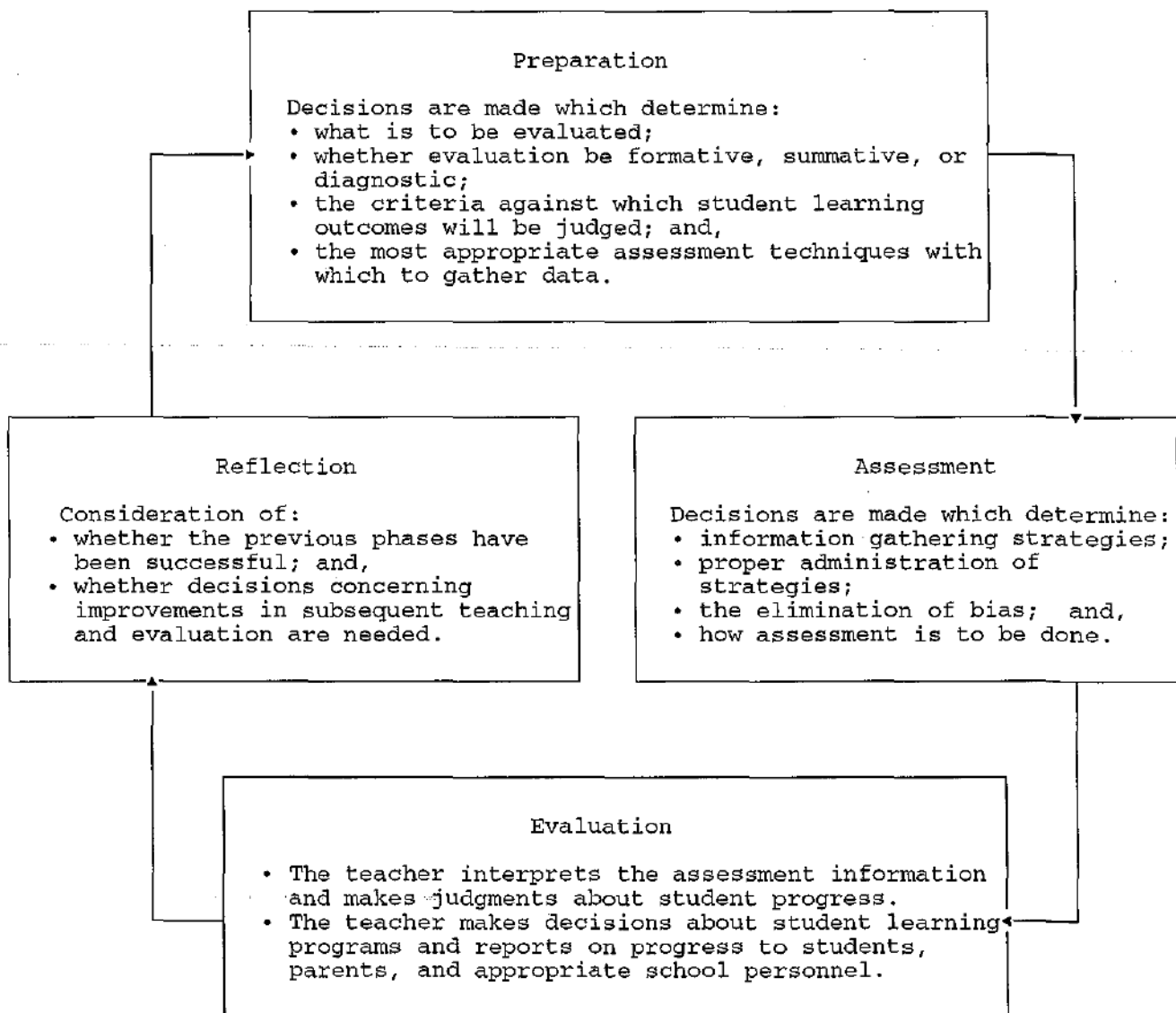
Recognizing the importance of evaluation as an integral part of the curriculum, Saskatchewan Education, Training and Employment has developed five general guiding principles which are closely linked to the *Evaluation in Education* report and provide a framework to assist teachers in planning for student evaluation. For a more extensive treatment see Saskatchewan Education (1991). *Student Evaluation: A Teacher Handbook*.

- Evaluation is an essential part of the teaching-learning process. It should be a planned, continuous activity which is closely linked to both curriculum and instruction.
- Evaluation should be guided by the intended learning outcomes of the curriculum and a variety of assessment strategies should be used.
- Evaluation plans should be communicated in advance. Students should have opportunities for input to the evaluation process.

- Evaluation should be fair and equitable. It should be sensitive to family, classroom, school, and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills, and attitudes.
- Evaluation should help students. It should provide positive feedback and encourage students to actively participate in their own learning.

Phases of the Evaluation Process

Although evaluation is not strictly sequential, it can be viewed as a cyclical process including four phases: preparation, assessment, evaluation, and reflection. The evaluation process involves the teacher as decision maker throughout all four phases.



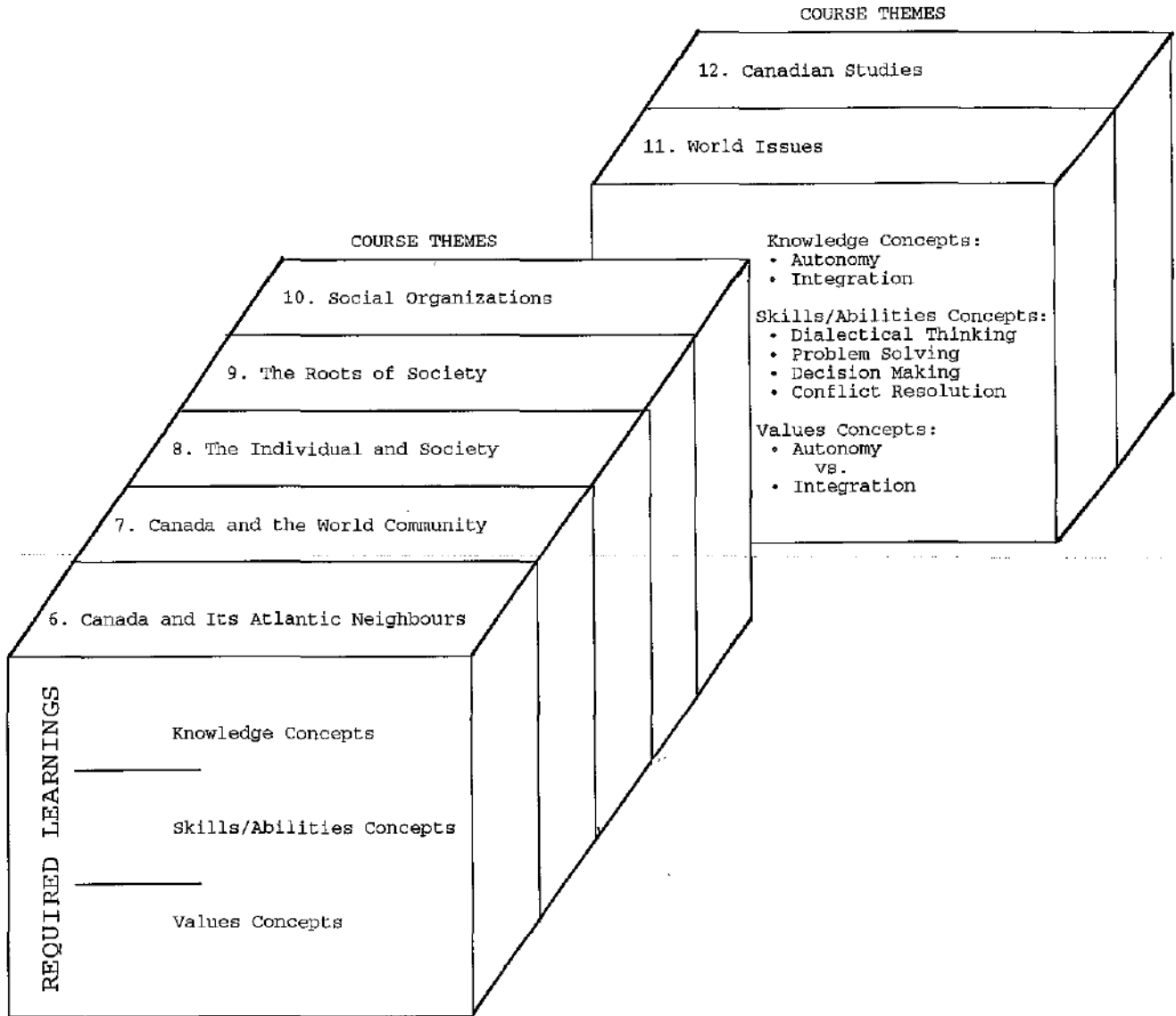
Grade Eleven Social Studies and History

World Issues



Curriculum Overview, Grades 6-12

The following model represents the curriculum structure from grades 6 to 12 showing the place of grade 11 in relation to the other courses.



Course Goals for World Issues

The goal of grade eleven social studies and history is to help students understand the major issues facing humanity at the end of the twentieth century. The social studies program examines issues such as human rights, population growth, wealth creation, environmental change, and world governance. The history program examines the conditions, ideas, and events of the twentieth century which gave rise to these issues. The social studies and history programs examine the current state of these issues and alternative viewpoints for dealing with these issues.

Note: Students have the choice of taking one of history, social studies, or Native Studies at the grade ten level. This means it is possible to have students at the grade eleven level, who come from different grade ten courses. The history and social studies programs at the grade ten level use similar concepts so that students who take either history or social studies will have similar backgrounds in concepts and skills/abilities. There is also some similarity in concepts between the grade eleven social studies and history programs. The skills/abilities objectives are the same for both grade eleven courses.

A Summary of World Issues From the Social Studies Perspective and From the History Perspective

Unit One

Social Studies: The central concept of this unit is human rights. The objective is to give students an opportunity to consider which obligations, in the form of human rights, individuals and groups should collectively assume for each other.

History: In this, unit students will investigate the consequences of World War I and the political responses to the destruction of traditional order and values. The rise of totalitarian regimes exemplified this disillusionment.

Unit Two

Social Studies: The central concept of this unit is population. This unit is a study of the conflict between population size and its burden on the environment. Students are introduced to the problems of population growth. They will examine the situation facing the world today and the forces which contribute to the rate of growth of a population in order to consider the social ramifications of population size.

History: After World War I, no nation wanted to experience another world war and all sought to achieve national security and international peace. The forces of nationalism, ideology, and economics all made the achievement of those goals unattainable resulting in World War II.

Unit Three

Social Studies: The central concept of this unit is the environment. Students will examine the conflict between protecting the habitat and satisfying human needs. The implications of the various alternative approaches to the environment will be analyzed.

History: The decline of the European powers combined with a growing desire for self-determination resulted in the end of colonial empires. The desire for self-determination by distinct populations continues to affect both national and international politics.

Unit Four

Social Studies: The central concepts of this unit are production and distribution. Students will consider the conflict between the rights of those who produce wealth and those who have great need for it.

History: The emergence of two superpowers, during and after World War II, each representing a competing ideology, is the central focus of this unit. The global implications of this rivalry are also investigated.

Unit Five

Social Studies: The central concept of this unit is conflict. The dialectic in this unit is between the need for security found in some kind of international organization and the need for sovereignty and the power to defend it. The issue is how to find collective security without sacrificing individual and national autonomy.

History: This unit addresses a number of the issues which dominate contemporary affairs. The dialectical reasoning approach is used to address such issues as the environment, population growth, human rights, and conflict.

The Core Concepts of World Issues

Autonomy

- Social Studies

The concept of autonomy deals with the individual's need:

- to be separate and distinct from the natural and social environment; and
- to be independent and to feel in control of events around oneself.

- History

Autonomy, as reflected in the history curriculum, focuses on the individual within the state, the rights/responsibilities that should be the prerogative of the individual and those that should be the prerogative of the state.

Integration

- Social Studies

The concept of integration deals with the need by individuals to be a part of a larger whole in order to meet their physical, social, and human needs. Humans cannot develop and express their humanity outside of a human society.

- History

On the international level, two conflicting forces exist embodied in the concepts of national sovereignty and collective security. National decision makers and societies have to determine how best to secure the well-being, territorial integrity and sovereignty of their nations and whether securing these goals can be best achieved through the institutions and actions of the nation state or some international organization of states.

Dialectic

- Social Studies

The issues facing the world do not have simple clear solutions. Rather they are multifaceted, ambiguous situations requiring choices among contradictory and conflicting values which can only be evaluated by presenting and discussing various viewpoints on an issue.

- History

The global challenges/issues addressed in this curriculum are issues which differ in their regional impact and interested constituencies, and which share some common attributes such as the immediacy of their impact and the merit of global attention and action. Controversy surrounds each of the challenges/issues. Seeking policies/solutions to meet those challenges will require an open analysis of the alternative viewpoints surrounding those challenges/issues.

Social Studies Foundational Objectives

The knowledge objectives are to help students understand:

- that human rights are those rights which people in society collectively have decided they will honour because people are morally entitled to them;
- that population growth rates vary from region to region and that regions with different population compositions make different demands on social policy;
- that the environment is a complex system of interacting, interdependent parts, of living and non-living parts, with the whole environment being greater than the sum of each part;
- that individual welfare is the feeling that one's personal potential is being developed so that a fulfilling and satisfying life is possible;
- that governance is the process of decision making and policy determination aimed at maintaining social stability within society.

The skills/abilities objectives are to help students understand:

- dialectical thinking as the process of searching out the oppositions, conflicts, contrasts, contradictions, and differences in the content of a subject or issue in order to find a unifying idea without discarding the internal tension;
- the steps of the problem-solving process;
- the conflict-resolution process; and,
- the decision-making process.

The values objectives are to help students understand that:

- values issues have internal conflicts which have to be resolved through the processes of:
 - dialectical reasoning,
 - problem solving,
 - decision making, and
 - conflict resolution.
- in considering a life of dignity and humanity:
 - there are rights everyone is entitled to regardless of their contribution to society, and
 - there are obligations everyone in society must assume for others.
- the goal of progress is seen by some as being met when:
 - a population as large as possible is allowed to exist,
 - the standard of living of a population is as high as possible, or
 - a population has learned to live in harmony with the natural environment.
- nature may be seen:
 - objectively as something like a machine which can be manipulated as humankind sees fit, or
 - subjectively as an organic whole which has the capacity to react to the way it is treated.
- in protecting the well-being of people within society, it is more important to:
 - maintain order and security regardless of the legal protection of human rights, or
 - protect human rights regardless of the short term effect on order and security.
- in promoting its best interests, a nation has to consider:
 - the needs of its citizens and the state as being of paramount concern; or,
 - the needs of the global system of which the state is a part as being more important.

History Foundational Objectives

The knowledge objectives are to help students understand:

- that there exists an interplay among the social, economic, political and cultural domains within a society and that changes within one of the domains will impact the other forces;
- that various political paradigms, when functioning, will impact the relationship between individual rights and collective rights;
- that nations sometime perceive that their security/sovereignty can be best secured through the mechanisms of alliances or membership in multinational organizations dedicated to preserving the integrity of its member states;
- that distinct populations will seek to secure the decision-making processes which have an impact on their distinctiveness and well-being; and,
- that there are challenges/issues that are global in that they have global consequences and will require global involvement in seeking solutions to those issues.

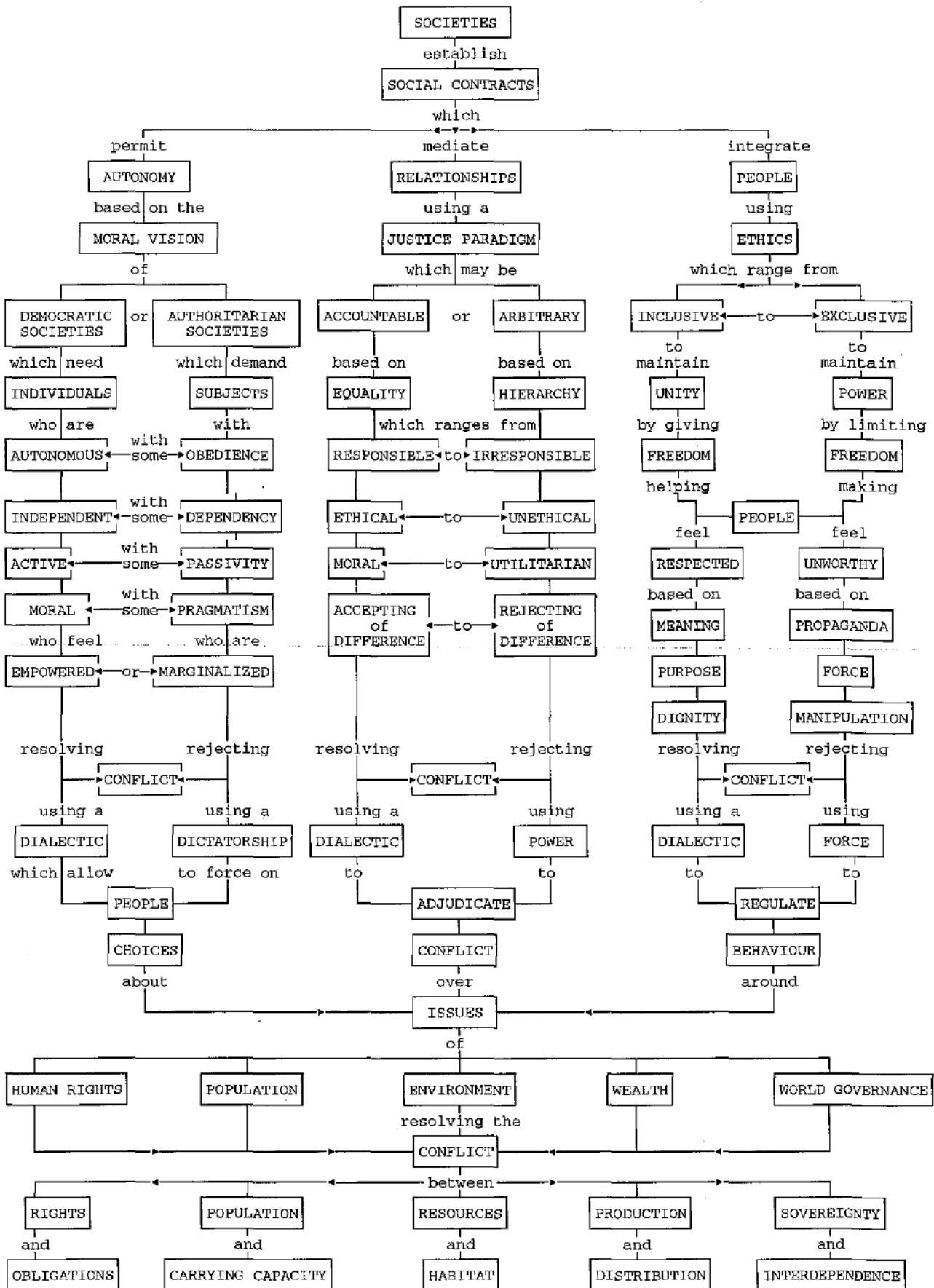
The skills/abilities objectives are to help students understand:

- dialectical thinking as the process of searching out the appositions, conflicts, contrasts, contradictions and difference in the content of a subject or issue in order to find a unifying idea without discarding the internal tension;
- the steps of the problem-solving process;
- the conflict-resolution process; and,
- the decision-making process.

The values objectives are to help students understand:

- that values issues have internal conflicts which have to be resolved through the process of:
 - dialectical reasoning,
 - problem solving,
 - decision making, and
 - conflict resolution;
- that a debate exists within all societies as to the proper balance of individual rights and the collective rights of the society and as to which should have paramount importance;
- that a nation has to determine whether the needs of its citizens and the state (national sovereignty) or the perceived needs of the global community should have paramount importance;
- that controversy exists over what paradigm of leadership and decision making can best secure the well-being of a nation's population; and,
- that controversy exists over the relationship between humans and the environment and how best to safeguard the long-term well-being of both humanity and the environment.

A Conceptual Overview of World Issues



The Basic Skills/Abilities Being Emphasized in Social studies and History 20

Social studies and history 20 concentrate on teaching the skills, of dialectical thinking, problem solving, decision making and conflict resolution. On the following pages there is a more detailed breakdown of the sub-skills inherent in these general skills.

Assessment of Skills/Abilities

Teachers can use the skills breakdown lists as checklists to assess student progress. Each ability described on the following pages has a list of key skills which students must understand before they can demonstrate the ability. The accompanying questions can be used to assess student performance in the skills. By using the key skills, teachers will be able to assemble data that can be used to monitor student progress. Checklists and rating scales are particularly suited to recording student information in this area.

Assessment of Dialectical Thinking

Key Skills in Dialectical Thinking

The student will be able to:

- make an initial value claim expressing what is good, right, or worthwhile concerning an issue;
- provide supporting arguments for taking that particular position on the issue;
- set out a value claim opposing that of the first value claim;
- provide supporting arguments for the opposing value claim;
- create a dialectic by:
 - acknowledging the existence of opposing value claims,
 - pointing to some aspect of the opposing value claim which is worth considering, or
 - pitting the first set of supporting arguments against the second set; and,
- come to a dialectical conclusion in which:
 - one value claim is deemed to be the most correct,
 - another value claim is discovered to be better than either initial value claim, or
 - both value claims are refined into a new synthesis.

Questions to Appraise Dialectical Thinking

Has the author expressed a moral and ethical position on which there is an honest division of opinion?

Has the author provided reasons developed into one or more lines of support for the position taken?
Do the reasons justify the position taken?

Has the author expressed a moral and ethical position (counter-argument) which opposes the first position taken?
Is the counter-argument valid and relevant to the issue being discussed?
Has the counter-argument been argued convincingly and with passion?

Does the author provide all and the best reasons to support the counter-argument?
Are the reasons strong enough to adequately support the counter-argument?

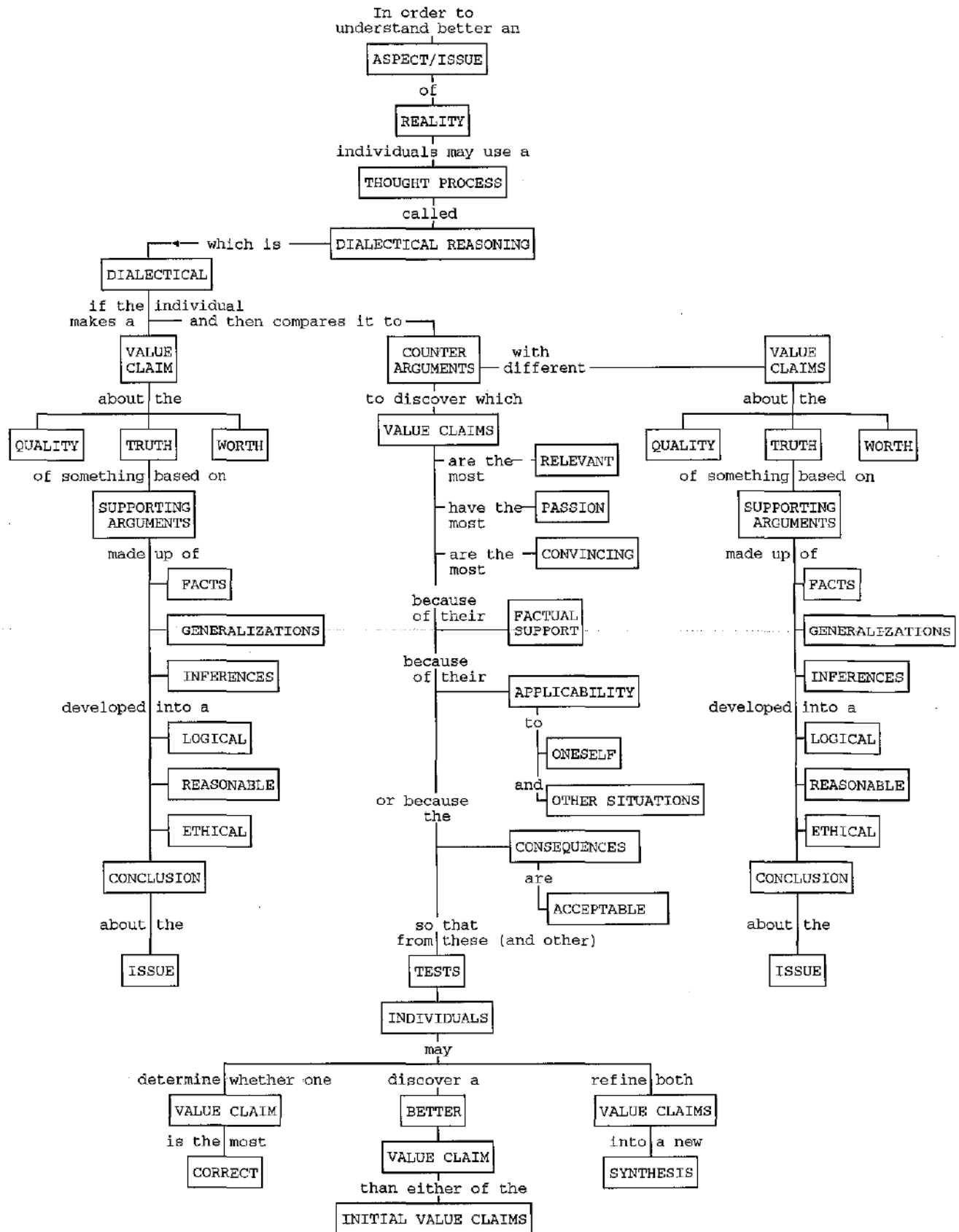
Does the author create a dialectic by showing clearly that:

- the facts in the supporting arguments are true and relevant and provide support for each position; and,
- the generalizations and inferences drawn are logical and supported by evidence?

Does the author test the value claims with the following and other intellectual tests:

- How well do the value claims apply to a different case;
- Could the value claims survive a role exchange test; and
- Are the consequences of accepting these value claims acceptable morally and ethically?

Dialectical Thinking



Assessment of Decision Making

Key Skills in Decision Making

The student will be able to:

- determine whether the situation requires a decision;
- determine the various options available for handling the situation;
- define the goals for the situation which can be used as criteria to determine whether the decision made is achieving the desired results;
- make a decision;
- develop a plan to carry it out; and,
- monitor the plan using the established criteria to determine whether the results meet the goals of the decision.

Questions to Appraise Decision Making

Has all the relevant information been gathered?
Have the goals been clearly identified and defined?
Is there a problem that requires a decision?

Has a range of options been generated and listed?
Have the constraints been considered and listed?
Have the assumptions been considered and listed?

Have the assumptions been evaluated and prioritized?
Have the goals been defined and prioritized?
Has a set of criteria been developed for evaluation based on the assumptions and goals listed above?

Has a decision been made about the most appropriate option to follow considering:

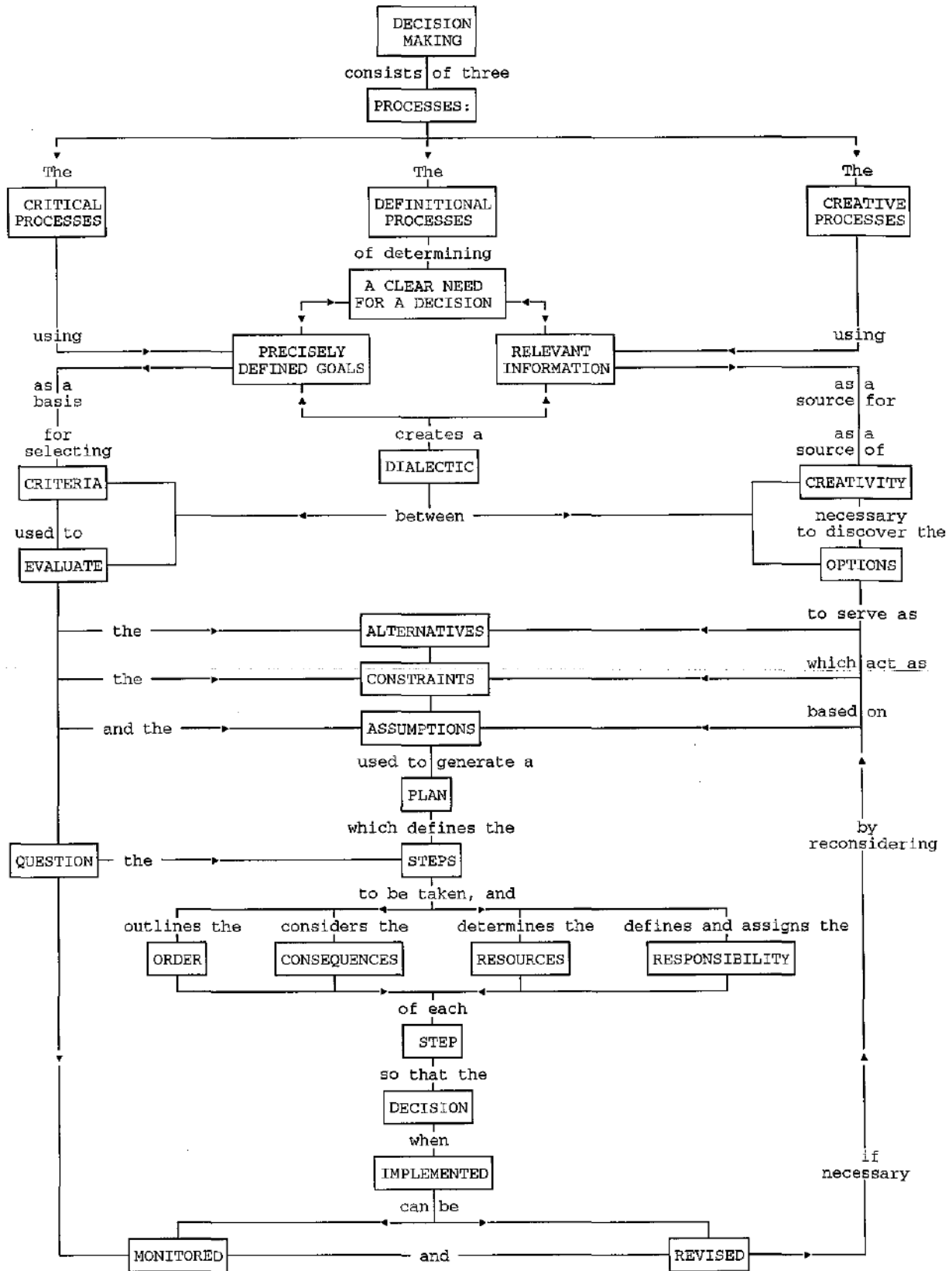
- the constraints that have to be accepted;
- the assumptions and goals that have been accepted; and,
- the combination of options that best satisfies the constraints and assumptions?

Does the plan:

- define the steps that need to taken;
- outline the order in which each step will occur;
- determine the resources needed to carry out each step; and,
- define and assign responsibility for each step?

Can the plan be implemented as planned?
Did the plan achieve the results as defined by the criteria established by the goals?

Decision Making



Assessment of Problem Solving

Key Skills in Problem Solving

The student should be able to:

- define a problem;
- generate solutions to the problem;
- define goals and establish criteria to evaluate the available alternatives;
- decide upon a course of action;
- decide on a plan to determine whether the plan of action is successful; and,
- decide whether the results of the action plan meet the criteria established to solve the problem.

Questions to Appraise Problem Solving

Has enough information been gathered so that the situation is clearly understood?
Have goals for the situation been determined?
Out of all the alternative problems possible, has a specific problem been understood and defined?

Have a number of ideas for solving the problem been generated?
Have the ideas been refined into alternative solutions to the problem?

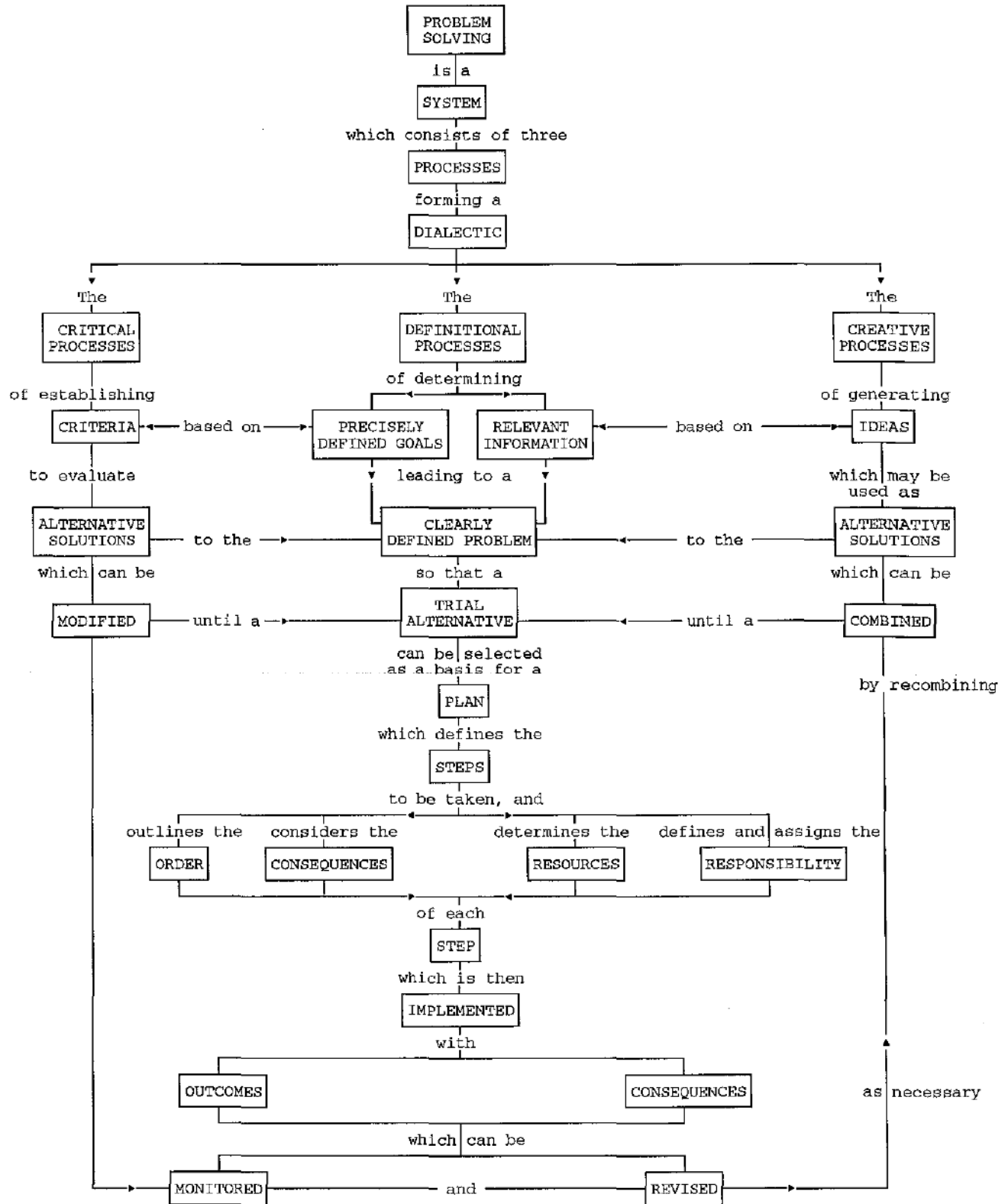
Have evaluation criteria based on the goals been selected?
Have the various alternative solutions been evaluated using these criteria?
Have the different alternatives been modified and combined to find ways which best meet the criteria?

Has a trial alternative been selected to serve as the basis of a plan which will solve the problem?
Have all the steps in the plan been defined and sequenced?
Have all the needed resources been identified?
Have the responsibilities been defined and assigned?

Have criteria been selected for evaluating the plan?
Has a timetable for evaluation been established?

Have the outcomes been compared with the objectives?
Has there been a search for any new problems created by the plan?
Has there been a determination of whether further action is necessary?

Problem Solving



Assessment of Conflict Resolution

Key Skills in Conflict Resolution

The student will be able to:

- confront the opposition to discover whether something can be done about the conflict;
- define with the opposition what the conflict is about so that misunderstandings are not taken into the conflict resolution process;
- before and during the conflict resolution process, communicate her/his intention to cooperate with the conflict resolution process;
- look at the other person's perspective accurately and fully during the conflict resolution process;
- communicate clearly and honestly any changes of positions and feelings during the conflict resolution process; and,
- work to negotiate an agreement that achieves a balance between the goals of both sides.

Questions to Appraise the Conflict Resolution Process

Have both sides been able to express their feeling and perceptions about the conflict?
Have the sides described each other's behaviour without being insulting?
Does everyone involved in the confrontation want to work at and take responsibility for solving the conflict?

Has the conflict been clarified so that everyone clearly understands it?
Have both sides examined carefully what in their behaviour led to the conflict?
Do both sides know what they really want and what they can give up to reach an agreement?

Are both sides prepared to discuss the conflict honestly and openly?
Have both sides argued the other side's viewpoint as if it were their own?
Have both sides looked at where there might be agreement and where there is disagreement?

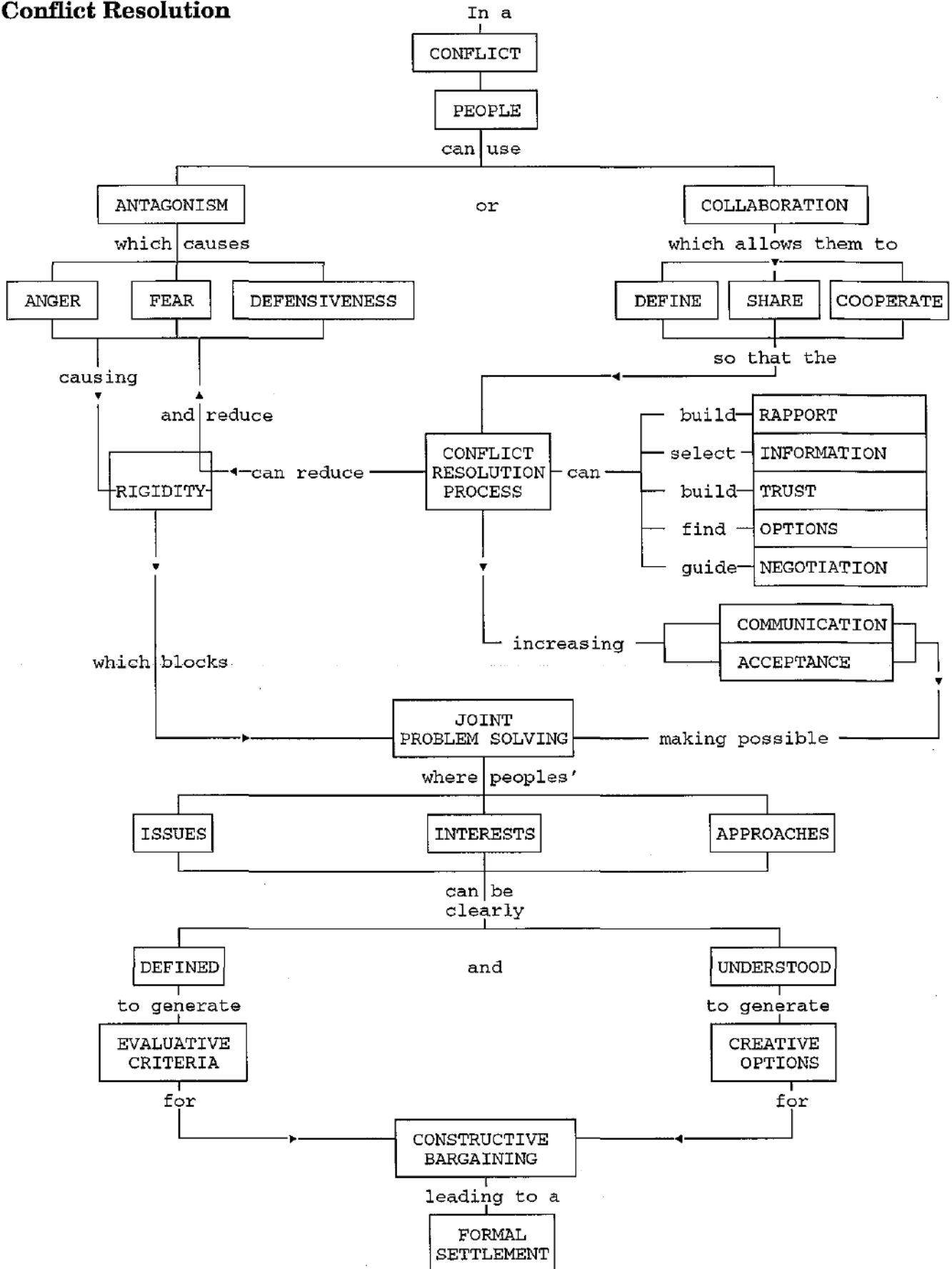
Have both sides listened carefully enough to the other side's position so they clearly understand it?
Have both sides argued the other side's viewpoint as if it were their own?
Have both sides looked at where there might be agreement and where there is disagreement?

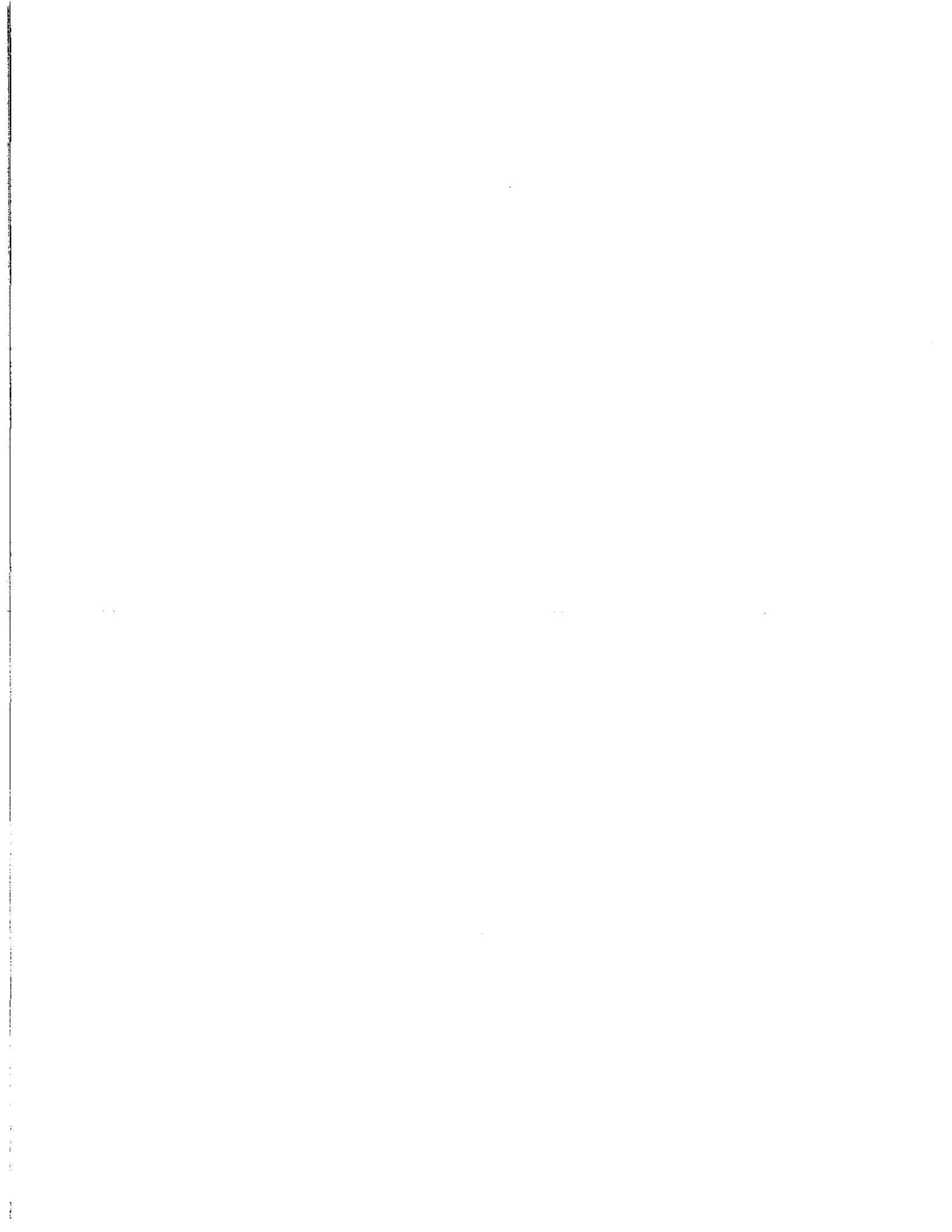
Are both sides sending signals they want this process to work successfully?
Have both sides carefully considered what is being gained and lost by continuing this conflict?
Are both sides expressing their discomfort with behaviours and decisions as they arise?

Does the agreement clearly specify for both sides:

- what has been agreed;
- how people will behave differently; and,
- how things will be corrected in the future if one side or the other breaks the deal?

Conflict Resolution





Organization of the Curriculum Documents



General Objectives

The general objectives for the course are outlined as knowledge, skills, or values objectives. In the skills/abilities section of the required learnings, the learnings are prefaced with either "learn" or "practise". The word "learn" indicates that this will be the first time the skill is formally presented. "Practise" indicates that the skill has been formally presented at some earlier point in the students' education.

Note that there are specific knowledge objectives for each part of the content and strategies. **However, the skills and values objectives also apply to several parts of both content and strategies.** Thus skills and values objectives should not necessarily be read as belonging to only one part of the content.

Teaching Strategies

The teaching strategy column contains ideas which teachers may use at their discretion. The teaching strategies have been developed to incorporate the C.E.L.s and to develop concepts, skills, and values. The activities always attempt to achieve more than one objective at a time. The purpose of the suggested strategies is to help teachers design teaching strategies which will link content with skills so that the Common Essential Learnings are achieved.

Activity Guides

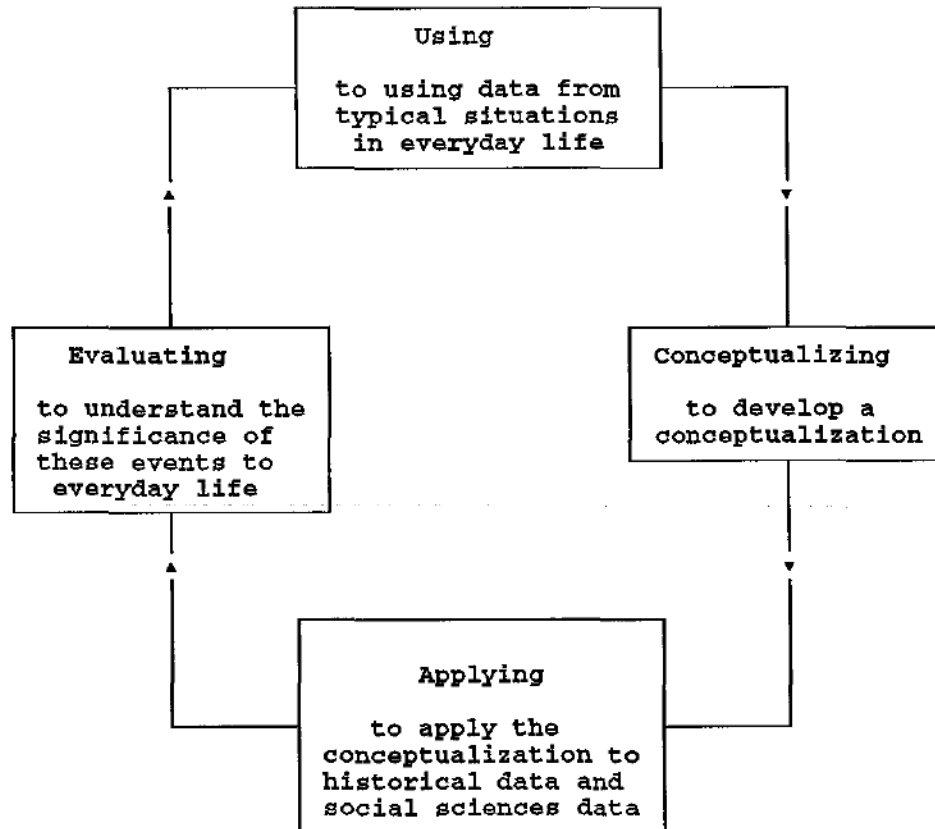
Activity guides have been prepared to provide teachers with detailed teaching strategies that can be used to achieve the above mentioned objectives. The suggested activities tend to be student-centred rather than teacher-centred. This was done deliberately because teachers indicated that they would appreciate support in this area. It is possible, with some adjustment, to modify many of these activities into a lecture-discussion approach.

Note: the list of teaching strategies is not intended to be prescriptive. Teachers may use as many or as few of the strategies as they wish. All of the strategies can and should be modified and adapted for use in different classrooms.

Further details pertinent to teaching strategies as well as other relevant information, will be found in the Saskatchewan Education, Training and Employment Publications which complement this guide. These are the *Teacher's Activity Guide* and the *Annotated Bibliography*.

Learning Cycle

All of the units in secondary school social studies and history have been organized according to the learning cycle diagrammed below. Students are always introduced to concepts and skills/abilities using familiar material (concept development). This is done to make it easier for students to concentrate on learning either the concept or the skill. Once students are familiar with the concept or skill, then they are ready to extend it by using it to understand and evaluate the past as a way of better understanding the present and the future (concept application).



Identifying The Core Content

The content and objectives which appear in **bold** are **core material**.

Teachers may choose to work through some, all or none of the remainder of the material. This material should be seen as an opportunity to individualize instruction for students with different levels of ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the core knowledge, skills, and values objectives.

The Adaptive Dimension

Adaptations to the programs are based on the understanding that students learn in differing ways and at differing rates. These programs allow instructional approaches to be modified to accommodate the varying needs found in the classroom.

The majority of students in a class are able to achieve the Foundational Objectives related to curricular content. This does not mean that all students have similar abilities to take part in and benefit from a common lesson or that it is necessary for them to have identical individual goals. Adaptive teaching strategies permit the teacher to consider individual abilities and to establish goals based on individual abilities in the context of wider curricular goals and objectives.

Adaptive Instructional Techniques

Teachers who are prepared to use flexible instructional approaches and classroom procedures are already adapting for individual needs. Teachers who use resource-based learning, rather than relying on single texts, and who have flexible seating plans can use techniques such as peer tutoring, volunteers, etc. to free up time which can be used to attend to individual differences. At the same time, they are providing opportunities for independent learning to other students.

Adaptive Evaluation

Carefully chosen evaluation instruments can mean the difference between having an involved, motivated learner and one who feels rejected by the system. Homogeneous, competitive grading systems can seem highly punitive to students who do not fit the system. Such grading systems may not be appropriate in many situations.

There are a number of approaches to individualized, fair evaluations. For example:

- mastery level/criterion systems can be highly individualized so that activities and testing are individualized; and,
- particular students can use adjusted examination formats which are congruent with a particular need(s): i.e. oral instead of written exams, altered time requirements, level of questions, reduced written component, etc.

Planning A Year of Study: Choosing A Sequence of Units

Social Studies

There are sound reasons for the order in which units appear in this curriculum but that order does not have to be entirely prescriptive. Units 1 to 4 may be sequenced according to teacher preference and professional judgment. Unit 5 is intended to be a culminating unit in which students examine world governance, complementing the other issues studied from a global perspective. It is intended to provide students with opportunities to examine how the various issues affect each other as well as the issues of governance.

The order as outlined in the social studies curriculum:

• Unit 1 - Human Rights.	The moral and ethical bases on which decision making should be based.
• Unit 2 - Population.	Change in human population is controlled by social and cultural factors which can be affected by the moral and ethical assumptions of a society's social policies.
• Unit 3 - Environment	The social environment with its moral and ethical assumptions has a complex and influential relationship with the interacting, interdependent parts of the natural environment for which society has to accept responsibility.
• Unit 4 - Wealth and Poverty	The issues of economic well-being and economic development are forcing societies to reconsider the purposes of technological, economic, social, and cultural change.
• Unit 5 - World Governance	The world's problems are so interrelated that all nations are finding that what has been sovereign, independent decision making has to consider a more collaborative and interdependent approach.

Alternatively, the units could be taught in this order:

• Unit 2 - Population	Change in human population is controlled by social and cultural factors which can be affected by the moral and ethical assumptions of a society's social policies.
• Unit 3 - Environment	The social environment with its moral and ethical assumptions has a complex and influential relationship with the interacting, interdependent parts of the natural environment for which society has to accept responsibility.
• Unit 4 - Wealth and Poverty	The issues of economic well-being and economic development are forcing societies to reconsider the purposes of technological, economic, social, and cultural change.
• Unit 5 - World Governance	The world's problems are so interrelated that all nations are finding that what has been sovereign, independent decision making has to consider a more collaborative and interdependent approach.
• Unit 1 - Human Rights	The moral and ethical bases on which decision making should be based.

The combining units approach:

This approach would take advantage of common themes and would pair units. For example, it might be useful to pair the environment unit and the wealth unit so that students could see the interconnectedness of the environment and the economy.

The Human Rights unit could be combined with the World Governance unit.	In this arrangement teachers could begin the course with the human rights unit to establish basic human rights concepts and then teach the population, environment, wealth and poverty, units. At the end of the course, the world governance unit and the remainder of the human rights unit could be combined.
The Population unit and the Environment unit could be combined	This arrangement would allow teachers and students to explore the impact of population on the environment.
The Environment unit and the Wealth and Poverty unit could be combined.	This arrangement would allow for the exploration of the relations between wealth creation and issues related to protecting the environment.

History

The order in which the units appear in the curriculum has a chronological framework. Each unit stresses several key themes and concepts which focus study on a series of events and time periods. The magnitude of the course will require teachers to be knowledgeable about the foundational objectives, skills and values of this course. The choice of curriculum content and instructional strategies by the teacher should reflect those objectives, skills and values.

The content and chronological context of the content of units 1 to 4 makes it difficult to alter the presentation/instructional order. However, it does not preclude the teacher from focusing on particular themes which transcend the arbitrary boundaries set by the units.

Unit 5 examines global issues. Teachers may wish to utilize these global issues to organize/guide the students' examination of this century. The historic roots and events which gave rise to those issues may then serve as a guide/overriding theme for the analysis of the events and ideas which surround the particular issue.

Unit Planning Guide

Major Concepts	Minor Concepts	Day	Objectives

Procedure/Methods/Activity	Materials	Evaluation

Lesson Planning Guide

Unit:		Date:
Topic:		Time:
Specific Issue:		
Objectives:		
Materials:		
Procedure:		
Activity and Strategy	Key Questions	

Extension (Application)

Evaluation

Assessment Strategies

The following strategies may be used at the teacher's discretion.

More information about these strategies see Saskatchewan Education (1991). *Student Evaluation: A Teacher Handbook*.

Methods of Data Recording

- Anecdotal records
- Observation checklists
- Rating scales
- Peer and self-assessment

Student Classroom Performance

- Role play/simulation/debate
- Concept mapping
- Analyzing data using grids
- Essay writing
- Major projects and written reports
- Portfolios of student work
- Oral presentations

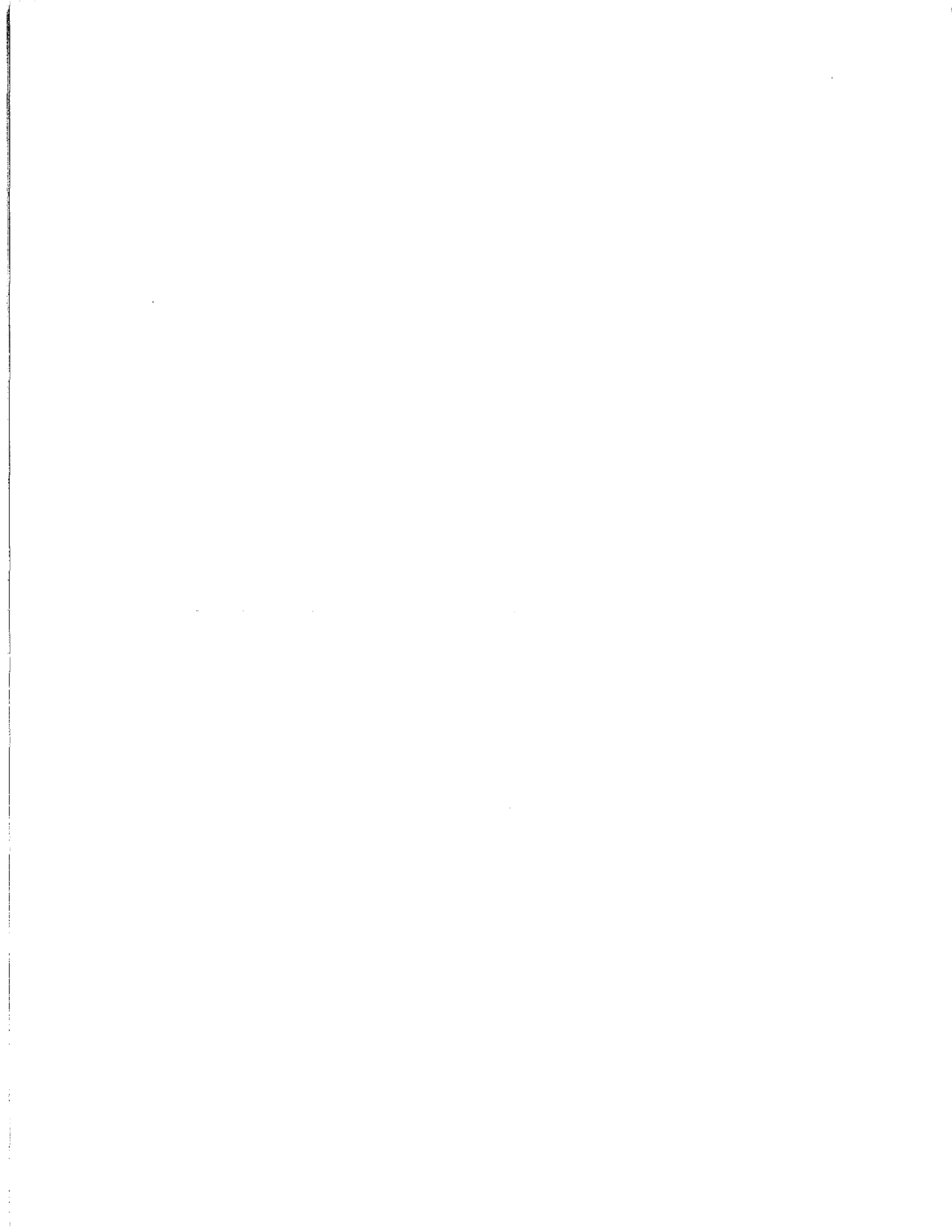
Student Test Performance

- Concept mapping
- Analytical grids
- Essay tests
- Matching-item tests
- Multiple-choice tests
- Oral presentations
- Performance tests
- Short-answer tests
- True/false tests

Matching Assessment Techniques With Learning Outcome Categories

Assessment Technique	Learning Outcome Category									
	Information	Concepts	Learning Generalizations	Psychomotor Skills	Cognitive Skills	Thinking Skills	Critical Thinking Skills	Creative Thinking Processes	Social Skills	Values
Written Assignments	•	•	•		•	•	•	•	•	•
Presentations - debate - simulations	•	•	•		•	•	•	•	•	•
Performance Assessments - concept mapping - analytical grids	•	•	•	•	•	•	•	•	•	•
Portfolios of Student Work	•	•	•		•	•	•	•		•
Oral Assessment Items	•	•	•		•	•	•	•	•	•
Performance Test Items - concept mapping - analytical grids	•	•	•	•	•	•	•	•		•
Extended Open-Response Items	•	•	•		•	•	•	•		•
Short-Answer Items	•	•	•		•	•	•	•		•
Matching Items	•	•	•			•				•
Multiple-Choice Items	•	•	•			•				•
True/False Items	•	•	•			•				•

Social Studies 20
Unit One



Human Rights

The only thing necessary
for the triumph of evil
is for good men [sic] to do
nothing.

Edmund Burke

Unit One: Human Rights:

Overview

"First they arrested the Communists, but I was not a Communist, so I did nothing. Then they came for the Social Democrats, but I was not a Social Democrat, so I did nothing. They arrested the trade unionists, and I did nothing because I was not one. And then they came for the Jews and then the Catholics, but I was neither Jew nor Catholic, so I did nothing. At last they came and arrested me, and there was no one left to do anything about it."

Twice this century, people have pledged that the world must never again be allowed to reach a state where human rights can only be protected through war. Protection of human rights requires constant vigilance and renewal. Unless every generation renews its commitment to human rights, the social power of these rights will decline. The consequence of a weakened human rights code gives some groups within society permission to be arbitrary and irresponsible. The cost to society is social division and injustice.

This unit is a study of the concept of human rights and its related obligations. Case studies are used to portray the process through which individuals within society collectively affirm a moral vision and from that vision develop a human rights paradigm. A human rights paradigm is a pattern of human rights and related obligations which are used as criteria for determining acceptable human relationships. As the moral vision on which a human rights paradigm is based changes over time, the paradigm will also change with significant consequences for the human relationships governed by that paradigm.

At the beginning of the unit, students will study cases where the moral vision and its related human rights paradigm has changed: the issue of slavery in society; the Holocaust, the revolutions of Gandhi and Lenin; the Civil Rights Movement led by Martin Luther King.

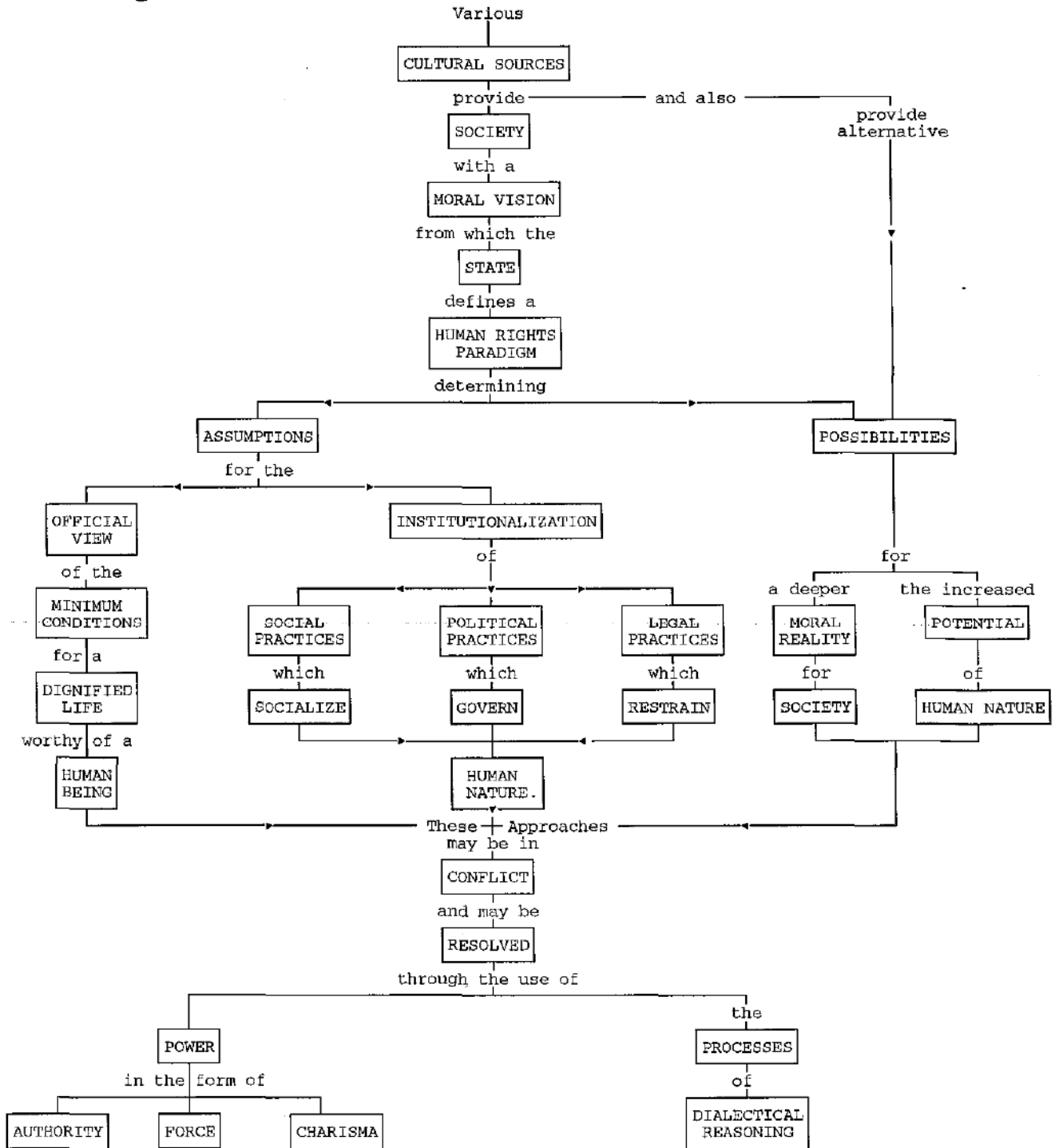
Following these studies, students will be given opportunities to apply the concepts they have learned to modern day situations such as racism, gender equity, rights of children, and Indigenous Peoples. In all the cases, the students will be encouraged to look at the question of human rights from a dialectical perspective in which a balance between rights and responsibilities, ends and means, minority rights and majority rights must always be drawn.

It is difficult to determine a just and equitable balance of rights and obligations between groups with competing interests. Many conflicting claims for rights are often made with passion and a total belief that the claim being made is just. Society has to find a way of settling these claims that is acceptable to a civilized society. One way is through the process of dialectical thought where competing groups, all of which have just claims, are allowed to present their cases and submit their arguments to rational debate for a decision. Students in this unit will be introduced to the process of dialectical thinking and given opportunities to use the dialectical process in the various cases they will pursue.

"... so I did nothing ... and there was no one left to do anything about it."
Pastor Martin Niemoller,
a Nazi prison camp survivor.

Concept Map

Unit One Human Rights



Unit One Foundational Objectives

Concept: Human Rights

Knowledge: The student will:

- Know that dialectical thinking is the process of searching out the contradictions and conflicts of an issue in order to find a unifying idea or an agreement without ignoring the cause of the tension.
- Know that human rights are those rights that an individual is entitled to simply because she or he is human.
- Know that a human rights claim by an individual or group imposes a set of responsibilities and obligations which other individuals and groups must honour.
- Know that human rights are more than "demands for rights"; they involve a moral entitlement to the right in question which other people in society collectively have decided they will honour.
- Know that the morality of human rights is based on the humanity and the inherent dignity of the individual.
- Know that human rights are universal and as such apply to all people regardless of nationality, race, religion, political beliefs, age, or gender.

Skills/Abilities: The student will:

- Learn and practise using concepts to categorize and classify information so that the information can be analyzed.
- Learn and practise using the thinking skills of:
 - stating hypotheses that are testable and guide the search for data; and
 - presenting analyses to confirm or disconfirm the hypotheses in dialectical thinking.
- Learn to use the process of dialectical thinking.

Values: The student will learn to deal with the internal conflicts of values issues dialectically:

- In considering a life of dignity and humanity:
 - what rights should people be entitled to regardless of their contribution to society; and
 - what obligations should everyone in society assume for others?

Core Material for Unit One

Core Content	Core Concepts	Suggested Time Allotment
Defining Human Rights (p. 110)	Human Rights Dialectical thinking	4 hours
The Social Construction of Human Rights (p. 112)	Human Dignity Moral Vision Legitimacy	4 hours
The Human Rights Necessary for a Life of Dignity (p. 126)	Countervailing Powers Obligations	4 hours
Comparing the United Nations' Vision of Human Rights with the Reality of Human Rights in the World (p. 130)	Discrimination	4 hours
Achieving Social Change (p. 134)	Justice <ul style="list-style-type: none">• Autonomy• Integration	4 hours
Time to cover the core material		20 hours
Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		10 hours
Total class time		30 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Content

Introduction to the Foundational Skills of the Course

The grade eleven social studies and history courses are to be a study of twentieth century world issues.

This has been a bloody and difficult century where people have had to deal with changes which have come faster than at any other time in history.

Many issues dividing people in past decades have not yet been resolved. At the same time, other difficult and controversial issues are arising and will need to be resolved in some way.

It is easy to make this a "doom and gloom" course leaving grade eleven students with a feeling of hopelessness. The opposite mistake would be to make this a course of platitudes leaving the impression that all is well and the future is completely assured.

This course will take the approach that, while the issues are difficult and controversial, processes can be learned to deal with them constructively.

The skills/abilities foundational objectives of this course will help students learn to:

- evaluate different points of view using dialectical thinking;
- use problem-solving techniques to clearly define a problem and possible solutions to it;
- use decision-making procedures to define a need for a decision and a plan to implement that decision.
- use conflict-resolution procedures to reduce antagonisms which interfere with the problem-solving and decision-making processes.

Concepts (Knowledge Objectives)

Issues

Know that an issue is a situation, problem, or question in which there is uncertainty and/or opposing viewpoints about the proper approach to be taken.

Know that controversy occurs when there is uncertainty or opposing views about how and what to do to resolve an issue.

Dialectical Thinking

Know that dialectical thinking is the process of finding a resolution by:

- searching out the oppositions, conflicts, contrasts, and contradictions in a situation; and by,
- finding an idea that unites them while keeping and using the tension between them.

Independent Learning

Know that the effective use of problem solving, dialectical reasoning, decision making, and conflict resolution requires the ability to plan, manage, and evaluate one's learning experiences by asking and answering fundamental questions such as:

- What is this all about?
- What would be the best way of solving this?
- How can I generate a list of the different alternatives possible in a situation?
- Would this way be better than that way?
- Is this approach getting me what I want?
- Do I like the results I'm getting?
- Am I really doing the right problem or is the problem something else?

Know that independent learning is the ability to examine one's thought processes and decide upon the appropriate strategy for solving a problem or dealing with an issue.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skill of brainstorming.

Learn/practise using one's personal experience to gain an understanding of a concept.

Learn to use the abilities of:

- problem solving;
- dialectical thinking; and,
- independent learning.

How should a person go about handling situations that are frightening, frustrating, and unclear:

- by relying on emotion?
- by relying on reason?
- by relying on power?
- by relying on morality and ethics?

Incorporating the C.E.L.s:

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*

Concept Development Lesson
Issues, Problem Solving, Dialectical Thinking, and Independent Learning

(See activity one in the activity guide for more information.)

Ask the students to make a list of issues, problems, or situations that will usually make them really upset in some way.

In order to stimulate their thinking put this stem on the board:

- I can get really upset about ...

Now ask the students to write down briefly how they handled each situation, and then ask them to categorize each approach using the concepts of emotion, reason, power, or morality/ethics.

Then ask the students to rank each situation according to how well they believe they handled the situation.

Then ask the students to think about whether there was a relationship between the way they handled the situation and the results they got. Have a general class discussion around the values issue on this page.

One way of introducing the four main skills/abilities of this course, would be to have students attempt to think through an issue dialectically and then solve the associated problems or make a decision about the appropriate approach to take regarding the issue.

Content

Introduction to the Concept of World Issues

As a result of the scientific and technological revolutions, the power of humankind to affect the physical and social environments of the world has grown substantially. Social and technological change in the past occurred slowly allowing societies time to make adjustments, but the rate of change in this century has been increasing constantly. Technological innovation requires more decision making and more responsibility, not less; therefore, humanity continues to have to make difficult decisions about appropriate courses of action for society.

However, before these decisions can be made, people within society have to decide what their goals are. A clear set of goals allows them to decide what criteria they will adopt to evaluate their alternatives. The debate about criteria is often emotional and value oriented. This debate can involve questions of whether the criteria should be the greatest good for the greatest number or some other criteria such as materialism or competition.

Over the course of decades, established goals and criteria have to change to reflect new realities. For example, many people are now convinced the well-being of the natural environment must be seriously considered when making decisions about public policy.

At the same time, the more things change the more they remain the same. Many issues, which over time change in their specifics, remain consistent in general terms. Some issues which every generation has confronted include:

- cultural conflicts where the values and beliefs of cultural groups have to be conciliated so that people can live together peacefully;
- political issues where the rights of one group have to be reconciled with the rights of another group;
- economic issues where scarce resources have to be distributed among many competing needs;
- environmental issues where the well-being of the environment has to be preserved while serving the needs of people; and,
- international issues where conflicts between nations have to be resolved in some way.

Concepts (Knowledge Objectives)

World Issues

Know that at this time, there are a number of issues that are global in nature both in their capacity to affect global environments and in the solutions to correct them.

Change

Know that a culture responds to change in the natural or social environment by creating new cultural adaptations.

Know that many issues facing society are the result of the cumulative effects of technological development and industrialization.

Technology

Know that the concept of technology has four levels of meaning:

- At the most basic level, technology is the hardware or all the non-natural objects manufactured by humans;
- Technology includes all the elements necessary to manufacture the hardware.
- Technology is also the "know-how" or the information, skills, processes, and procedures for accomplishing tasks; and
- Technology includes all the systems such as research and development, and manufacturing and production created by people to extend human capacity in one way or another.

Technology and Change

Know that the technological hardware and the supporting technological systems created to change the physical world also changes the social world which created it.

Know that the impact of technological change varies among different groups within society.

Know that technological change confers more power and wealth on certain groups than it does on other groups.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise making a graphical representation of historical events to show a trend.

Learn/practise using an analytical grid to categorize and classify information so that it can be analyzed.

Learn/practise using concept maps to show and search out relationships between the parts of an event or situation.

Practise applying the thinking skills of:

- stating propositions (hypotheses) that are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to confirm or disconfirm the hypotheses in dialectical thinking.

The best criterion for measuring whether progress has been achieved within society is to look at:

- whether the policies of society are aimed at the "greatest good for the greatest number"; or,
- whether the policies of society stimulate individuals to work at achieving their personal potential?

The best conditions for deciding whether progress is possible for a society is:

- all individuals are treated in a way that gives each the opportunity to achieve; or,
- creating a competitive environment where each person has to work for advancement?

The best criterion for measuring technological progress is:

- to be sure that the technological change serves the well-being of the greatest number of people possible; or
- to be sure that the change advances the power and wealth of society.

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Technological Literacy*
- *Personal & Social Values & Skills*

Concept Development Lesson Issues, Change, and Technology.

(See activity two for more information.)

Have the students make up a time-line and place on it the major technological changes which have occurred in history.

Have the students discuss the impact that technological change has had on the societies which experienced it and on the succeeding societies which had to adjust and develop the technology.

Then, discuss with students how the frequency and impact of innovation is affecting life in the twentieth century.

- Have students do this in groups by selecting an example of technological innovation and, using a concept web, outlining the effects on society of the innovation. (Encourage the students to be as wide ranging as is valid.)
- An example such as electricity or medicine (antibiotics) might be a place to start. (Ask the students to imagine a world without either.)

Finally, have the students brainstorm a list of major issues facing the world today using an analytical grid to guide their thinking.

Ask the students to rank the issues in order of importance in their estimation and ask them to think about why the issues are so hard to resolve.

Break the students into groups and have them debate the value issues.

Content

Defining Human Rights

Human rights deals with the question of what human beings are morally entitled to by virtue of the fact that they are human.

A human right is a claim someone can make on another individual, group, or society to which there is a clear duty to respond because that claim overrides all other considerations.

These claims are more than just appeals for justice, they bring into play a set of special social practices that are intended to recognize and benefit the right-holder(s).

Claiming a human right makes things happen within a society that recognizes that right. Laws, contracts, and social practices of individuals and groups within that society have to accept and conform to that human right whenever a claim is made.

People only discuss and claim rights when they are challenged. When the right is not challenged, we tend to assume it and go about our daily lives.

However, when a situation arises where someone feels unjustly treated and other ways of righting the wrong do not seem to correct the situation, claims to human rights become the last resort or the final and highest justification one can resort to in support of one's claim for justice.

Human rights represent a social choice based on a moral vision made by individuals within a society about what the potential of humans and society can and should be.

Concepts (Knowledge Objectives)

Human Rights

Human rights are claims for recognition by an individual that take precedence over other claims and which other individuals, groups, and societies are duty bound to recognize.

Know that the concept of human rights has a number of critical attributes:

- **Universality**

Know that human rights are universal and as such apply to everyone regardless of nationality, race, religion, political beliefs, age, or gender.

- **Morality**

Know that human rights are not simply demands for rights; they involve a moral entitlement to the right in question which other individuals and society must honour.

- **Humanity**

Know that the moral basis for human rights is the humanity and inherent dignity of the individual.

- **Obligations**

Know that a human rights claim by (an) individual(s) mean(s) that a set of responsibilities and obligations on the duty bearer(s) come into play governing the kinds of interactions that can occur within a particular situation.

Privilege

Know that privileges are a special right that may be earned or given to an individual or a group as a favour or concession that can be taken away for some reason.

Know that privileges cannot be equated with human rights because morally, and ethically, human rights can neither be taken from or surrendered by the individual.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Learn/practise using the critical attributes of a concept as a way of categorizing and classifying information for analysis.

Learn/practise using an analytical grid to categorize and classify information so that it can be analyzed.

Practise applying the thinking skills of:

- stating propositions (hypotheses) that are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to confirm or disconfirm the hypotheses.

In considering a life of dignity and humanity:

- should everyone be entitled to a set of rights regardless of contribution to society; and,
- should everyone in society have to accept a set of obligations to maintain the dignity of each and every individual?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson for: (Human Rights, Universality, Morality, Humanity, Obligations, Privileges)

(See activity three for more information.)

Explain the concept of human rights and its critical attributes to your students.

Then ask your students to consider the basis on which they would make decisions about a series of issues.

As the class considers these issues, point out that obligations and duties are associated with every human right and that every citizen has to accept these obligation and duties.

Ask each group to consider the obligations and duties associated with the human rights it has selected in the exercise above.

Now ask the students to work in groups to consider:

- whether they are prepared to accept and live by the responsibilities accompanying the human rights they selected above?
- what it would be like to live in a society without human rights? and,
- whether the benefits of having human rights outweigh the costs involved in carrying out the associated obligations?

Finally, have the class try to reach consensus about a list of human rights they would consider to be basic to a life of dignity.

Content

The Social Construction of Human Rights

All societies have a world view that has a moral vision embedded within it. It is this moral vision that influences what people, collectively, will accept as the minimum requirements for a life of dignity.

- The moral vision provides the basic values governing how people should live, work, and play together.
- These values in turn determine the pattern of human rights that individuals within a society will find acceptable.
- As the vision and its values change, so then will human rights change.

Human rights are a paradigm (a pattern of ideas, beliefs, and values) people within society collectively use to define how people should behave in order to maintain successful relationships.

Human rights are not a given, but something that individuals collectively construct as they go about their day-to-day lives.

Therefore, establishing a human right is not a static achievement, it is, rather, a dynamic goal toward which individuals within a society are collectively working.

Adopting a human right is not something people within a society can take lightly, because in doing so they are making a moral statement about what they believe, and because they are accepting a set of obligations and duties which everyone within the society will be obliged to follow.

Concepts (Knowledge Objectives)

Human Dignity

Know that human rights set the minimum standards that people within society will accept as being a life of dignity, worthy of any human being.

World View

Know that a people's world view is what they accept as being real or true, including among other things customs and responsibilities people and groups should practise.

Moral Vision

Know that a moral vision establishes the standards to be used in determining the minimum requirements for a life of dignity.

Values

Know that values are the beliefs that people select from their world view and moral vision that they believe are significant and worthy enough to guide their actions.

Legitimacy

Know that the source of human rights is found in humanity's moral nature.

- Know that human rights are not needed for life, but they are needed for a life of dignity.
- Know that violations of human rights do not necessarily deny life, but they do deny humanity because they deny those things needed for a life of dignity, for a life worthy of a human being.

Know that a human right has to be seen as legitimate before the duty bearer is likely to submit to the requests being made by the human rights holder.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Learn/practise defining sets of criteria which can be used to make decisions about a course of action.

Practise applying the thinking skills of:

- stating criteria that can be used as a base for decisions;
- presenting tests such as consequences etc. that justify the criteria selected.

Practise the ability of dialectical thinking.

Practise applying the thinking skills of:

- stating propositions (hypotheses) that are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to confirm or disconfirm an hypothesis.

In a civilized society, what should be the minimum standards of treatment for a life of dignity:

- the Ten Commandments;
- the Sermon on the Mount;
- Hammurabi's Law Code;
- Machiavelli's approach to government;
- the Buddhist Noble Eight Fold Path;
- other?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Human Dignity, World View, Moral Vision, Values, Legitimacy)

(See activity four for more information.)

Suggest to the students many social practices create controversy because some people argue that they infringe on human rights while others argue that they do not.

Suggest to the students that they examine a list of typical social practices to discover whether the social practices would be acceptable given the human rights code they have adopted in the last exercise.

In a class discussion ask the groups whether they have changed their minds in any way; because there are rights they would add or subtract.

Ask the students to start thinking about the underlying moral code they are following. What things do they believe about moral and ethical behaviour that makes them believe certain things about human rights?

Have the students look at some moral codes to see whether their approaches to human rights is consistent with a code.

Content

The Consequences of Accepting and Applying a Particular Moral Vision

The Slavery Paradigm

Slavery is an example of a human rights paradigm which for thousands of years was accepted as being proper and morally justifiable.

The beliefs underlying slavery:

- It was believed to be proper to use outsiders who were of different race, ethnicity, nationality, or religion as slaves.
- It was believed to be justifiable because most slaves were considered to be stupid, uneducable, childlike, lazy, untruthful, untrustworthy, prone to drunkenness, idle, boorish, lascivious, licentious, and cowardly.

The ideas underlying slavery:

- Slavery occurs when there is a labour shortage so that slave owners could expect some economic gain from owning slaves.
- Slavery becomes possible when a centralized government with the power to maintain and enforce slave laws is developed.

The basic values governing slavery:

- It is acceptable to make some humans into a piece of property which can be owned by someone else;
- It is acceptable for the slave owner to claim the product of a slave's labour (often including a slave's offspring) for personal use.

Some of the best known slave societies were in the Anglo-American world. Slaves were first brought to Virginia in 1619 to work in tobacco plantations, and later the cotton plantation system created a huge demand for slaves.

The American South was totally transformed by the presence of slavery.

Concepts (Knowledge Objectives)

Moral Vision

Know that the moral vision of a society is a comprehensive conception of the moral and ethical potentialities of human nature.

Know that a moral vision is the basis for the dominant paradigm of human rights established within a society.

Consequences

Know that because the human rights paradigm determines the way a society and its social organizations will be allowed to function, there are profound consequences for a society when it selects from its moral vision a set of ideas, beliefs, and values which becomes its human rights paradigm.

Paradigm

Know that paradigms are patterns of ideas, beliefs, and values that are used as criteria to make judgments about reality.

Perception

Know that paradigms, by focusing perception in certain directions, help people perceive and understand certain aspects of reality more clearly, and limit the perception and understanding of other aspects of reality.

Know that the way one perceives reality may be very different from actual reality because of the effect of paradigms on perception.

Race

Race was an important consideration in slavery since it was believed that certain groups (races) deserved treatment different from other groups of people.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Practise using concepts as a way of organizing and defining data.

Practise using paradigms as a way of defining reality so that reality can be more readily analyzed.

Practise creating a hypothesis that can be tested using available procedures and data.

What is the moral course of action for a citizen of a society which is determined to maintain a systematic, institutionalized form of injustice:

- focus on the injustice and do whatever is necessary to stop it; or,
- focus on finding alternatives and educating people about accepting them?

Does the absence of child labour laws in developing countries reflect a moral vision to that held by American slave owners before the Civil War?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Moral Vision, Consequences, Paradigm, Perception, Race)

(See activity five for more information.)

Ask the students to consider whether they can find any way of justifying slavery at this point in history.

Suggest to the students that they can consider this issue from a number of standpoints (concepts):

- the need for labour;
- human rights;
- morality;
- human nature;
- other

Discuss with the students the concept of paradigm:

- Ask the students to briefly outline (or review the last activity's paradigm) a paradigm either in grid or concept map form which describes their view of the appropriate treatment of people.
- Then give the students the paradigm on slavery and ask whether these ideas could be acceptable as far as they are concerned.

Give the students a brief history of slavery, a biography, or watch a film such as *Roots*. Ask students to analyze the examples of slavery and develop an hypothesis about human behaviour to explain a phenomenon such as slavery:

- What kind of rationalizations have to be developed to justify the treatment of people as slaves?
- Why would people, who in some situations are a majority, accept being made slaves?

In making their hypotheses, the students should develop reasonable generalizations about human nature and the way people behave in certain situations.

Content

The Change Process

Western Europe gradually replaced slavery with serfdom. Serfdom was then replaced with free labour.

This paradigm shift was accompanied by a shift in moral vision which began increasingly to value notions of equality, freedom, and fraternity (brotherhood).

Most people, though, continued to believe that slavery was neither unnatural nor immoral.

The Quakers, basing their beliefs on New Testament morality, argued that everyone regardless of background and status was equal in God's eyes. They made the earliest systematic attempts at eliminating slavery through legislation.

In the following years, abolitionists in both Great Britain and the northern United States grew in numbers and political power.

The American antislavery movement resulted in great hostility between the anti-slavery North and the pro-slavery South which culminated in a civil war.

The American Civil War settled, in a legal sense, the issue of whether slavery could exist in the United States when the Emancipation Proclamation was proclaimed (January 1, 1863).

Settlement of all the issues involved in abolishing slavery came at the cost of very high casualties.

The concept of one person having the right to own and exploit another person became morally indefensible to a much larger number of people.

Concepts (Knowledge Objectives)

Dialectic

Know that the relationship between human nature, human rights, and political society is dialectical.

Paradigm Shift

Know that within any society there are individuals and groups that do not fully accept the ideas, values and beliefs of the dominant paradigm and its underlying moral vision.

Know that within society there will be a conflict between the different paradigms vying for acceptance and control of society's agenda.

Power

Know that groups whose interests are being threatened by a paradigm shift will attempt to use whatever power is at their disposal to maintain the status quo.

Social Change

Know that the process of adjusting to change varies, but generally a process like the one outlined below is followed by individuals and societies:

- They begin by denying/rejecting the change as being unthinkable.
- They may eventually acknowledge the change as having some credence that could be given some recognition.
- They then accept the change and centre their behaviour more on the new approach than on the old approach.
- Finally they defend the change and see the old idea as wrong and lacking common sense.

Know that the eradication of a social concept such as slavery is a difficult process accomplished over a long period of time and is most often accompanied by a great deal of suffering.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise selecting and applying the abilities of:

- problem solving; and,
- dialectical thinking to an issue.

Practise applying the thinking skills of:

- stating propositions (hypotheses) that are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to confirm or disconfirm the hypotheses for problem solving and dialectical thinking.

It can be argued that all societies including ours are morally blind in some important aspect. Is it better to push people to accept change for reasons based on:

- morality; or,
- utility?

Was it correct social policy for the American Civil War and more particularly the Emancipation Proclamation to give Black Americans freedom, but not equality?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Technological Literacy*

Activity Five continued

In order to help students understand that it is difficult to accept a paradigm shift, ask them to consider how they would react to the following hypothetical paradigm shifts:

- a decree banning the automobile because of its polluting effects;
- adopting a system where parents choose marriage partners for their children;
- etc.

When analyzing these and other paradigm shifts, students could use the descriptions of how groups and individuals use power and the process of social change to determine how a society would react to fundamental paradigm shifts.

Once students have developed the model have them apply it to the abolition of slavery in the U.S. in order to test their hypothesis about change.

Now ask the students to consider the issue of whether to accept change. Suggest to the students that many people in different historical eras were faced with accepting or rejecting change. Often, with the benefit of hindsight, we can see that they made serious mistakes. How can we learn from their mistakes?

Give the students a list of criteria (tests) for evaluating moral decision making and ask them to apply the criteria to slavery and other issues they might have to face.

Content

The Consequences of Accepting and Applying a Particular Moral Vision

Some societies have adopted a democratic philosophy while others are attracted to authoritarian philosophies. Groups of individuals within societies at different times have been able to influence the prevailing philosophy a society will adopt toward human rights. A striking example of this kind of choice is the Weimar Republic in the 1920s and early 1930s.

German society was deeply divided between those who were liberal and saw Germany's future as being closely allied to democracy and capitalism, and those who wished to see Germany remain an illiberal society ruled by an authoritarian government.

The Conservative Authoritarian Paradigm

The leaders of conservative, authoritarian governments used all the measures available to them in order to prevent change. These people believed in a society which:

- maintained that an elite born and educated to lead society's social institutions must refuse to share power with ordinary people through democratic processes.
- distrusted social change as being something which would invariably lead to social upheaval and dislocation of the culture.
- must create a loyal and obedient bureaucracy, police department, and military while giving them the power to maintain order.

Concepts (Knowledge Objectives)

Change

Know that there are periods within a society's history where fundamental change must happen.

Moral Vision

Know that complex societies have a variety of traditional, cultural, economic, and political reasons for accepting a particular moral vision on which to base its attitudes toward human rights.

Know that conservative authoritarianism has been the traditional antidemocratic philosophy in European history.

Power

Know that traditional authoritarian regimes were limited in the power they had to achieve their objectives.

Conservative Authoritarian Moral Vision

Know that conservative authoritarians were not interested in total control over their subjects' lives; they were only interested in maintaining enough support so that the system could survive.

Know that authoritarian governments see nationalism and protecting a society's national heritage as being a significant moral value.

Know that conservative authoritarian governments believe that the traditional institutions of society, the church, the monarchy, the military, and the universities are critical to preserving a society's national heritage.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise applying the thinking skills of:

- stating propositions (hypotheses) which are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to confirm or disconfirm the hypotheses in dialectical thinking.

Practise the use of dialectical thinking in determining a point of view on an issue.

What is the best kind of moral vision for governing people so that a civilized society is possible:

- an authoritarian vision;
- a democratic vision;
- a totalitarian vision;
- other?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Technological Literacy*

Concept Development Lesson (Change, Moral Vision, Power, Conservative Authoritarian Moral Vision, Democratic Moral Vision, Total War, Social Dislocation)

(See activity six for more information.)

Ask the students to consider how they would react if the following things happened to them. The society in which they live has been defeated in a war in which at least one member of every family has died, and the society has been humiliated and forced to accept total blame for the war.

Given this reality, there are a number of leaders who are offering the people some competing moral visions with an accompanying human rights paradigm. You have to choose among them. These moral visions are:

- The Conservative Authoritarian Vision;
- The Democratic Vision; and,
- The Totalitarian Vision.

Ask the students to consider:

- which moral vision they would personally want to see being used;
- what they would do if many people in society began to pick the new vision; and,
- why they think people would pick this vision?

Content

The Democratic Paradigm

By the end of the nineteenth century members of the middle class and urban workers were interested in developing a new society based on progress and the principles of liberalism or social democracy. They believed in a moral vision which held:

- that society must be socially mobile so that people of talent are allowed to contribute to society both economically and politically; and,
- that a society based on rationality, harmony, and peaceful progress would allow for the most civilized and progressive social order.

In 1914 World War I occurred and societies had to learn to deal with the realities of total war.

Modern totalitarianism evolved as a consequence of the total war effort needed to achieve victory in World War I.

The Weimar Republic during the 1920s became a great battleground where modernism (liberalism) and traditionalism (authoritarianism) fought for supremacy.

In Germany the traditionalists, the army, state, universities, Church, and the comfortable middle class felt ridiculed and threatened by what they saw as the antics and foolish policies of the liberals.

Germany was also divided between the Social Democrats and the Bolsheviks who despised each other and blamed each other for the failure of the socialist revolution in 1918.

Concepts (Knowledge Objectives)

Democratic Moral Vision

Know that the fundamental belief of democracy is that the well-being of the individual is sacred so that the individual must always be considered an end and never a means.

Know that sanctity of the individual means it is immoral for any social policy to be used to exploit an individual for the benefit of the group in a way that infringes on her/his basic dignity.

Know that the basic principles of liberalism mean that the power of the state must always be controlled and limited so that it serves the needs of the individual.

Total War

Know that wars fought by modern industrial nations require the contribution of every part of society in order to achieve victory.

Know that total war demands a discipline and loyalty that is incompatible with liberal or social democratic principles.

Social Dislocation

Know that when a total war ends, societies that have been involved in the war have to go through a period of social readjustment which is difficult and wrenching

Know that social catastrophes require that a society take stock of itself and determine the areas of responsibility and accountability.

Know that when repression is lifted, many unusual and idiosyncratic beliefs and behaviours will occur.

Skills/Abilities Objectives

Practise applying the thinking skills of:

- stating propositions (hypotheses) that are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to confirm or disconfirm the hypotheses in dialectical thinking.

Practise the use of dialectical thinking in determining a point of view on an issue.

Practise selecting and applying the abilities of:

- problem solving; and,
- dialectical thinking to an issue.

Values Objectives

What are the responsibilities and obligations of a moral and law abiding citizen of a sovereign state?

- Should a citizen who is truly loyal to the sovereign state either advise others or himself/herself to submit to arbitrary measures;
- When is an individual justified in confronting and rejecting the laws of a sovereign state;
- On what basis does a loyal citizen decide that a law of a sovereign state should be disobeyed;
- What form should the confrontation and rejection take?
- Should a citizen who is loyal to a law that is later found to be immoral and contravening basic human rights be found guilty of a crime?
- Should a citizen have the right to refuse compulsory military service in wartime because of conscience or religious beliefs?
- Should citizens reject the state's demand to be given the power to conscript people and resources in a war effort?

Suggested Teaching & Evaluation Strategies

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*

Concept Development Lesson (Democratic Moral Vision, Total War, Social Dislocation)

After students have completed the previous activity have them examine the events in Germany in the 1920s, 1930s, and 1940s. Ask them to compare the analysis they just completed to what actually happened in Germany.

Ask the students to compare and discuss dialectically:

- Pastor Niemoller's statement about the moral and utilitarian responsibilities of citizens in this kind of a situation;
- Lutheran Pastor Dietrich Bonhoefer's martyrdom;
- the conspirators who attempted to assassinate Hitler;
- etc.

Content

The Dialectic in the Weimar Republic Between the Conservative Authoritarian Paradigm and the Liberal Paradigm

Many people were attracted to the authoritarian vision of society. They saw the liberal vision of rationality, harmony, and peaceful progress as nothing more than sentimental slop.

Germany in the nineteenth century was no more anti-Semitic than other European countries. However, there were powerful forces which supported the growth of anti-semitism in Germany.

Many people believed that there was a rising threat of Bolshevism in the East and at home. This Bolshevism was believed to be led by an international Jewish conspiracy dominated by Jewish liberals. All of this fed a paranoia that could easily be manipulated.

The Development of a Totalitarian Paradigm

The French thinker Elie Halevy in 1936 described totalitarian dictatorships whether they were fascist, Nazi, or communist as "feuding brothers" all of whom had war as a common father.

Germany had a long tradition of paternalism which encouraged dependence and obedience.

Germany, even into the Weimar era, remained an authoritarian military state onto which a social welfare state had been grafted.

It was easy to create a sense of paranoia among people when the state lacked direction and was threatened.

Concepts (Knowledge Objectives)

Authoritarian Personality

Know that there are people within society who, when society becomes free and open, become threatened and repelled by what they see as immoral and irresponsible behaviour that threatens established order.

Dialectic

Know that societies which refuse to allow an open and honest debate between conflicting points of view begin to live in a world of unreality where blaming, paranoia, and scapegoating become normal.

Know that in this kind of environment a rational dialectic between conflicting points of view becomes difficult.

Racism

Know that in societies where the emotional climate prevents a dialectic and fosters paranoia and scapegoating, racism can be perceived as a reasonable explanation for the problems facing society.

Know that the dialectical process is critical in allowing an alternative viewpoint to be expressed as a way of controlling and correcting thinking which is illogical or based on false assumptions.

Authoritarianism

Know that Hitler used all threats, real and imaginary, perceived by the German people to create a paranoia which would readily accept totalitarianism.

Know that people were looking for simple and quick solutions to all their problems.

Know that those who want the quick fix are not prepared to spend time in the debate and dialogue of a dialectic. Rather they believe that what is necessary is an authoritarian dictatorship supported by violence and terror.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise applying the thinking skills of:

- stating propositions (hypotheses) that are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to confirm or disconfirm the hypotheses in dialectical thinking.

Practise using dialectical thinking in determining a point of view on an issue.

Practise selecting and applying the abilities of:

- problem solving; and,
- dialectical thinking; to an issue.

What is the moral obligation of the majority toward the rights of minorities such as:

- the single individual;
- smaller religious, ethnic and racial groups; and,
- larger segments of society such as workers, unions, classes (lower, middle etc.), young people, etc?

Does an individual who is not socially acceptable in significant ways have a moral and legal claim to human rights if that individual:

- does not contribute to society in any way;
- deviates from the basic norms of society; and/or
- does not accept the basic moral, religious, and social assumptions of the majority?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Dialectic, Racism, Authoritarianism, Democracy)

Have the students look at a list of unpopular and unattractive individuals and discuss the issue of human rights from that perspective.

Have them examine things like scapegoating, xenophobia, etc. in this context. Have the students make up a list of people who do not fall within the mainstream of Canadian society for various reasons.

The students might start this activity by brainstorming a list of characteristics (behaviours, attitudes, beliefs, and values) which define for them the concept of mainstream, normal Canadianism.

Then have the students make up list of individuals and groups which for one reason or another do not fit their mainstream definition of Canadianism.

Once students have their list, put the concepts of democracy, pluralism, majority, and minority on the chalkboard and ask them to develop a list of critical attributes for each.

Then have the students develop an analytical grid which they can use as the basis for a discussion on the application of human rights in society. Once this has been completed ask the students to consider the values issues related to who should have human rights.

Content

Totalitarian Societies

Fascism, Nazism, and Communism shared several fundamental characteristics of modern totalitarianism.

- These totalitarian states all began as dictatorships in which the dictator, using a calculated and ruthless program, extended power into the social, intellectual, and cultural institutions of society.
- People in totalitarian states were always mobilized to achieve some goal which could never be achieved well enough.

The Consequences of the Totalitarian Moral Vision

By the end of the 1930s Hitler's policies were coming to fruition. The world would soon see graphically what the totalitarian moral vision meant.

The human costs of World War II were enormous. The Soviet Union alone lost 7.5 million military personnel and 15 million civilians. The total death toll was 40 million, and over 20 million of these were civilians. This was the first war in modern history where the number of civilian dead exceeded the military dead.

By 1942, the SS as part of the Nazi "New Order" were carrying out the "final solution" by murdering every Jew within the German empire. The resulting holocaust left 6 million Jews dead by 1945.

The economic costs were equally enormous. The military costs exceeded 1 trillion dollars, and the cost of reducing entire countries and cities to ashes and rubble is unknown.

Concepts (Knowledge Objectives)

Totalitarian Moral Vision

Know that totalitarians believe:

- that accumulating power is the most critical goal of an effective leader;
- that dictatorship is necessary as a means of putting down ethnic conflicts, preserving national unity, and restoring the state to greatness;
- the individual is worth much less than the state, has no lasting rights, and is worthy of only temporary rewards for loyal and effective service;
- that only a powerful leader supported by a loyal, single party unrestrained by law or tradition is able to achieve the destiny of the successful state; and,
- that holding and maintaining power is done through propaganda by creating loyalty to "isms" such as nationalism, socialism, etc. or by creating fears and hatreds among groups of people.

Costs and Consequences

Know that the cost of modern warfare is enormous destruction, great human suffering, and heavy military and civilian casualties.

Genocide

Know that the Nazi "New Order" was the basis for its moral vision of human rights.

Know that the Nazi racial imperialism meant that races were categorized according to their supposed level of humanness.

Know that the "final solution" left 6 million Jews dead by 1945.

Know that the economy of Europe was so destroyed that only massive economic aid was able to salvage it.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Learn/practise using an analytical grid to categorize and classify information so that it can be analyzed.

Practise applying the thinking skills of:

- stating propositions (hypotheses) that are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to confirm or disconfirm hypotheses in dialectical thinking.

In considering the moral and legal behaviour of the Nazi, Soviet, and Allied leadership:

- Should the human rights concept of crimes against humanity override the laws of a sovereign state such as Germany?
- Should the concept of crimes against humanity also apply to the actions of Stalin?
- Does the concept of a defensive war justify the mass bombing of civilian targets by the Allies?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*

Concept Development Lesson (Change, Moral Vision, Power, Conservative Authoritarian Moral Vision, Democratic Moral Vision, Total War, Social Dislocation, Totalitarian Moral Vision, Dialectic, Racism, Authoritarianism, Democracy)

(See activity seven for more information.)

The concept of trial in a court of law, in which the cases of the prosecution and defence are scrutinized in an attempt to determine the truth and justice of each, is a powerful example of a dialectic at work.

An activity can be set up which would allow the students to simulate the Nuremberg Trials and could also, as part of a classroom dialectic, consider the possible guilt of Stalin and the Allies. Trials such as these could become the main activity for this section of the unit, because the students would have to use all the concepts during their research, while they conducted the trials, and when they rendered a judgment.

Students can be broken into three main groups: one group representing the Nuremberg trials, another the Stalin trial, and the last the Allied trial. Then each group should be subdivided into a prosecution group and a defence group. During the actual trials, the groups not presenting would serve as jurors and be responsible for rendering a decision.

Content

The Human Rights Necessary for a Life of Dignity

After World War II people were horrified at the reality of what humans were prepared to do to other humans.

There was a widespread conviction that a number of things needed to be done to prevent a repeat of the horrors that had happened:

- The United Nations was formed to serve as a mechanism through which nations could negotiate and settle differences.
- The United Nations was to be given the power to act as an arbiter to settle differences and to watch out for the welfare of people regardless of their country of origin.
- The General Assembly of the United Nations adopted the Declaration of Human Rights (Dec. 4, 1948) to set an international standard of human rights.

The UN Declaration of Human Rights covered a wide range of personal, legal, civil, political, subsistence, economic, social, and cultural rights.

The UN Declaration of Human Rights rests on a moral vision of human nature that views human beings as equal and autonomous individuals who are all entitled to concern and respect for their humanity.

The UN Declaration should not be seen as simply a list of rights from which societies can choose, but rather as an interactive and interdependent system of guarantees that is aimed at implementing a broad standard of human dignity. One right is not of much worth without the complementary rights to support it.

Concepts (Knowledge Objectives)

World Opinion

Know that at certain stages of history when enough people have concluded that a certain change or advance is necessary, then it is possible to make a significant advance.

Moral Vision

Know that the events of the Holocaust so outraged the moral vision that world public opinion changed. People decided that certain behaviours constituted crimes against humanity regardless of whether they were crimes in particular countries at the time they were committed. These behaviours were considered to be crimes because they offended any reasonable moral standard and, therefore, individuals should know they were wrong and be held accountable for them.

Know that following World War II many of the leaders of Germany and Japan were charged with and found guilty of perpetrating crimes against humanity.

Countervailing Powers

Know that countervailing powers are those powers that limit and hold accountable some other power that otherwise might be unchecked.

Know that world opinion had come to accept that an organization like the United Nations was necessary to act as a check on the power of the modern state.

Human Rights

Know that the declaration of human rights was seen as a system of impartial criteria which would serve to evaluate the laws and behaviour of nations.

Know that a paradigm of human rights is not just a list of rights, but is, rather, a mutually supporting system of complementary rights.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using paradigms as the basis for defining a point of view (proposition or hypothesis) on an issue.

Practise the use of dialectical thinking to decide between points of view on an issue.

Practise applying the thinking skills of:

- stating propositions (hypotheses) that are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to confirm or disconfirm the hypotheses in dialectical thinking.

In dealing with conflicting moral visions, how should one decide which moral vision should have precedence over the other:

- by accepting that the autonomy of the individual should be considered sacred; or,
- by accepting that the well-being of the community should be considered sacred?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*

Concept Development Lesson (World Opinion Moral Vision, Countervailing Powers, Human Rights)

(See Activity Eight for more information.)

Provide the students with an overview of the events of World War II, the Holocaust, and the treatment of people around the world. Have the students examine statistics on the levels of casualties and destruction that resulted from the war.

Ask the students to consider what should be done about the following issues.

- Is some kind of international organization necessary to:
 - arbitrate between countries?
 - impose some kind of standard of behaviour on governments for the way they behave both internationally and internally?
- What kind of criteria will this international organization use to determine what is proper behaviour for a state in its relations with other states and in its treatment of its citizens?

Give the students examples of different moral visions from around the world and ask them to examine the UN Declaration of Human Rights from the point of view of these various visions. Would:

- the assumptions of the UN Declaration be acceptable?
- it have to be modified?
- the intent of UN Declaration be maintained?

Then discuss with the students the problems of finding a human rights code that is morally consistent and yet acceptable on a world- wide level.

Content

The UN Declaration of Human Rights begins by declaring that humans have the right:

- to life, which means that they have basic survival rights of food and health care.
- to be treated with concern and respect. This means a person has the right be recognized as a person and a member of society. Therefore slavery, torture, and other inhuman and degrading treatment is not acceptable in a civilized society.
- to have the family protected because it is the basic social unit in most societies.
- to political membership. This guarantees the individual recognition before the law and to nationality by disallowing discrimination on bases such as race, colour, language, gender, religion, opinion, origin, property, birth, or other status.
- to personal autonomy by protecting peoples' rights to free speech, conscience, religion, movement, association, and education. These rights, if they are to be meaningful, require the rights of participation and empowerment.
- to participation and empowerment so that individuals can shape the conditions of their lives. These rights include freedom of the press, assembly, and association; the right to participate in political decision making; the right of economic participation which includes the right to work; the right to join trade unions; and the right of cultural participation.
- to protection against the coercive mechanisms of the modern state. These rights are the presumption of innocence, due process, an independent judiciary, freedom from arbitrary arrest, detention and exile.

Concepts (Knowledge Objectives)

Right

Know that a right is a claim which has a special force that overrides other claims based on privilege, social and economic agreements, or legal and political agreements.

Obligations

Know that claiming a right makes certain things happen within a society because individuals and society recognize that they must fulfil the obligations stemming from that particular right.

Human Rights

Know that human rights are a special class of rights that one has simply because one is a human being.

Know that human rights claims are claims of last resort which arise when the object of a particular right is threatened or denied and no higher rights appeal exists.

Know that human rights are more than just a demand for rights, they involve a moral entitlement to the right in question.

Moral Nature

Know that the source of human rights is humanity's moral nature.

Know that human rights are those rights needed not for life, but for a life of dignity worthy of a human being.

Moral Vision

Know that human rights represent a social choice of what is conceived to be the minimum requirements of a life of dignity based on a particular moral vision of human potentiality.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise applying the thinking skills of:

- stating propositions (hypotheses) that are testable and guide the search for data;
- collecting data in a systematic manner; and,
- presenting analyses to show how the parts are related to the whole.

In considering human rights:

- should one give priority to the rights of the individual over the rights of the group; or,
- should one emphasize the obligations of the individual to the group as being more significant than individual rights?

Concept Development Lesson continued

(See Activity Eight for more information)

Have the students simulate the debate leading to the UN Declaration of Human Rights.

Break the students into groups with one group representing each of the following:

- the United States;
- China;
- Islam;
- Africa;
- India;
- etc.

Brainstorm with the students some of the major categories of human rights they might wish to consider.

Ask each group to come up with a list of what they would consider to be appropriate human rights for the world to adopt.

Now have groups report their revised lists of human rights and allow the other groups to react (vote) on each right by holding up:

- a green card indicating full support for making the human rights in this list a priority;
 - a yellow card indicating some support for the rights on this list, but the voting group would prefer to work for a different set of human rights;
 - an orange card indicating that the group will not adopt the human rights on the list but will not actively oppose them if others want them; or
 - a red card indicating that the group is exercising its veto to kill the proposal because it absolutely cannot accept the human rights on the list for group members or anyone else.
-

Content

Comparing the Vision of the United Nation's Universal Declaration of Human Rights with the Reality of Human Rights in the World

Racism

There is still a high level of racism in the world today with few parts of the world immune from the belief that discrimination on the basis of race is legitimate.

Women

Women are subject to physical and emotional abuse and, after more than a century of struggle for equality, still face many forms of discrimination. Women find that they are paid less than men and that they are promoted more slowly. For example, in developing nations they do more of the work and receive less food and medical aid.

Anti-Semitism

Anti-Semitism, despite the terrible events of the Holocaust, remains a source of discriminatory practices in many countries. Jews are mocked, arrested, and harassed. Many find that they have no alternative but to move to Israel for protection.

Children

Children have suffered enough for the United Nations to refer to their suffering as the "quiet catastrophe". Forty thousand children die every day from malnutrition and disease. Another 150 million children's lives are shortened and stunted by ill health and poor growth.

Concepts (Knowledge Objectives)

Discrimination:

Know that discrimination is the inequitable treatment of one group by another group or individual who usually has power and advantages. The group or individual uses its power to discriminate in order to maintain or increase its power and advantage.

Know that the concept of discrimination has a number of critical attributes:

- **Racism**

Know that racism is the belief that people can be categorized into different groups according to certain characteristics such as skin colour and that these characteristics will determine how people will behave and whether they will be morally good or bad.

- **Sexism**

Know that sexism is the belief that individuals should be assigned specific roles in society based on their gender, that men and women are not equal, that laws should treat men and women differently, and that it is natural to discriminate on the basis of sex.

- **Prejudice**

Know that a prejudice is an attitude or belief (often negative) toward a group or person which is thoughtlessly accepted (learned) by someone who either refuses to find out whether the attitude is justified or refuses to accept legitimate contrary evidence.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson
(Discrimination, Racism, Sexism, Prejudice,
Stereotyping, Xenophobia, Ethnocentrism,
Scapegoating, Genocide)

(See Activity Nine for more information.)

Have the students, in groups, survey the
state of human rights in the world today.

Have groups make a presentation of their
findings to the rest of the class in a seminar
format.

After the students have completed their
presentations, initiate a class discussion by
asking the students what they think might
be:

- the consequences to this situation;
- the consequences for Canadians, for other
parts of the world, and for the world in
general;
- the causes for this kind of human
behaviour toward other humans; or,
- the action that should be taken about this
situation?

Practise gathering and
organizing information
systematically for a
presentation.

State a proposition
(hypothesis or solution)
that is testable and guides
the search for data.

Practise presenting an
analysis of the data to
confirm (or not confirm)
the proposition.

Should a society be
considered civilized when
it carries on some form of
prejudicial behaviour
against one or more
groups?

Content

Political Prisoners

Political killing which involves the slaughter of large numbers of people has occurred and continues to occur indiscriminately around the world.

There are more than one million political prisoners being held by over one hundred nations. These people are not prisoners in the usual criminal justice sense, but are people being held prisoner because they disagree with or have in some way threatened or offended those in power. Most often, these people are held without trial and without a specific term of incarceration.

Torture

Torture is used widely by many states to impose the will of the state on people. It is reported that 98 out of 200 countries use some form of torture. Torture can involve inflicting physical as well as mental and psychological pain. People from all backgrounds including children are being tortured.

Genocide

One of the great blights on the twentieth century has been the systematic and deliberate killing of masses of people. The Jews are only the most famous example. Genocide has been carried out in many parts of the world at many different times in history. In this century, it is estimated that 119 million people have died from genocidal policies.

The United Nations has made genocide a crime under international law (1946) but does not include political killings under the category of genocide.

Concepts (Knowledge Objectives)

- **Stereotyping**

Know that stereotyping is forming a fixed mental picture about the reality of something (usually a group of people). This mental picture is rigid, often negative, and is applied to everyone in the group regardless of whether it fits or not.

- **Xenophobia**

Know that xenophobia is a fear of strangers which leads people to imagine unfavourable things and which distorts reality for them.

- **Ethnocentrism**

Know that ethnocentrism is the belief that one's group is superior to other groups combined with a blind loyalty to one's own group and an unreasonable dislike of some other group.

- **Scapegoating**

Know that scapegoating is expressing one's hostility, anger, and violence against a group for some wrong for which it is partially or totally innocent.

- **Genocide**

Know that genocide is the deliberate destruction or murder of a particular group of people.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition which is highly probable in light of established facts, or in light of a principle or theory, and which guides the search for data.

State the proposition so that it applies to most or all cases.

Present an analysis of the data to confirm or disconfirm the hypothesis by:

- describing and defining the main parts;
- describing cause-effect or other relationships; and,
- showing how the parts are related to each other and to the whole.

Should individuals in a democracy be allowed to maintain attitudes of racism, prejudice, ethnocentrism, etc? Some people believe that the fundamental value of democracy:

- is freedom, so people must have the right to think and believe what they wish,
- is the sanctity of the individual, so democratic societies cannot allow people to advocate policies which clearly hurt others within society.

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Racism, Sexism, Prejudice, Discrimination, Stereotyping, Xenophobia, Ethnocentrism, Scapegoating, Genocide)

(See Activity Nine for more information.)

In order to develop these concepts further, some time should be spent developing the idea that we can distort our perceptions and, therefore, we distort what we perceive to be reality around us.

Examine with students the psychology of perception and the psychology of defence mechanisms.

Use these concepts to explore the relationship between fear and insecurity, the need for defence mechanisms, and how these together distort our perception of people who are either different or strange to us in some way.

Have the students ask themselves whether the events of the 1930s were an isolated aberration or whether, given the right set of circumstances, such behaviour is possible in North America, for example?

Ask the students to make a concept map/web of why the events occurred in Germany during the 1920s and 1930s.

- Then use the web of concepts to create an analytical grid which could be applied to any society.
- Ask the students to consider events such as the evacuation of the Japanese in Canada and use the above grid to analyze those events.

Content

Achieving Social Change

A Dialectic About Change Between an Authoritarian, Monistic View and a Democratic, Pluralistic View

Over the past two centuries, technology has made the world a much smaller place because of the increased power it has given people to travel and to communicate.

In the nineteenth century, certain nation states were able to aggrandize themselves into large units, with the result that their leaders often had to integrate a variety of ethnic groups into a cohesive unit.

Two nations which successfully achieved this were Great Britain and Russia.

However, both of these countries ran into serious difficulties in trying to integrate many different cultures into a single economic and political system.

The British used the power of their superior technology to maintain control while governing, wherever possible, through local power structures. This approach was used extensively in India.

The Czars maintained unity within Russia by creating a highly centralized state with a powerful bureaucracy supported by a secret service, police forces, and the military.

Problems in Achieving Social Justice: The Indian and Russian Cases

The school system in India adopted the British liberal philosophy and Indian intellectuals learned that they had the right to self-determination, freedom of choice, and expression of personal and cultural potential.

Russian culture during the nineteenth century produced a great deal of genius in literature, art, music, and philosophy.

Young educated Russians grew up believing that the traditional Czarist system had to change because they believed it limited the right of the individual to grow and to express potential.

Concepts (Knowledge Objectives)

Monism

Know that monism is the belief that there is a single world view which everyone should aspire to and emulate.

Pluralism

Know that pluralism is the belief that there is more than one world view which can be considered legitimate and to which people can aspire.

Autonomy

Know that people are concerned about maintaining their separate individuality so that they can express their potential in its own unique way.

Integration

Know that integration is the process of bringing separate and distinct parts into a whole.

Multiculturalism

Know that multiculturalism is the belief that different cultures can contribute to the well-being of society.

Justice

Know that justice is concerned with maintaining law and order in ways that are consistent with the moral and ethical criteria used by a particular society or culture to define fairness and rightness.

Human Rights

Know that a society's paradigm of human rights provides a set of criteria against which fairness and rightness can be evaluated.

Integration, Autonomy, and Justice

Know that justice means the integration of autonomous individuals into a society according to principles which respect the ideals of the people being integrated.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Learn to consider and use consequences as a test for evaluating logical arguments.

In attempting to persuade someone to change who is obviously wrong, should:

- the person be told clearly that he/she is wrong and "to get his/her act together" immediately; or,
- the person be listened to, given a chance to tell his/her side, and allowed time to understand the need for change.

In a war or a fight for survival:

- do the ends justify the means; or,
- should moral behaviour apply even in this situation?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Autonomy, Integration, Justice, Social Change, Satyagraha, Paradigm)

(See activity ten for more information.)

This activity is intended to encourage students to attempt to understand the concept of satyagraha so that they can appreciate its meaning. (Satyagraha is defined on the next page.)

Ask the students to consider their response to the following situations and conditions:

- You are a smoker and you want help in quitting: how would you wish to be treated?
- You are a student having trouble with a certain subject: how would you like to be helped?
- You have been caught shoplifting: how would you want to be treated?

After students complete the exercise, discuss with them the fundamental concepts that Gandhi was trying to get at.

Content

The Advocates of Social Change

Mohandas Gandhi and Lenin were both lawyers and both passionately committed to the ideals of their vision of a new social system which would correct the wrongs they perceived in their societies.

Gandhi advocated the use of passive resistance and civil disobedience to force the British to recognize India's right to independence. Gandhi's vision assumed that eventually people would recognize a superior moral force and respond to it in positive ways.

Lenin believed that social change could only be achieved through a tightly disciplined party which was prepared to use force at an appropriate time to get its way. Lenin believed that those in power would never voluntarily relinquish their power, so force was the only means of achieving change.

Consequences of the Social Choices: Has Social Justice Been Achieved in India and Russia?

Indian society did achieve independence, when the British after World War II no longer felt able to control India. Indian independence degenerated into a civil war between the Hindus and the Moslems which resulted in a great deal of bloodshed. Finally India was partitioned into the states of India and Pakistan to restore a peace.

Although India is nominally a democracy, there are still serious class and ethnic divisions within the society.

Lenin achieved his revolution and then had to fight a long, bloody civil war to prevail. Stalin became the general secretary of the Communist party after Lenin's death and imposed a totalitarian dictatorship in which millions died to achieve his goal of an industrialized communist state.

Communism has since failed and the Soviet Union has evolved to something called the Confederation of Independent States. Serious divisions and rivalries remain among the various ethnic groups and republics making up the former USSR. It is by no means clear what direction the new CIS will take.

Concepts (Knowledge Objectives)

Social Change

Know that the means by which change is achieved will generally determine the kind of change which is achieved.

Satyagraha (Soul Force) Paradigm

Know that satyagraha was the belief that freedom cannot be taken by force.

- Peoples' minds can only be changed by the love force of patience and sympathy.
- Patience means self-suffering, so the conclusion must be that the vindication of truth occurs by inflicting suffering not on your opponent but on yourself.

Know that Gandhi believed:

- that there is something in humanity that is superior to its brute nature and that brute nature will always respond to humanity's superior nature;
- that those who are strong enough to accept this vision are satyagrahis; and,
- that this force is to violence, tyranny, and all injustice what light is to darkness.

The Bolshevik Paradigm

Know that Bolshevism as defined by Lenin states that:

- workers cannot aspire to a social-democratic consciousness and that no revolutionary movement is possible without an organization of leaders to provide continuity; and,
- a revolutionary party must be a well disciplined organization run by professional revolutionaries who know how to deal with autocratic regimes.

Know that Lenin believed:

- capitalism must be destroyed and that this could only be achieved by violent revolution;
- all revolutions which give power to the middle class are merely transition revolutions to the ultimate revolution where the workers seize power for themselves;
- revolutions can be created by the right leaders who know when to seize the moment and how to exploit it to achieve a successful revolution; and,
- that the party must provide for a dictatorship of the proletariat until a socialist consciousness can be developed so that counterrevolutionary forces can never be successful.

**Skills/Abilities
Objectives****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Learn to consider and use consequences as a test for evaluating logical arguments.

In a war or a fight for survival:

- do the ends justify the means; or,
- should moral behaviour apply even in this situation?

In attempting to persuade someone who is obviously wrong to change, should:

- the person be clearly told that he/she is wrong and "to get his/her act together" immediately; or,
- the person be listened to, given a chance to tell his/her side, and allowed time to understand the need for change.

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Autonomy, Integration, Justice, Social Change, Bolshevism, Paradigm)

(See activity eleven for more information.)

This activity is intended to help students understand the concept of Bolshevism.

Have the students imagine themselves in the following scenario:

You and three friends are camping in an isolated campground when the campground is taken over by a motorcycle band who beat you up and force you to be their slaves.

Ask the students what they would do in this situation and ask them to explain their moral reasoning for their behaviour.

Ask the students to think about the consequences of this kind of behaviour for the larger society.

Now have the students examine the situations Lenin and Gandhi faced and discuss the merits of each paradigm as a means of obtaining social change.

Ask the students to consider what might be a legitimate test to decide which is best.

Content

Problems in Achieving Social Justice: The American Case

The United States like many societies has historically been ambivalent about human rights.

During the debate on the American Constitution and the Bill of Rights in 1786, the issue of protecting slavery came up. In order to get agreement from the South, the U.S. Constitution was worded to imply that slaves were something less than full human beings.

Dealing with this concession has been a 200-year struggle.

- During the Civil War Blacks were emancipated (1863).
- Reconstruction added a series of amendments to the Bill of Rights:
 - the thirteenth amendment abolished slavery;
 - the fourteenth amendment limited the rights of states to pass discriminatory laws; and,
 - the fifteenth amendment gave Blacks the right to vote.

Despite these amendments prejudice and racism remained wide spread. In the South between 1875 and 1900, a series of laws (Jim Crow laws) were imposed in which Whites reasserted their power to "put Blacks in their place".

Concepts (Knowledge Objectives)

Obligation

Know that full acceptance of a human right requires that a majority be prepared to accept the obligations of the moral claims made by the human rights holder.

Power

Know that human rights claims are often perceived to be a challenge and a threat by those who will be obligated by the claim.

Minorities

Know that human rights are not needed by those who already have power and status but are needed by those who lack power and who for one reason or another are unpopular and unacceptable to mainstream opinion.

Moral Vision

Know that it is difficult to legislate human rights with instruments such as bills of rights so long as a significant part of society is unwilling to accept the moral vision on which the human rights are based.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a problem that is testable and guides the search for data.

Practise presenting an analysis of the data to confirm or disconfirm the solution by:

- describing and defining the main parts; and,
- describing cause-effect or other relationships.

How should a society go about identifying an appropriate set of choices for the future:

- by adopting a fatalistic "what will be will be" attitude; or,
- by using a variety of decision-making and problem-solving techniques to select a future course of action?

Did Martin Luther King fail in achieving his ideals because his moral vision was never accepted by a majority of Americans?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Cause, Effect, Consequences, Aggrandizement, Empowerment)

Ask students to make a list of those things they believe are predictable. Some examples to get them thinking include:

- when the weather gets cold people wear heavy coats and their electricity bill goes up;
- when a person fails to "buckle up" that person's chances of injury in an accident are greater.

Ask students to analyze their examples using the following concepts: prediction, cause, effect, consequences, and probability. They might use an analytical grid for the analysis.

Ask the students to look at some human rights issues using the analytical model below:

- first from hindsight analyze:
 - the practice of slavery;
 - the practice of anti-Semitism;
 - the practice of Fascism;
 - Gandhi and Lenin;
- Class discussion: What can we learn from an examination of historical case studies?

(continued)

Content

These laws culminated in the Supreme Court decision (*Plessy v. Ferguson*, 1896) which upheld a Louisiana law that required rail road companies to provide separate but equal accommodation for Whites and Blacks.

By 1900, the United States was a segregated nation justified by the "separate but equal" interpretation of the fourteenth amendment. These laws were also quickly applied to Hispanics and Indian people. All were denied the right to vote, forbidden to serve on juries, denied entry into White owned theatres, restaurants, hotels, sport teams, etc.

These tactics led to Black frustration which in turn led to riots. In 1919, the Whites responded with a "Red Summer" in which they lynched, burned, and tarred and feathered Blacks for "getting out of place".

During the 1940s and 1950s, small steps were taken to change the treatment of Blacks. President Roosevelt included Blacks in White House receptions and President Truman integrated the armed forces in 1948 despite opposition.

In 1954 the National Association for the Advancement of Coloured People (NAACP) sponsored a school desegregation case to the Supreme Court. The Court under Chief Justice Earl Warren agreed to hear it. In *Brown vs. Board of Education of Topeka*, the Supreme Court reinterpreted the fourteenth amendment.

The Court argued that the *Plessy* decision meant "separate but unequal" and therefore it contravened the fourteenth amendment.

Concepts (Knowledge Objectives)

Aggrandizement

Know that power is often seen as a limited commodity which if given up reduces one's ability to do what one chooses, especially in terms of protecting security and status within society.

Know that elites whose power and security are threatened in some way will often become very defensive and rigid, seeing the issue of power sharing only in win-lose terms.

Know that the challenge of a human rights claim to the power of an elite is often perceived as being intolerable, especially when it comes from individuals or groups who for one reason or another are not seen to merit any kind of consideration.

Empowerment

Know that empowerment sees the sharing of power as way of increasing the power of everyone within society.

Know that empowerment begins with the acceptance of others as being worthy and equal to oneself.

Know that empowerment often means an increase in security status and esteem for people within society so that they see power sharing as a win-win situation.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.

Practise stating the proposition so that it applies to most or all cases.

How should a society go about identifying an appropriate set of choices for the future:

- by adopting a fatalistic "what will be will be" attitude; or,
- by using a variety of decision-making and problem-solving techniques to select a future course of action?

Concept Development Lesson continued
(Cause, Effect, Consequences, Aggrandizement, Empowerment)

- Now ask the class to use foresight and predict what the probable consequences are of:
 - the continued practise of racism;
 - continued discrimination against women;
 - continued abuse and deprivation of children; and,
 - using force (imprisonment, torture and genocide) to enforce political decisions.

Content

There was a strong racist reaction to this decision to which liberals and Blacks responded.

The historic civil rights movement of the 1960s had begun.

Over the years there had been among Blacks a debate about how best to respond to White racism.

- Booker T. Washington argued in 1895 that Blacks would find that they would progress fastest by working hard at the jobs they could qualify for and by being less impatient about issues of equality.
- W.E.B. Du Bois disagreed with Washington, arguing that Blacks could never progress without the right to vote, civil equality, and opportunities to receive an education. According to Du Bois the only way to achieve equality was to actively resist racism and discrimination.

On May 10, 1910, an interracial group of 300 formed a permanent organization known as the NAACP with the goal of using education, persuasion, and negotiation to take a stand against racism and discrimination. It was this group that brought the legal case before the courts that led to the Supreme Court decision in *Brown vs. Board of Education of Topeka* (1954).

In 1960, Martin Luther King became the foremost leader of the civil rights movement. King believed:

- that Blacks have no alternative but to protest;
- that Blacks must not accept anything less than freedom and justice; and,
- that nonviolent resistance based on Gandhian concepts was the most potent weapon available to oppressed people in their struggle for freedom.

Concepts (Knowledge Objectives)

Gradualism

Know that gradualism is the belief that a group can best make social progress by contributing to society through work, getting an education, and showing everyone that they are worthy of having citizenship rights.

Active Resistance

Know that those who favour active resistance believe that those who benefit from racism and discrimination will continue to do both until they are confronted and forced to give up these practices.

Pressure Groups

Know that the democratic political process enables groups to gain political power if they are prepared to use the sources of power effectively and creatively.

Nonviolent Protest

Know that nonviolent protest was a process of four basic steps.

1. Collecting facts to make sure that an injustice does, in fact, exist.
2. Negotiating with those who have the power to change the injustices.
3. Purifying oneself because those who are contemplating nonviolent direct action must be sure that what they are about to do is morally acceptable.
4. Taking nonviolent direct action if negotiation fails. This action may be necessary to create enough tension in a community to force it to confront the issues of injustice it is trying to avoid

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.

Practise stating a proposition that is testable and guides the search for data.

Practise presenting an analysis of the data to confirm or disconfirm the proposition by:

- describing and defining the main parts;
- describing cause-effect or other relationships; and,
- showing how the parts are related to each other and to the whole.

Practise selecting and applying the abilities of problem solving and dialectical thinking to an issue.

In considering the question of what to do about systemic injustice in a democratic society:

- should order be considered more important than justice;
- should oppressed groups obey while trying to change unjust laws that were designed to keep them oppressed;
- should the concept of civil disobedience be considered just a fancy way of justifying illegal behaviour;
- should the viewpoint of the majority (or of those in power) be considered more legitimate than that of the minority; or,
- if violence or civil disobedience breaks out over longstanding issues of injustice, should the protesting minority be considered any more guilty than the passive majority who refused to take action?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*

Concept Application Lesson (Nonviolent Protest, Civil Obedience, Civil Disobedience)

(See activity twelve for more information.)

Suggest to the class that it is difficult to make predictions about things that have not yet happened; but it is possible to use case studies to see whether there are probable tendencies about human behaviour that could be used as the basis for a reliable prediction.

Alternative A

Ask the students to work in groups to research the following issues:

- The situation facing the Blacks in the United States. In this research the students should examine the approach recommended by M.L. King and people like Malcolm X and try to predict what the consequences of each approach would be both for the well-being of Blacks and also for American society in general.
- The group should try to decide upon the course of action they would recommend Black people in the U.S. should take.
- If members of the group cannot agree on a single approach, then two approaches could be presented and debated.

Content

Many people, particularly poor people living in the slums of northern cities, began to question King's philosophy of nonviolence. They felt that perhaps violence has a place.

Riots began to break out in Los Angeles, Chicago, and Detroit showing the anger and frustration located there.

The Black Muslim movement was another Black movement that began early in the twentieth century. It believed that;

- by rebuilding Islam in the West the Blacks would overcome their slave masters and be restored to a position of dignity among the peoples of the world;
- Blacks were morally and culturally superior to Whites; and
- the White race was a race of devils whose rule would soon end.

Malcolm X became a major spokesperson for the Black Muslims. His statements of racial pride made him a cultural hero among Black people.

- He saw the civil rights movement with its emphasis on nonviolence as silly and rejected both integration and racial equality.
- He believed Black separatism, Black pride, and Black self-dependence were the keys to a better future for the Blacks.
- He advocated the use of violence for self-protection.

Later he created his own organization and moderated his views somewhat.

Despite the advances made in the 1960s, the social situation for Blacks remains bleak in the 1990s. Blacks have fewer educational and job opportunities, and are more often imprisoned and murdered.

Concepts (Knowledge Objectives)

Civil Obedience

Know that many believe that individuals in a democracy are never justified in breaking the law:

- because if one person is allowed to break the law, however justified, then everyone must be allowed to break the law when circumstances seem to warrant it;
- because society then will be a short step from chaos and anarchy and any kind of justice will be impossible.

Civil Disobedience

Know that those who advocate civil disobedience do so when the majority are more concerned about order than they are about justice. They argue that:

- The majority must come to understand that the purpose of order is to facilitate justice.
- When order is used to thwart justice then a dangerous block to social progress has been created.
- This will ultimately lead to the anarchy of frustration and violence where any possibility of order and justice will be destroyed.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.

Practise stating a proposition that is testable and guides the search for data.

Practise presenting an analysis of the data to confirm or disconfirm the proposition by:

- describing and defining the main parts;
- describing cause-effect or other relationships; and,
- showing how the parts are related to each other and to the whole.

Practise selecting and applying the abilities of problem solving and dialectical thinking to an issue.

What level of conformity should a democracy be able to require:

- that all individuals ought to be free to behave according to the requirements of their conscience provided they do not hurt any other individual; or,
- there is in any civilized society, a social contract, which determines the basic standard of behaviour which is agreed upon and which everyone must obey.

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*

Concept Application Lesson continued (Nonviolent Protest, Civil Obedience, Civil Disobedience)

Alternative B:

Create an international constitutional conference to debate whether countries should have to actively enforce those provisions of the UN Declaration of Human Rights related to:

- women's rights;
 - the issues of hardcore pornography and freedom of speech,
- children's rights;
 - the right of parents to determine the amount and kind of discipline and the right of the child to be protected against abuse,
- discrimination based on race, religion, nationality etc.;
- economic rights;
 - the right to work,
 - the right to a social security safety net,
 - the right to organize workers' associations,
- gay and lesbian rights;
 - the right of gay and lesbians to become public, to marry, to adopt children, to become clergy, etc.

(continued)

Content

Problems in Achieving Social Justice: The Case of Women

Women are a major group in societies around the world who have been searching for some measure of equality for centuries.

At the time of the Enlightenment, reformers began to say that women as well as the middle class, workers, and peasants should be given political rights.

At the turn of the twentieth century, the major debate was whether women should be given the right to vote. By the third decade of this century, this issue was largely settled and women began to achieve higher levels of education and move out of the home into jobs traditionally held by men.

During World War II, as they had in World War I, women demonstrated clearly their ability to contribute in a variety of traditionally male areas.

Despite this contribution, after World War II the clear expectation was that women should return to their traditional domestic roles and give up their jobs to men, especially returning veterans.

In the 1950s and 1960s a number of women began to express another point of view about the role of women.

- Simone de Beauvoir wrote that half of humanity was being enslaved and held there by a system of hypocrisy about families and motherhood.

Concepts (Knowledge Objectives)

Sexism

Know that sexism is the belief that an individual's gender justifies different treatment in terms of rights, social roles and responsibilities, and economic and political participation within a society.

Gender Inequity

Know that there has been a long tradition of inequitable treatment of people based on and justified by gender.

Know that in most countries and particularly in developing countries, women suffer greater hardship and deprivation than do men.

Gender Roles

A great deal of controversy remains associated with the proper role of women and men, particularly in relation to accepting responsibility for the family.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.

Practise stating a proposition that is testable and guides the search for data.

Practise presenting an analysis of the data to confirm or disconfirm the proposition by:

- describing and defining the main parts;
- describing cause-effect or other relationships; and,
- showing how the parts are related to each other and to the whole.

Practise selecting and applying the abilities of problem solving and dialectical thinking to an issue.

Is education a better method of eliminating inequalities than action through the court system?

Should men have equal rights to paternity leave as women have to maternity leave in the workplace?

Is one-half of humanity being enslaved?

Has technology in the form of dishwashers and clothes dryers done more for liberating women than the entire feminist movement?

Should women be guaranteed half of the political and judicial positions so as to ensure gender equality in a society?

Concept Application Lesson (Nonviolent Protest, Civil Obedience, Civil Disobedience, Social Change, Women's Rights)

Alternative B, continued:

- the active enforcement of UN human rights standards against those countries that practise political imprisonment, torture, and genocide.
- Should an individual country's sovereignty protect it against investigation and censure by an international organization?
- Should groups like the Parti Québécois, Indian groups, prisoners' groups, etc. be able to ask the United Nations to investigate Canada's human rights record?

Have the students represent different social and cultural viewpoints from around the world. Examples of groups might be Islam, Christianity, Capitalism, Feminism, Amnesty International, Traditional Aboriginal groups, etc.

In their debate on women's rights, children's rights, etc. they should also address issues such as:

- morality;
- moral vision for humanity;
- the issue of what constitutes a civilized society;
- the basic minimum level of treatment of human beings that is consonant with human dignity; and,
- the obligations they believe are incumbent on any citizen to accept as part of living within a civilized society.

Content

At the same time as these basic questions about the role of women were being raised, societal conditions were also changing:

- The low birth rate during the thirties meant that there was a labour shortage which could only be filled by women.
- Advances in birth control made it possible for women to control their pregnancies which gave them more choice in their lives.

Around the world, the women's movement began to grow and at the same time generate controversy.

- In the U.S., the women's movement attempted to entrench women's rights into the American constitution by passing an equal rights amendment. This was a highly controversial issue and failed to pass by one state.
- In Canada, a Royal Commission on the Status of Women was established in 1967. It conducted a series of studies and held hearings and finally reported:
 - women should be free to choose whether to accept employment outside their homes;
 - care of children is a responsibility to be shared by the mother, father, and society;
 - society has a responsibility for women because special treatment related to maternity will always be necessary; and,
 - in certain areas women will, for a while, need special treatment to overcome the effects of past discrimination.

Concepts (Knowledge Objectives)

Social Change

Know that in the past century a number of changes within society have resulted in a significant shift in the accepted roles, rights, and rewards for women.

Women's Rights

Know that in Western, developed countries there are indications that a permanent shift is taking place in the roles and responsibilities of women and men; but at the same time this shift is by no means universally accepted.

Know that over the years, in many countries, laws have been changed which have improved the lot of women.

Know that much remains to be done, because the range of opportunities, levels of pay, pensions, and family responsibilities still remain inequitable.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.

Practise stating the proposition so that it applies to most or all cases.

Practise presenting an analysis of the data to confirm or disconfirm the proposition by:

- describing and defining the main parts; and
- describing cause-effect or other relationships; and,
- showing how the parts are related to each other and to the whole.

Practise selecting and applying the abilities of problem solving and dialectical thinking to an issue.

When considering issues of systemic injustice, the democratic value/right of equality of treatment means:

- that any kind of discrimination, however good the reasons for it, cannot be accepted; or,
- that long standing systemic injustice can only be changed by giving certain groups special consideration in the short run.

A female police officer is equally as effective as a male police officer in law enforcement. Agree or disagree.

Should women automatically have the right of custody of children after a divorce?

Should a female candidate be hired automatically for a job even if male candidates have equal qualifications, so as to overcome the effects of past discrimination?

Do men have responsibility equal to women for birth control?

Is a female soldier as able to serve on the front lines in combat as a male soldier?

Concept Application Lesson (Sexism, Gender Inequity, Gender Roles, Social Change, Women's Rights)

Alternative A continued:

The students in this group could examine the chart found on the Student Information Sheet which compares the treatment of women in the Soviet Union, Sweden, Britain, Canada, and the United States.

Ask the students to attempt to define the moral vision and the related human rights paradigm found in each country.

Ask students to analyze each situation and attempt to predict what they believe to be the probable consequences of the major human rights paradigms they find.

The group should try to decide what objectives women should work toward. A set of issues that could be discussed is:

- whether society should be actively discriminating in favour of women?
- whether women/men should be paid for homemaking? given pension rights?
- whether a husband has the right to abuse, rape, abandon his wife and children?
- whether a wife has as much right to a job as does husband?
- who should make supper, do the laundry, change the diapers, and take the initiative in dealing with all the needs of the children?

If members of the group cannot agree on a set of objectives then two sets of objectives could be presented and debated.

Content

Problems in Achieving Social Justice: The Case of Children

Probably no group of humans are more helpless and none are more exploited and abused than children:

- forty thousand children die every day from malnutrition and disease (14,600,000 per year);
- 150 million children must live out their lives with ill health and poor growth; and,
- 100 million children 6-11 years of age are not in school.

The UN Convention on the Child has defined a new ethic or vision for children: "the principle of a first call for children - a principle that the essential needs of children should be given high priority in the allocation of resources."

The source of this ethic has both practical and moral roots:

- Infants are specially vulnerable because much of a child's growth and learning takes place during the first year of life. If that opportunity is lost the child may never develop to full potential.
- Because these children are so vulnerable, the expression of a child's present and future human dignity depends upon society's commitment, in good times and bad and in peace and war, as a moral absolute that he or she will be properly cared for.
- The mental and physical growth of children will not wait until a society decides that it can spare the resources to meet those needs.
- The practical reality of this ethic is that children who do not receive proper care will seldom be able to make a contribution to society as adults. Instead, they will remain a burden on society.

Concepts (Knowledge Objectives)

Human Rights Paradigm

Know that the parties to the UN Convention on the Rights of the Child have agreed that a convention is necessary:

- "Considering that ... recognition of the inherent dignity ... of all members of the human family ... is the foundation of freedom, justice and peace in the world,
- Recalling that in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,
- Convinced that the family is the fundamental group of society ... for the well-being of all its members and particularly children should be afforded the necessary protection and assistance ... so it can fully assume its responsibilities ...,
- Recognizing that the child ... should grow up in a family environment ... of happiness, love, and understanding,
- Bearing in mind that ... the child ... needs special safeguards and care including appropriate legal protection before as well as after birth,
- Recognizing that, in all countries, there are children living in exceptionally difficult conditions [who] ... need special protection,"

and have, therefore, agreed to sign a convention protecting the rights of children within their jurisdiction. (adapted from: UNICEF: *The State of the World's Children 1992*)

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.

Practise stating a proposition that is testable and guides the search for data.

Practise presenting an analysis of the data to confirm or disconfirm the proposition by:

- describing and defining the main parts;
- describing cause-effect or other relationships; and,
- showing how the parts are related to each other and to the whole.

Practise selecting and applying the abilities of problem solving and dialectical thinking to an issue.

Should children be considered:

- creatures of the family to be shaped and moulded according to the family's dictates; or,
- autonomous individuals with the right to self-determination?

Should children have the right to sue a negligent or abusive parent?

Should children have the right to choose which parent they will live with when the parents divorce?

Should the legal driving age be raised to nineteen because according to statistics youth are involved in more car accidents than adults?

Is abortion a denial of a fundamental human right?

Concept Application Lesson (Human dignity, Childhood, Family, Love, Safeguards, Inequities)

Alternative A continued:

The students in this group could examine the report *State of the World's Children 1994* (UNICEF) to get a picture of the children around the world.

Ask the students to examine the moral vision and its related human rights paradigm that underlie each country's treatment of children.

Ask them to analyze each situation and attempt to predict the probable consequences of the major human rights paradigms they find here.

Then ask the students to develop a series of recommendations about what they believe should be done about each situation.

Content

Problems in Achieving Social Justice: The Case of the Indigenous Peoples of the World

There are 250 million Indigenous Peoples worldwide (four percent of the world's population) living in 70 countries.

The First Peoples typically maintained a communal relationship in which the land was collectively held by the community. Individual ownership was an unusual and mostly foreign practice.

First Peoples traditionally did not exploit the natural resources of the environment in the modern economic sense. The lands they occupied often contained valuable resources coveted by individuals from the developed world.

Indigenous peoples were faced with a difficult choice of trying to maintain a way of life within a shrinking territory or of giving up and trying to assimilate into the developed world.

Assimilation has not worked well for Indigenous Peoples:

- only four percent of Maoris have professional jobs;
- fifty percent of the Ainu in Japan are illiterate;
- the number of Australian Aborigines out of work is five times the national average;
- the income of North American Indians is half the national average; and,
- the life expectancy of the Indigenous Peoples of northern C.I.S. is eighteen years less than the national average.

Indigenous Peoples usually receive the lowest levels of education, the poorest housing, and the lowest salaries compared to other groups within society.

Concepts (Knowledge Objectives)

Indigenous or First Peoples

Know that the Indigenous Peoples are the descendants of the original inhabitants of lands which have been colonized by foreigners.

Minorities

Know that the Indigenous Peoples are a minority in their own lands often representing less than one per cent of the national population.

Know that Indigenous Peoples are also known as the First Peoples and they have a strong sense of their own identity which is tied to their own land, language, and culture.

Acculturation

Know that acculturation is change that occurs within a culture that is caused by the influence of another culture which results in greater similarity between the two cultures.

Know that in general terms the relationships between cultures can be based on:

- accommodation which occurs when two or more cultures live side by side maintaining their own identity yet sharing specific aspects of each culture;
- segregation which occurs when one population exists apart from another population so that contact and sharing of cultures does not readily occur;
- assimilation which occurs when a less powerful culture is merged with another dominant culture so that the identity of the assimilated culture is lost; and
- annihilation which occurs when the culture of a weaker society is destroyed by the culture of a more powerful society.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.

Practise stating a proposition that is testable and guides the search for data.

Practise presenting an analysis of the data to confirm or disconfirm the proposition by:

- describing and defining the main parts;
- describing cause-effect or other relationships; and,
- showing how the parts are related to each other and to the whole.

Practise selecting and applying the abilities of problem solving and dialectical thinking to an issue.

A minority culture can integrate more effectively into a society dominated by a majority which is significantly different through:

- assimilation; or,
- accommodation?

Should Native People be granted self-government which includes their own justice system and police force?

Are affirmative action programs a form of discrimination against able-bodied white males?

Concept Application Lesson (Indigenous Peoples, Minorities, Acculturation, Racism, Human Dignity, Human Rights)

Alternative A continued:

The students in this group could examine the report *The Gaia Atlas of First Peoples*, the E.D.I.T series: *Cultural Adaptation and Survival*, and the *Native Studies 20 Student Resource Guide* and the *Case Study and Reading Package*.

Ask the students to examine the moral vision and its related human rights paradigm that underlies each country's treatment of Indigenous Peoples.

Ask them to analyze each situation and attempt to predict the probable consequences of the major human rights paradigms they find here.

Then ask the students to develop a series of recommendations about what they believe should be done about each situation.

Content

When a society acculturates, the young often are drawn to the developed way of life, risk rejection by the more developed society, become ashamed of their Indigenous status, and reject their cultural values.

These people are caught between two cultures and may try to escape their loss of native identity through crime, alcohol, drugs, and sometimes suicide:

- In Canada, the suicide rate among young Indians is seven times the national average.
- Also in Canada, the rate of imprisonment of Indians is three times that for Whites.
- In parts of New Zealand, Maoris make up fifty percent of prisoners even though they are nine per cent of the population.
- In Australia, Aborigines go to jail fourteen times more than the national average.
- Also in Australia, between 1980 and 1988, 103 Aborigines died in custody. Nearly two-thirds of those under thirty were found hanged.
- Police in Australia arrest and imprison one million Aborigines per year, often for minor crimes.
- in the C.I.S., Aboriginal domestic crime, drunkenness, and suicide are three to four times the national average.

Indigenous Peoples are learning to use political techniques:

- by using the media effectively;
- by developing cohesive social organizations;
- by learning the techniques of pressure and lobbying; and,
- by learning to use the law and the political process.

Concepts (Knowledge Objectives)

Acculturation

Indigenous Peoples worldwide have had to face the cultural collapse that accompanies the loss of their land, their language, their social and political systems, and their knowledge.

Racism

Know that racism and prejudice are used to justify inhuman treatment of Indigenous Peoples by an exploitive mainstream society.

Human Dignity

Indigenous Peoples have never accepted the assault on their lands and culture passively. They have fought back in every area with the weapons available to them.

Human Rights

Ultimately the issue for Aboriginal Peoples seems to come down to the issue of self-determination.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise selecting and applying the abilities of problem solving and dialectical thinking to an issue.

Based on modern conceptions of an adequate moral vision:

- Canada should be considered a just society because it does as well as any modern nation and better than many; or
- Canada should not be considered a just society so long as people are denied access to the basic necessities for a dignified life?

The proportionally higher percentage of Aboriginals in prison populations worldwide is evidence that the justice system discriminates against Aboriginals. Agree or disagree.

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*

Concept Evaluation Lesson (Human Rights)

(See activity thirteen for more information.)

By this time, your students will have done a great deal of thinking about human rights and its related concepts. They will have examined some historical case studies as well as some contemporary situations related to human rights issues.

In order to help your students to summarize and apply all this information, suggest that they hold a human rights seminar. Each research group could present the findings of their research along with a series of recommendations about the best way human rights issues could be handled in our society.

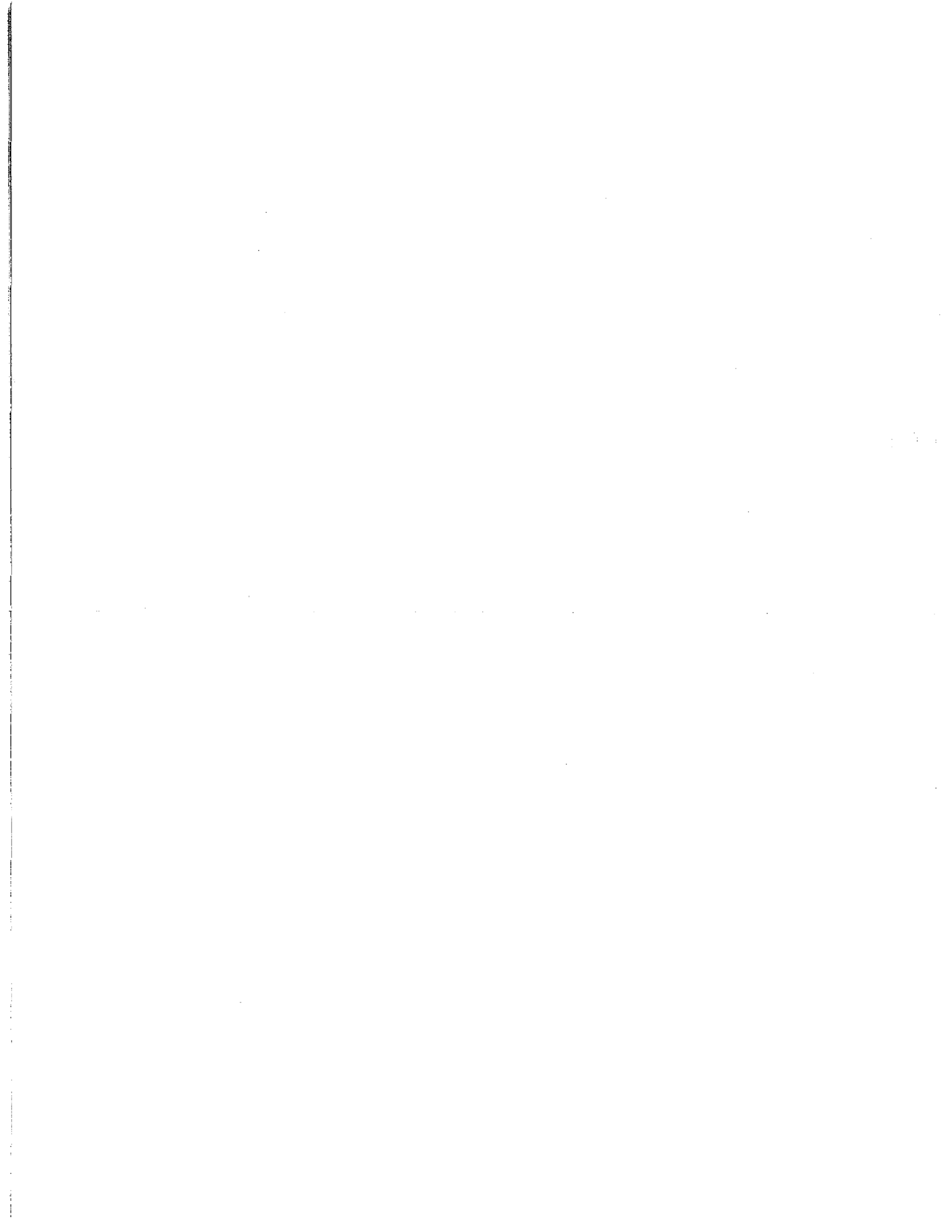
At the end of the seminar and its discussions, suggest to the students they might want to create a class human rights paradigm that they feel they could support and enact.

Using a jigsaw approach regroup the students into new groups and ask each group to create a human rights paradigm.

Each group would then present its paradigm to the rest of the class so that everyone has an opportunity to appreciate the perspective of the other groups.

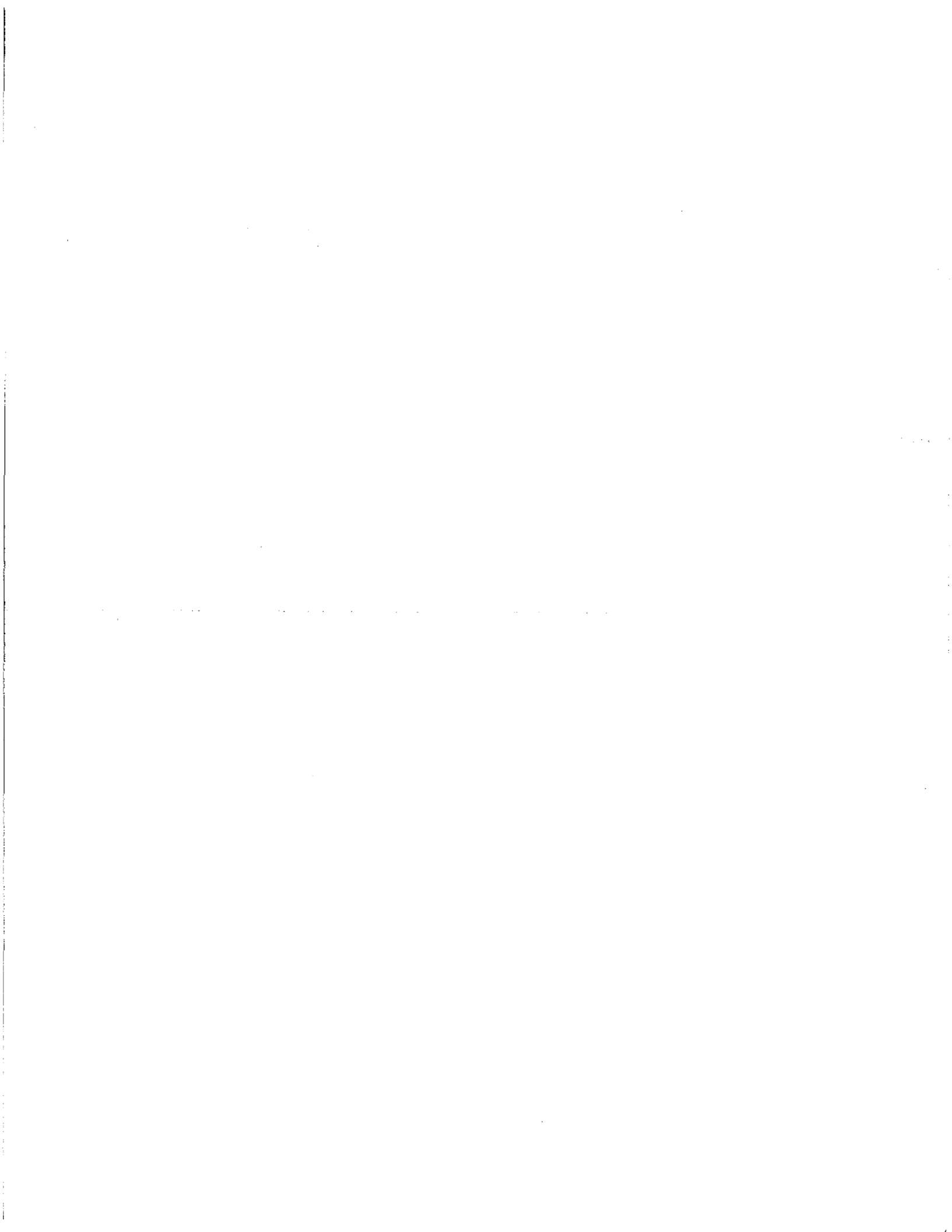
If the students did not prepare a human rights document for their classroom, have the groups reassess their paradigms and prepare to present their proposals for a vote. They could then use the results of their vote as the basis for creating a class human rights code.

If the students have a human rights code for their class, have them compare their thinking about human rights after the unit with their thinking about human rights at the beginning of the unit.



Social Studies 20

Unit Two



Population

The good of intellectual training is not to know how to repeat or retain ready-made truths. (A truth that is provided is only a half-truth.) It is in learning to master the truth by oneself at the risk of losing a lot of time and going through all the roundabout ways that are inherent in real activity.

Piaget

Unit Two: Population

Overview

The world's population is currently growing by more than 90 million people per year. This is a significant increase and exerts pressure on environments and societies. Every year those areas of the world undergoing rapid population growth, must find extra food, shelter, medical care, education, and other goods and services. Already millions of people, particularly children, face short, pain-filled lives because many parts of the world are not able to meet their needs. At the same time other parts of the world have populations that are growing very slowly and in some cases are actually declining in size. These societies have to develop social policies to deal with issues of aging populations and shrinking work forces.

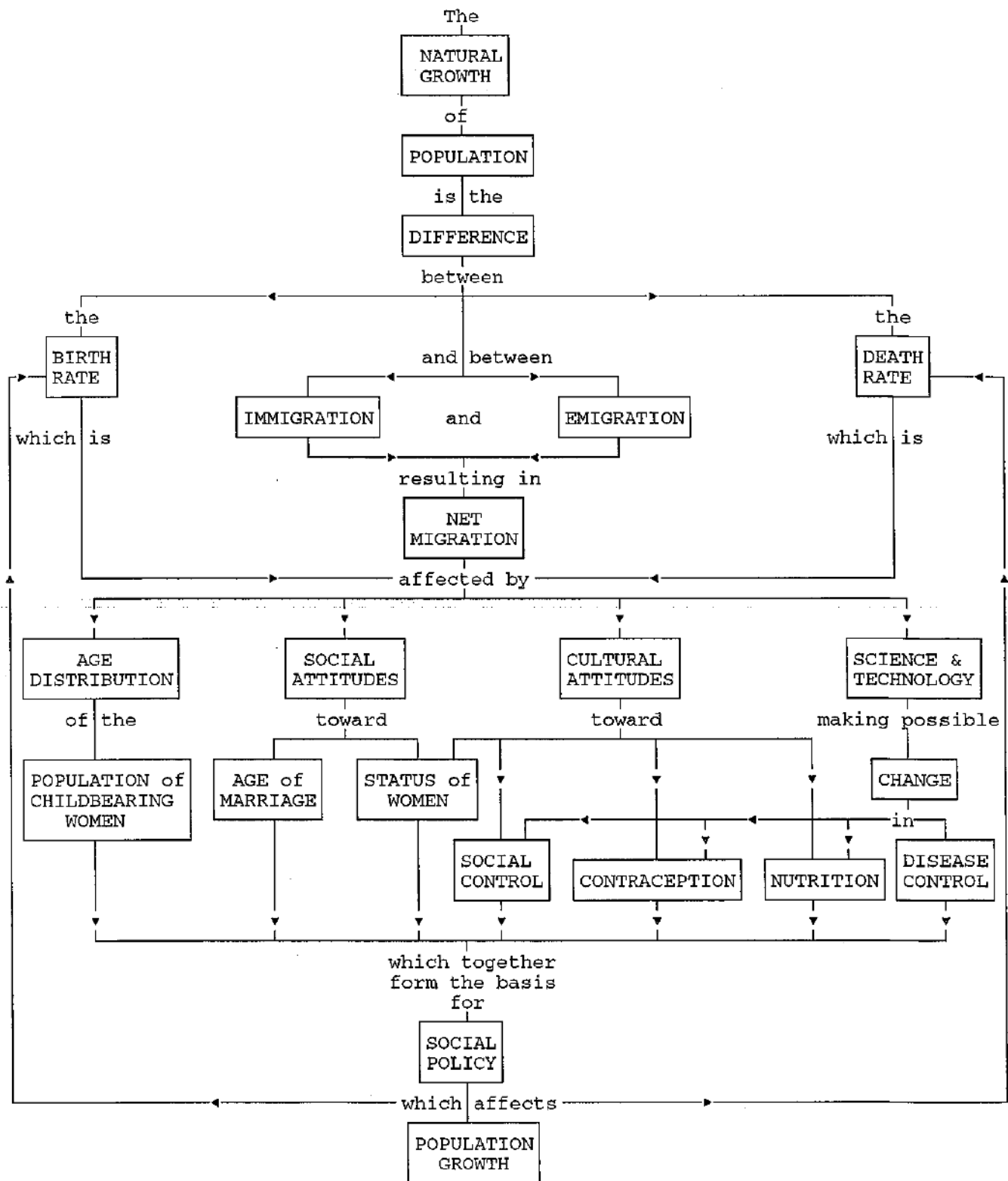
The objective for this unit is to help students understand the factors that cause populations to change. Population is an extremely controversial issue because it deals with sensitive issues of human sexuality and family life. Government policy, if it is insensitive to the traditional values and mores held by people, leads to controversy and may be rejected.

In this unit, students will study the issue of population dialectically. They are given information that describes the current population situation from different points of view. Students are given demographic concepts to use in analyzing data. They will use the thought processes of paradigms, theorizing, and hypothesizing to understand that throughout history people have had to struggle with the issue of population size.

At the end of the unit, students will be asked to examine some current case studies on population and apply the concepts and thought processes they have learned to these case studies. They will be encouraged to examine the issues dialectically and come to their own reasoned conclusions about the best approach for society to take.

Concept Map

Unit Two Population



Unit Two: Foundational Objectives

Concept: Population

Knowledge: The student will:

- Know that the rate of natural increase in a population is the difference between the birth rate and the death rate.
- Know that population growth rates vary from region to region and that regions with different population compositions make different demands on social policy.
- Know that population density can be calculated in several different ways.
- Know that the migration of people has had a major effect on people's histories and their relationships with other groups of people.
- Know that a theory is made up of a set of definitions, assumptions, and propositions integrated into a meaningful whole and is a proposed explanation for some aspect of reality.

Skills/Abilities: The student will:

- Develop the skills of dialectical thinking by learning:
 - to make a value claim expressing what is good, right, or worthwhile about an issue;
 - to provide support for taking a particular position on an issue;
 - to set out the counter argument to the first value claim to the issue;
 - to provide support for the counter argument; and,
 - to come to a dialectical conclusion.
- Learn to deduce an hypothesis from a theory and apply it to a particular situation.
- Learn to devise a theory that better corresponds to current reality.

Values: The student will learn to deal with the internal conflicts of values issues dialectically:

- In determining social policy should a government, if it wishes to represent the interests of society ethically, make social policy:
 - on the basis of rule by majority; or,
 - on the basis of the greatest good for the greatest number?
- Is progress achieving the goal of:
 - allowing as many people as possible to live;
 - giving as much wealth and power as possible to as many people as possible; or,
 - learning to live in harmony with the environment?

Core Material for Unit Two

Core Content	Core Concepts	Suggested Time Allotment
Human Population (p. 210)	Natural Increase Population Growth Rate	2 hours
Changes in Human Behaviour (p. 214)	Change Demographic Transition	2 hours
The Effects of Population Distribution (p. 218)	Carrying Capacity Migration Urbanization	3 hours
Population Theories (p.230)	Theory Proof Hypothesis Empirical	3 hours
Time to cover the core material		10 hours
Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		5 hours
Total Class Time		15 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Content

Social Change in Complex Social Systems

Industrialism as a social system demands profound economic, social, political, and cultural changes in any society that wishes to adopt it.

There are certain core components basic to industrial social systems which make them different from the traditional and agrarian social systems that preceded them:

- promoting technological change where the objective is increasingly to have work done by machines so that human and animal power is replaced by inanimate sources of energy;
- having labour compete on open labour markets;
- concentrating workers in large enterprises such as factories created and managed by entrepreneurs; and,
- shifting workers from the agriculture sector to other economic sectors.

Human populations are highly affected by an industrial system. Some of the effects are:

- changes in birth and death rates;
- changes in the way people make a living; and,
- rapid urbanization.

Industrialization has two main phases:

- The first phase is a period of growth and optimism where change is perceived as being good and progress is possible to achieve.
- The second phase begins when discontent rises within society generally because the expectations created in the first phase are not being met for various groups within society.

Saskatchewan, like other societies that industrialized has to accept the stresses and strains of social change. Social change in the Saskatchewan context meant:

- a large migration of people into Western Canada displacing the Aboriginal people who had held the territory for millennia;
- a rural social system made up of small independent farmers and small towns;
- industrialization of agriculture forcing farms to grow resulting in migration of people from rural to urban areas.
- a significant decline in rural communities and rapid growth of cities.

Concepts (Knowledge Objectives)

Systems

Know that all organisms including humans are part of natural and social systems that are made up of many interdependent and interacting components.

Control

Know that complex systems of various types (technical, biological, and social) require a system of control to make decisions about maintaining the system's internal processes about how it should interact with the outside environment.

Feedback Control

Know that complex systems are self-correcting processes which rely on internal systems to gather information (sensors) and other systems to do things (effectors) in order to maintain equilibrium within the system by recognizing complex patterns and responding with appropriate action. An example would be the eyes and hands on the human body.

Industrialization

Know that industrialization is a social system where society rewards individualization, reorganizes itself to allow for specialization, and relies on the abstractions of science and reason as criteria for making judgments and decisions.

Specialization

Know that an industrial social system divides society into specialized organizations each with specific tasks to do as part of a complex division of labour.

Growth

Know that economic growth is seen as the central defining assumption of an industrial society.

Know that the goal of progress is used to justify modern society's emphasis on growth and change.

Know that industrial systems tend to believe that if the system stops growing, it will rapidly degenerate.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using their personal backgrounds and perceptions to create a source of data for analysis.

Learn to make a value claim expressing what is good, right, or worthwhile about an issue.

Learn to provide support for a particular position on an issue.

Practise developing an analytical system so that reliable inferences can be drawn from the data.

In considering the well-being of the individual:

- should the rights of the individual be considered first, or,
- should the needs of the system have higher priority?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Technological Literacy*

Concept Development Lesson (Systems, Control, Feedback Control, Industrialization, Specialization, Growth)

See activity one for more information.

This activity has two parts:

- In part A, the students are asked to consider their basic assumptions about those things in life that are meaningful and worthwhile. It asks the students to examine a list of life choices and consider how they would respond to these choices.
- In part B, the students will examine the cause and effect relationships within an interdependent, industrial, economic system using a case study of the causes and effects of the rural-urban population shift in Saskatchewan.

Content

Conflicting Social Systems

Industrial systems (and all systems) use a set of basic assumptions that are central to their world view as criteria to make sense out of reality.

Societies which have adopted industrialization and the assumptions on which industrialization is based face an array of problems. Some of these problems are beyond the ability of the nation state to solve.

So long as societies continue to use the same assumptions, it will be difficult for them to come up with new approaches and solutions to the basic and chronic problems they face.

Industrial societies have tended to assume that the main solution to their problems is to make everyone more prosperous through economic growth.

Two alternatives to industrialism are the traditional world view and the concept of a steady-state society.

The traditional view of the Aboriginal Peoples of the world is to consider the earth as the centre of their identity. They believe that the earth connects them to the past, the home of their ancestors, the present as the provider of their material needs, and the future as the legacy to be held in trust for their children.

The steady-state view is that the earth is a closed and finite system which has limited reservoirs from which to extract resources and in which to store pollutants. Humans must find a place in the natural cycles of the earth without fundamentally disrupting these cycles.

Human populations are interdependent with other natural and social systems on earth. The way a specific population makes a living, uses technology, and grows in size can have a major effect on other natural and social systems.

At the same time human populations depend on other natural and social systems for their survival. Significant changes in other natural and social systems will have important consequences for specific human populations.

Concepts (Knowledge Objectives)

World View

Know that a people's world view is their common sense reality about the organization and purpose of society.

Know that values are those beliefs that people select from their world view which are worthy and significant enough to serve as criteria in evaluating reality.

Paradigm

Know that a paradigm is a set or pattern of ideas, beliefs, and values selected from the world view which is used to make judgments and decisions about the meaning and purpose of reality.

Know that paradigms help people perceive and understand a part of reality clearly and limit the perception and understanding of other aspects of reality.

Know that societies based on the fundamental assumptions of their world view will select a dominant paradigm as being truth so that:

- individuals and social systems conform to the dominant paradigm; and,
- it is difficult to accept another paradigm which challenges the dominant paradigm.

Feedback Control

Know that systems can survive only when they can clearly define information about the performance of their processes so they can adjust the processes as needed to maintain a suitable level of performance.

Know that every system receives unclear, ambiguous, and contradictory information (static) which has to be interpreted before the control system can respond.

Know that if the basic assumptions of the system become out of touch with reality, the feedback information may become so garbled the system has to make fundamental changes in order to survive.

Change

Know that change is part of all natural and social systems and that at certain times in history the dominant paradigms are replaced with other paradigms.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise drawing inferences by comparing and contrasting points of view.

In deciding whether a life has been well spent, should one consider whether:

- accumulating wealth, success, power, etc. should be the basic assumptions to accept; or,
- whether harmony, leisure, friendship etc. are better assumptions on which to base one's life?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Personal & Social Values & Skills*
- *Technological Literacy*

Concept Application Lesson (World View, Paradigm, Feedback Control, Change)

See activity two for more information.

Point out to the students that in part A of the last exercise they developed a paradigm which they believe defines the proper organization and purposes for society.

Suggest to students that in our society at the moment there are three paradigms struggling for recognition. These are the traditional Aboriginal paradigm, industrial paradigm, and the steady-state paradigm. Ask the students to compare these paradigms to the one they have just developed for themselves.

Now referring to the case study in part B, discuss:

- Which of the paradigms seems to have been the basis for the decisions made in Saskatchewan in this century?
 - What are the costs and benefits of this paradigm?
 - What would cause people to give up this dominant paradigm and replace it with another? (You might discuss some historical paradigm shifts with the students: the Reformation, the Ptolemaic to the Copernican model of the universe, the industrial revolution, etc.)
 - Who might be the winners and losers if the industrial paradigm of modernity shifted to another paradigm?
-

Content

Human Population

At different times in the past, world population is estimated to have been:

• 1 000 000 years ago	125 000 people
• 25 000 years	3 340 000
• 10 000 years	10 000 000
• 0 A.D.	250 000 000
• 1650	500 000 000
• 1830	1 000 000 000
• 1930	2 000 000 000
• 1960	3 000 000 000
• 1975	4 000 000 000
• 1985	5 000 000 000
• 1990	5 300 000 000

World population currently is growing at 1.7% per year. This rate of growth has remained steady from 1975 to now. (UN 1990)

Between 1985 and 1990, the world's population grew by an average of 88,000,000 per year. (UN 1990) The increase for the year 1992 is expected to be 93,000,000 people.

In terms of economic development:

- the growth rate per year for the developed world is .5% and
- for the developing world it is 1.6%. (US Bureau of Census)

Historically, population trends over time and across the regions of the world have changed significantly.

- Between 1750-1850 developed countries grew at an annual rate of 0.5% and developing countries grew at 0.4%.
- Between 1850-1950 developed countries grew at 0.9% and developing countries grew at 0.6%.
- Between 1950-1975 the growth rates for developed countries grew to 1.1% and developing to 2.3%.
- Between 1985-1990 populations fluctuated again with developed countries at 0.5%, developing countries at 2.1%, and least developed countries at 2.8%.

Concepts (Knowledge Objectives)

Population Estimates

Know that historical population estimates are very conjectural with the estimates based on assumptions of the carrying capacity of the land and the distribution of population.

Know that in many parts of the world, population numbers are estimates with a wide margin of error because either censuses are not taken or the data collection procedures are not precise.

Natural Increase

Know that the natural increase in a population is the difference between the numbers of births and deaths in that population.

Birth Rate

Know that the birth rate is the annual number of live births per 1000 population per year.

Death Rate

Know that the death rate is the number of people dying per 1000 population per year.

Rate of Natural Increase

Know that the rate of natural increase in a population is the difference between the birth rate and the death rate (expressed as a percentage).

Population Growth Rate

Know that the rate of population growth is the rate of natural increase combined with the effects of immigration.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching & Evaluation Strategies

Learn to draw inferences from numerical data.

Incorporating the C.E.L.s:

- *Critical & Creative Thinking*
- *Numeracy*

Concept Development Lesson (Population Estimates, Natural Increase, Birth Rate, Death Rate, Rate of Natural Increase, Population Growth Rate, Doubling Time, Exponential Growth)

See activity three for more information.

Discuss with the students the concept of exponential growth. Have the students draw a checkerboard and then see how many moves it would take to cover the board if each move doubles the number of spaces covered. i.e. 1, 2, 4, 8, 16 ... spaces covered.

Discuss with students how the environment limits the growth of populations.

Have the students examine population statistics and calculate population growth rates from birth rates and death rates and plot their results on graphs.

Content

Drawing Inferences from Population Data

One way demographers attempt to draw inferences from population data is to project population growth patterns into the future. This is often done to assess the consequences of current policies.

Because direct knowledge of the future is not possible, demographers attempt to infer future population trends from current population trends. Population growth is dependent upon the relationship between the birth rate and the death rate. A birth rate higher than the death rate results in population growth (disregarding immigration and emigration). Changes in this relationship results in changes to the rate of population growth.

Projections are based on assumptions about a particular relationship between birth rates and death rates causing a particular population growth rate. It is critical to note that population growth rates are not consistent across time or the globe. On a regional basis the population growth rates per year varies as follows:

(current figures and projection to 1995-2000)

- Sub-Saharan Africa at 3.0% projected to 2.98%
 - Near East and North Africa at 2.6% and 2.4%
 - Asia Developed at .4% and .4%
 - Developing at 1.6% and 1.5%
 - Latin America at 2.1% and 1.71%
 - Europe at .25% and .23%
 - US and Canada at .85 and .63%
- (US Bureau of Census)

On a global basis, the world's population has now reached a size where even a small percentage of growth each year can result in large population growth.

For most of human history, population growth was controlled because people did not know how to produce a surplus food supply and to control disease. The result was a high death rate.

Concepts (Knowledge Objectives)

Projections

Know that a projection is an inference about what might happen in the future if a certain set of assumptions about human behaviour (birth rates and death rates) remain consistent.

Predictions

Know that a prediction is a statement about what will happen in the future.

Systems

Know that all organisms including humans are part of natural and social systems that are made up of many interdependent and interacting components whose role is to maintain and support the system.

Control

Know that complex systems of various types (technical, biological, and social) require a system of control to make decisions about maintaining the system's internal processes and about how the system should interact with the outside environment.

Feedback Control

Know that complex systems are self-correcting processes which rely on internal systems to gather information (sensors) and other systems to do things (effectors) in order to maintain equilibrium within the system by recognizing complex patterns and responding with appropriate action. An example would be the eyes and hands on the human body.

Doubling Time

Know that the number of years necessary for a population to double equals 72 divided by the annual percentage rate of population increase.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using data to make graphs.

Learn to make projections based on a variety of assumptions.

Learn to make graphs with a range of projections based upon a range of assumptions.

Practise testing hypotheses against the historical record.

Incorporating the C.E.L.s

- *Critical & Creative Thinking*
- *Numeracy*

Concept Development Lesson (Natural Increase, Birth Rate, Death Rate, Rate of Natural Increase, Population Growth Rate, Doubling Time, Exponential Growth, Population Estimates)

See activity four for more information.

Have the students examine human population statistics:

- Have them calculate the population growth rate from the birth rates and the death rates.
- Ask them to use the population growth rates they have derived to calculate the actual population growth that has occurred over the past decades.
- Have the students plot the population growth curves on a graph.
- Once this has been completed, have students compare their projections with the historical record and calculate, in percentage terms, their range of error.

Content

Changes in Human Behaviour

Human behaviour is not constant over time. It responds to environmental and social forces. Technological, social, and cultural change affect human reproductive behaviour. People may marry later or earlier on average. Average family size changes. Mortality rates fluctuate depending on the availability of food and medicine for.

Changes in the fertility rate are caused by people responding to cultural and social changes such as:

- changes in the age of marriage which determine the childbearing years available to each woman;
- cultural values determining the extent of use of various forms of contraception;
- the standard of living which affects economic expectations, attitudes about the need for children, and the expense of educating children; and,
- attitudes toward the status of women, the power they are accorded, and the rights they have.

Any projection based on outdated assumptions about the fertility rate will soon become inaccurate.

With the coming of the scientific and the industrial revolutions, the death rate declined and the fertility rate grew. As a result populations grew rapidly.

Then in some parts of the world, the fertility rate declined sharply so that the population growth rates also declined sharply.

It is known that during the 1990s, the world's population overall will grow by over 90 million people per year. It is uncertain whether these growth figures will remain constant.

Alternative Projections

Assumptions about conditions determining fertility rates have limited accuracy because those conditions may change significantly in the future. To cover this possibility, demographers calculate a set of alternative projections based on different assumptions which define a range of possible outcomes that might occur in the future.

Concepts (Knowledge Objectives)

Fertility Rate

Know that the fertility rate is the number of births per 1000 woman in their childbearing years (usually considered to be between the ages of 15 and 44).

Death Rate

Know that the death rate is determined primarily by:

- the level of nutrition available to a population;
- the levels of sanitation; and,
- the ability to treat and control disease.

Change

Know that within systems change is continuous and takes different forms:

- **Gradual Change;**

Know that systems, in responding to internal and external conditions, exhibit change in the form of cycles, trends, patterns whose object is to maintain equilibrium within the system.

- **Accelerating Change;**

Know that accelerating change or exponential growth is a process whereby small changes cause more small changes so that over time the accumulated change becomes very great.

Know that exponential growth means that a population maintaining continuous percentage increases over time, even if they are very small, will achieve very large increases in numbers.

- **Abrupt Change.**

Know that when small accelerating changes within a system create a large enough effect (critical mass), the system may change abruptly by lurching in one direction or another or by collapsing altogether.

Demographic Transition

Know that in industrialized countries, with a high standard of living, both mortality and fertility rates declined sharply so that the population growth rate fell to around one percent.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using data to make graphs.

Learn to make projections based on a variety of assumptions.

Learn to make graphs with a range of projections based upon a range of assumptions.

Practise testing hypotheses against the historical record.

Is the falling birth rate and the aging of the population of the developed world a more serious threat to economic growth than Malthus' forecast of famine, plague, riots, and warfare?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Numeracy*

Concept Development Lesson (Projections, Alternative Projections, Death Rate, Fertility Rate)

Activity four continued.

Discuss with the students the probability of their projections.

Ask the students to consider the factors that affect the accuracy of their projections.

- Have the students examine the historical record in order to see how the death rate has varied over time.
- Have the students look at the factors which have affected the fertility rate over time.

Use this information to develop a list of variables that might affect the reliability of their population projections.

Once this has been completed, have the students compare their population predictions with the actual historical record as compiled by the UN.

Have the student calculate in, percentage terms, their range of error.

Now have the students look at the UN projections and their range of possible outcomes and discuss:

- whether it is valid to assume the behaviour of humans over the past four decades will be similar to the behaviour in the next four decades?
 - how reliable and accurate are the range of projections for the next several decades?
-

Content

Consequences of Population Change for the Social Policy of a Country

Population change is not consistent from region to region. In some areas populations are growing rapidly and other areas they are declining in size.

Both conditions have consequences for the social policies of the respective societies. Neither the situation of growth or decline is easy for societies to reverse with public social policy.

In both cases, populations come to be structured into an age and gender composition that is difficult to change in the short run.

In general terms population distributions represented by population pyramids show different profiles between developed and developing countries.

- Developed countries tend to show an older age profile than developing countries. In developed countries the proportion of population over age 65 is typically three times that of developing countries.
- Less developed countries show a younger profile. About 36% of their population is below age 15 (UN 1991).

These statistics have implications for social planning:

- Individuals in young populations still have their childbearing years before them. They will need jobs, and educational services for themselves and their children.
- Individuals in aging populations need support and care to carry them through their declining years. At some point, societies with aging populations will have to deal with shortages of workers to maintain their economies.

Concepts (Knowledge Objectives)

Population Change

Know that large population changes occurring in short periods of time make it difficult for governments to meet the changing needs of the population.

Demographic Momentum

Know that a population with a high percentage of young people will continue to grow because these people have many years of fertility before them.

Know that it is difficult for societies with populations composed of a high percentage of older people to reverse the trend to aging and decreasing population size.

Population Pyramids

Know that population pyramids are graphic displays of a population's age and gender composition.

Dependency Ratio

Know that the dependency ratio is the ratio of the number of dependents, young or old, that each 100 people in the productive years, usually defined as age 15 to age 64, must support.

Basic Needs

Know that all humans in order to survive must have a number of basic needs satisfied.

Human Dignity

Know that lists of basic needs such as Maslow's Hierarchy of Needs assume that certain needs must be met because they are necessary for a dignified life.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise problem solving by:

- defining the problem;
- generating alternative solutions to the problem;
- evaluating available alternatives; and,
- deciding upon a course of action.

In determining social policy, should a government, if it wishes to represent the interests of society, make social policy:

- on the basis of rule by majority; or,
- on the basis of the greatest good for the greatest number?

Incorporating the C.E.L.s

- *Critical & Creative Thinking*
- *Technological Literacy*
- *Personal & Social Values & Goals*
- *Numeracy*

Concept Development Lesson (Population Change, Demographic Momentum, Dependency Ratio, Population Pyramids, Basic Needs, Human Dignity)

See activity five for more information.

In order to get students thinking about some of the implications of the composition of population as illustrated by population pyramids, ask them to think about what people's needs, expectations, and goals of life are at different age levels.

Once this part of the exercise is completed, show the students an example of a population pyramid and ask them to think about the demands that this example of population composition would exert on society. Discuss with the students the implications for a government in devising social policy to handle the needs of changing populations.

Finally, divide the students into four groups representing four different countries and tell each group that they represent the government and that their responsibility is to decide what social policies the government should follow to deal with present realities and those that may occur in the future.

Class Discussion

What are the implications of large changes in population growth and size for the societies in which these changes occur?

Who should be responsible for doing something about the rapid growth of populations found in many parts of the world?

- The wealthy nations whose populations in general are either growing very slowly or declining; or
- The poor nations where the most rapid rates of population growth are occurring.

Content

The Effects of Population Distribution

Human population is unevenly distributed around the globe. Certain areas such as Western Canada are thinly populated while other areas such as The Netherlands are very densely populated.

Food production

Studies have been conducted to determine the theoretical potential for food production in the world over the next decades.

Per capita daily calorie consumption of plant energy for food, seed, and animal feed amounts to about 6,000 calories. Calorie consumption in different countries ranges from 3,000 to 15,000 calories depending on the amount of meat consumed. On this basis slightly more than 11 billion people could be sustained at an average of 6000 calories daily.

If average consumption rose to 9000 calories in an attempt to improve the diet of the poor, then the population carrying capacity of the world would decline to 7.5 billion people. The data also suggest that supplying the needs of a world population of ten billion would require changes in current food habits and great improvements in the efficiency of traditional agriculture (World Commission 1988 p.99)

Industrialization

Projected population growth rates will require a five to ten-fold increase in manufacturing output to raise the developing world's consumption to that of industrialized levels by the time population growth levels off in the next century. (World Commission 1988 p.15)

Energy consumption

In order to increase agricultural development, and to meet the needs of the rapidly growing populations of developing nations, the world economy will need much more energy. Bringing developing countries' energy use up to industrialized country levels by the year 2025 without some compensating technological efficiencies would require increasing the present energy five times. (World Commission 1988 p.14)

Concepts (Knowledge Objectives)

Population Density

Know that population density can be calculated in several different ways:

- The arithmetic density is the ratio of population size of a place to its total area. This ratio may give misleading results if it is generalized over large areas.
- Nutritional density is the ratio of population to arable land. This measure is considered more refined because it gives a better idea of crowding in relation to food production. Japan's arithmetic density was 655 people/sq. mile while its nutritional density was 4680 people/sq. mile (1960).
- Other ratios are based on the ratio of population to food calories produced by a country or the value of productivity per population. The GNP is one example of this latter type of ratio.

Know that the effects of population density and the social policy required to deal with these effects depends on whether a nation is developed or developing.

Scarcity

Know that because the earth is a finite environment with a limited ability to produce resources and to absorb pollution, scarcity will remain a fundamental reality of the human condition.

Carrying Capacity

Know that the carrying capacity of a region is its ability to provide resources for human needs on a long-term basis without being harmed.

Replacement Level

Know that the replacement level is the level of fertility at which populations replace themselves. For developed countries with a low infant mortality, this is approximately 2.1 births per 1000 women. This will vary depending on the prevailing social conditions.

Zero Population Growth

Know that zero population growth occurs when births plus immigration equal deaths plus emigration.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching & Evaluation Strategies

Practise problem solving by:

- defining the problem;
- generating alternative solutions to the problem;
- evaluating available alternatives; and,
- deciding upon a course of action.

What is an acceptable population policy

- stimulating population growth in those areas where it has slowed?
- allowing as many people as possible to live on earth?
- limiting population growth in some way so that everyone can have a decent standard of living.
- limiting population numbers so that other species of life can survive.

Incorporating the .C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Technological Literacy*
- *Communications*
- *Numeracy*

Concept Development Lesson (Population Density, Scarcity, Carrying Capacity, Migration, Urbanization)

See activity seven for more information.

Have a class discussion in which students discuss the reliability of the projections they have been using.

Class discussion

Compare the densities and standards of living among countries such as Japan, Netherlands, Singapore, Bangladesh, Philippines, and Mauritius all of which have very high densities:

- How do the standards of living compare?
- Is the population the problem?
- If it is not, what might be the problem?

Give the students the basic concepts above related to the issue of density and ask them to make a concept map outlining how they see the issue. They can add concepts as needed.

Now divide the students into groups representing countries facing different issues related to population question (USA, European Community, Japan, Kenya, Bangladesh, Brazil, Indonesia, etc.). Assign them to do a survey of the demographics of a particular regions of the world.

Spend some time helping them to conceptualize and design a data collection matrix which will also allow them to analyze the information they have collected.

Ask each group to draw some generalizations and some major inferences from the data which might serve as the basis for recommendations for action.

Content

Migration

The migration of peoples has been a cause of historical change throughout history. European migration to the Americas has changed those continents completely. Migration can carry with it disease, cultural and social conflict, as well as massive change.

The growth in the world's urban population from 600 million in 1950 to 2 billion in 1986 represents an enormous shift of people from rural to urban areas. In 1950, 30% of the world's population lived in urban areas. By 1991, 41% of a much larger population lived in urban areas. Urbanization in the developed countries has stopped, but in developing countries it is growing rapidly.

Since the 1950s, cities have grown faster than rural areas in nearly all developing countries. Latin America has had a decline in rural population while its overall population continues to grow. Rural populations have moved to the cities in an attempt to make a living.

The causes of urban growth in developing countries are the inequitable and unjust balance in the policies governing the rural and urban sectors of those countries.

Typically, policy makers set exchange rates governing the value of the local currency related to the outside currencies so that imported consumer goods for the urban markets are less expensive than locally produced goods. This also makes imported food cheaper than domestic food. Local farmers can no longer make a living at farming and are forced to leave farming. Investment in agriculture is also discouraged. The country ends up with food deficits and a migrant rural population.

The situation is made worse by social policies favouring investments in urban social services such as education and health care at the expense of the rural areas.

Other factors encouraging urbanization include population policies which continue to allow large families. Large families mean that many rural people look to the cities for employment. Policies which allow concentrated land ownership also drive landless people to the cities for a living.

Concepts (Knowledge Objectives)

Migration

Know that migration may outweigh births and deaths as a determinant of local population change and can lead to many different social, political, and economic consequences.

Know that the migration has a major effect on the relationships between peoples.

Know that people throughout history and in different places migrate for a variety of reasons:

- Ecological (push)

Know that changes in the environment cause people to decide to move.

- State migration policies (push)

Know that the state may either pass laws or create conditions that cause people to migrate.

- Higher aspirations (pull)

Know that individuals who wish a higher standard of living or a better lifestyle may decide to move to another area.

- Social momentum (pull)

Know that groups of people may decide that their interests will be best served by moving to another area.

Urbanization

In the past 35 years, urban populations have tripled growing by 1.25 billion people. The urban populations of the developing countries are projected to grow by another 750 million people between 1985 and 2000.

Know that the rate of urbanization in the developing world tends to be twice that of the annual population growth rate.

Know that developing countries will have to increase by two-thirds the services, shelter, and urban infrastructures just to maintain what are often conditions of extreme poverty.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using concepts to categorize data.

Practise using an analytical grid to categorize and classify data.

Practise using the skills of independent learning:

- what is this all about?
- what would be the best way of solving this?
- what are the different possibilities?
- etc.

Practise problem solving by:

- defining the problem;
- generating alternative solutions to the problem;
- evaluating available alternatives; and,
- deciding upon a course of action.

Does urbanization improve one's standard of living or simply concentrate social problems?

What is acceptable social policy:

- doing what is good for the interests and well-being of the majority of people within society; or,
- balancing the interests and well-being of all groups of people within society?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Technological literacy*
- *Numeracy*

Concept Development Lesson (Population Density, Scarcity, Carrying Capacity, Migration, Urbanization))

Activity seven continued.

Explain to student that they are going to attend a conference on world population and it is their responsibility to present their region's situation.

At that conference, issues such as the following could be discussed:

- Are large populations of people with low standards of living less responsible for population control than small populations of people with high standards of living?
- What kinds of population policies are morally and ethically responsible?
- What kind of social policies should be followed in order to do something about the issue of urbanization in developing countries:
 - Should international trade be restructured so that the primary industries of developing countries can compete?
 - Should the internal policies of developing nations change in order to discourage migration to cities?

Content

Alternative Viewpoints on the Issue of Population Growth

There has been a major debate about whether population growth represents a serious problem for the future of humanity. Some see it as a looming catastrophe while others see it as a highly overrated issue. Three viewpoints or paradigms on population growth are described below:

The Sustainable Growth Paradigm

Some people argue that rapid population growth is, outside of nuclear weapons, the most important issue governing the well-being of humanity. They argue that the exponential growth of population:

- means that the environmental resource base will not be able to produce enough to meet the needs of billions more people.
- means that the capacity of the environment to absorb pollution will at some point be overwhelmed by the extra pollution generated in meeting the needs of billions more people.
- has already triggered many signs of environmental stress.
- is causing stress in the economic, social, and political systems of many countries. As cities grow and become congested, social problems increase making it difficult to govern and deliver adequate services to city residents.
- means we must choose between halting population growth by the suffering of starvation and disease of unacceptably large numbers of people or through a carefully developed system of birth control.
- means the world has reached a stage where there is nothing positive that can be achieved by more population growth and much that is negative.

Concepts (Knowledge Objectives)

Exponential Growth

Know that exponential growth means that the existing generation of adults produces more children than their parents who in turn produce more children than their parents so that the population doubles in shorter and shorter time periods.

Sustainability

Know that sustainability means:

- the growth of population and its accompanying standard of living must be maintained at a level where resource stocks can be adequately recycled or renewed; and that
- pollution levels are maintained at a level that does not degrade the environment.

Diminishing Returns

In production processes, when increasing amounts of inputs (resources such as labour capital) are added to a fixed input (such as land), output may for a time increase, but after a certain point outputs will begin to decline at greater and greater rates. For example, adding increasing amounts of fertilizer to a fixed amount of land will for a time raise output, but after a certain point the increase in will begin to slow and then decline.

Marginal Utility

Know that at some point in the production of goods, the extra costs involved in finding the scarce and expensive resources needed to produce more goods will become greater than the worth of the extra goods being produced.

Opportunity Cost

Know that the cost of doing one thing is giving up all the other things that could have been done.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using concept maps to show relationships between the parts of a whole.

Are the rights of people to reproduce as they please greater than the right of other species to survive?

Is population growth a global issue or only an issue in less developed countries?

Should governments offer incentives to families to have children and families not to have children?

Should population growth be curbed naturally through starvation and disease, or artificially by the state implementing a carefully developed system of birth control?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Paradigm, Sustainability, Diminishing Returns, Choice, Freedom, Social Change, Procreation, Families, Poverty)

(See activity nine for more information.)

Remind the students that paradigms provide a point of view about the best way to approach major human issues.

Population issues are a good example of an area where people have adopted sets of strongly held beliefs (paradigms) which they defend passionately.

Ask the students to draw a concept map of each of the three paradigms and then ask them to apply each paradigm to the position papers they have prepared on population growth for their regions of the world.

Ask them to decide which of the three paradigms would be the best approach for their region.

Content

The Growth Paradigm

Some people argue that the growth of population is something that will adjust as necessary over time.

They argue that:

- doom and gloom have always been with us. Throughout history people, for one reason or another, have been predicting the end of the world. The world is still here.
- population growth has been good for many countries, because it helped them achieve higher standards of living.
- scientific and technological advances will continue to make it possible to use fewer resources to produce goods and services.
- similar advances are being made in the disposal of wastes so that less burden is being placed on the environment.
- predicting growth while assuming a static science and technology will always result in the misprediction of diminishing returns. Rather we should anticipate that technology and science will continue to create new opportunities for development and prevent diminishing returns. For example we have seen large gains already from the green revolution and we can expect more gains from biogenetic research.
- improvements in world trade will help developing areas improve their standard of living, so that parents have the opportunity to choose to have smaller families.
- people must always be given the freedom to choose how they wish to live their lives. Whenever a small group is allowed to impose its set of beliefs on others in a misguided attempt to improve society, more damage than good is done.

Concepts (Knowledge Objectives)

Change

Know that throughout history people have been forced to make difficult choices which at the time seemed to them impossibly threatening and yet they were able to prevail.

Scientific and Technological Development

Know that science and technology have solved many difficult problems in the past and by so doing have improved the standard of living of many people.

Know that technology fundamentally reduces the costs of resources by using them more efficiently in the production and distribution of goods.

Growth

Know that economic growth has brought many benefits to people that were not possible at other points in history.

Freedom

Know that when the standard of living of men and women go up, they voluntarily refrain from having children.

Know that when women are given the respect and dignity of making real choices, they often choose to control the number of children they bear.

Social Change

Know that it is possible to make social changes that improve the standard of living of people rather than detracting from it.

Skills/Abilities Objectives

Values Objectives

Suggested Teaching & Evaluation Strategies

Practise the skills of dialectical thinking:

- making a value claim;
- providing support for that claim;
- setting out the counter-argument to the first value claim to the issue; and,
- providing support for the counter argument.

Is progress achieving the goal of:

- allowing as many people as possible to live?
- giving as much wealth and power as possible to as many people as possible?
- learning to live in harmony with the environment?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Paradigm, Sustainability, Growth, Freedom, Procreation, Change)

Activity nine continued.

An alternative exercise students could do is to apply the three paradigms to a range of personal, societal, and global issues to decide which of the three they believe, on balance, is the way societies should proceed in the future.

Ask the students to do the following exercise to get them started thinking about the issue.

- Each paradigm has some central concepts which form the core of the basic assumptions of the paradigm:
 - growth; Either a society is growing and progressing or it is stagnating and dying. There is no middle road.
 - procreation; The central purpose of life is to create life and pass it on from generation to generation.
 - sustainability; Humans and their needs are only a small part of the ecosystem, and if there is to be a future, humans will have to learn to live in harmony with the ecosystem.

Content

The Natalist Paradigm

Some people argue that producing and maintaining a large population is fundamental to maintaining a prosperous and stable civilization.

They argue that:

- we are commanded by the Bible and by other religious traditions to produce families so that human civilization prospers and can be passed on from generation to generation.
- the care and discipline of children should be the first priority of parents who must not allow other considerations to interfere with this responsibility.
- because the well-being of the family is crucial to the well-being of society, it is imperative that the state not interfere with the free functioning of the family.
- life is tragic. Despite this, people would still prefer to have been born, so it is fallacious to argue that we are doing people a favour by preventing their birth.
- the growing poverty that we see in the world has much more to do with the selfishness and greed of a rich minority than it does with population growth. The population burden on the environment does not come from the poor; it comes from the rich.
- rather than wasting resources on armaments and frivolous materialism, we ought to be using precious resources for the well-being of people.
- it is possible to use science, technology, and international cooperation to find ways of helping the poor to a higher standard of living and still protect the environment.

Concepts (Knowledge Objectives)

Procreation

Know that having children is a fundamental right of people which can be limited only through the use of extreme forms of repression.

Culture

Know that procreation is governed by deeply held values rooted in the religious and social traditions of a culture.

Families

Know that families are the basic social unit of most societies and as such are seen as fundamental to maintaining the traditions and beliefs of that society.

Fallacy

Know that a fallacy is a mistaken belief or assumption that leads to an illogical or unsound argument about something.

Poverty and Standard of Living

Know that poverty can be defined either:

- in relative terms so that an individual is poor simply because others have more; or,
- in absolute terms so that an individual is poor when she or he does not have enough to survive.

Know that poverty can then be dealt with either by:

- attempting to increase everyone's standard of living without changing the economic relationship between the rich and the poor; or,
- by attempting to divert wealth from those who have more than enough to those who have very little.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skills of dialectical thinking:

- making a value claim;
- providing support for that claim;
- setting out the counter-argument to the first value claim to the issue; and,
- providing for the counter-argument.

Which is the more moral position to take regarding population size:

- advocating a limitation on the numbers of people who can be born in order to increase the standard of living of those who are alive?
- allowing many people access to life even if it means a difficult life for many of them?

Would problems of world hunger and standard of living be better solved by reducing expenditures on armaments and military growth to feed people rather than restricting population growth?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Technological Literacy*

Concept Development Lesson (Paradigm, Sustainability, Growth, Freedom, Procreation, Change

(See activity nine for more information.)

Some issues to consider as tests for evaluating each paradigm:

- Sustainable Growth paradigm
 - Are all forms of life equal in their significance and importance?
 - Are there are some limitations and problems imposed by the environment that science and technology will never be able to solve?
 - At a certain point do systems become too large to be manageable so humans have to learn to accept some limitations?
- Growth paradigm
 - Should people be able to have as many children as they wish?
 - Should people be able to use as many resources as they can afford?
 - If society faces problems of some kind will science and technology, if given a chance, cure them?
- Natalist paradigm
 - Would people be happier with a slower pace of life which concentrates on social relationships such as the family and the community?
 - Are resources being misused and wasted by the rich minority in less obvious ways than military spending?
 - Is it wrong to divert resources from the wealthy whose problems are those of being overweight, etc. to those whose problems are starvation?

Content

Evaluating Paradigms

Paradigms are sets of preconceived ideas, beliefs, attitudes, and values people assume to be the truth about reality.

Often these sets of beliefs are what people hope for or would like to believe is true. This is simply a bias which has to be tested to see if it corresponds to reality. Sometimes it does, sometimes it does not. Most paradigms will have a grain of truth to them given the conditions in which they were developed.

In order to search out this grain of truth and to test its validity, models of reality are created and tested to see if they actually correspond with reality.

If the model checks out, then it becomes a theory which is considered a valid and reliable explanation or description of the way some aspect of reality works.

These theoretical explanations are continually tested empirically (replicated) to see whether they continue to correspond to reality in a wide range of contexts. Theories may be found to be true in one time or context but are found to be lacking in other contexts and so must be revised.

Because of this testing process, theories are more than an opinion about reality. A paradigm has the potential of becoming a theory if its ideas, beliefs, and values can be verified as corresponding to reality in significant ways. If it is not supported in this way, then it remains an opinion or a bias.

Concepts (Knowledge Objectives)

Theory

Know that a theory is a proposed explanation about some aspect of reality.

Know that a theory is made up of a set of definitions, assumptions, and propositions integrated into a meaningful whole.

Proof

Know that a theory is proven scientifically by its ability to make valid predictions.

Prediction

Know that a prediction is foretelling what will occur or be found in a specific situation.

Hypothesis

Know that a hypothesis is an inference that might be true and can be tested empirically.

Know that hypotheses can be deduced from theories by applying the theoretical principles or propositions of a theory to a particular situation and predicting a particular outcome.

Empirical

Know that empirical testing of a hypothesis can involve either experimentation and careful measurement of data, or the use of observation and statistical analysis of data.

Know that demographic hypotheses tend to be tested through the use of observation and statistical analysis.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using an analytical grid to categorize and classify information so that it can be analyzed.

Truth is something:

- that can be known intuitively; or, something
- that must be searched out using disciplined thought process?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Technological Literacy*

Concept Development Lesson (Theory, Proof, Prediction, Hypothesis, Empirical)

See activity ten for more information.

Have the students look at some examples as a way of seeing the relationship between paradigm, theory, hypothesis, and empirical testing.

Have them work through some of the examples and then attempt to make up some of their own.

Have the students examine the hypotheses and empirical testing examples by asking themselves whether those are adequate tests of the validity of the theories.

Challenge the students to devise some empirical tests for themselves and to come to some preliminary judgments about the validity of the paradigms and their related theories.

Content

Population Theories

Population size and change are so important to the well-being of human societies, they have been the subject of theorizing for thousands of years.

Traditional Population Theories

The survival of ancient societies depended on being able to maintain and expand population size despite the effects of famine, disease, and war. To do this, societies had to maintain a high fertility rate to counteract the high death rate. They did it by stressing the duties of marriage and procreation and by stigmatizing those who failed to produce children.

Ancient societies and religions had some similarities and some differences on these issues:

- The Bible, the Hindu laws of Manu, and the writings of Zoroaster all commanded the faithful to be fruitful and multiply.
- Plato's Republic defined the optimal population size as 5,040 citizens. Population was to be controlled by conscious birth control.
- The leaders of Imperial Rome believed that a large population maximized power and laws were passed to encourage marriage and fertility.
- Generally the teaching of the Christian churches has supported high fertility and opposed birth control.
- Islam philosophers generally felt that a large population was conducive to maintaining power in a dangerous world.

Concepts (Knowledge Objectives)

Tradition

Know that existing cultures have all grown out of the values and traditions of the past.

Know that societies have a need to conserve and follow the traditions and values which have stood the test of time.

Change

Know that there will be conflict between the values and traditions of the past and the changing requirements of the present.

Know that present-day societies will have to develop traditions and values that address current problems and issues.

Religion

Know that religion provides meaning and guidance for many people.

Know that religious teachings are seen by their followers as being sacred guidance from God, and as such, may not be dismissed or discounted by society.

Know that all living religions continually interpret their teachings in the light of present-day reality.

Human Rights

Know that an individual's right to live according to the dictates of her or his conscience is a fundamental democratic right.

Know that social planning by a democratic society must recognize the individual's right to dissent from the approach being taken.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Learn to deduce a hypothesis from a theory and apply it to a particular situation.

Learn to predict what a probable outcome might be.

Learn to test the predictions of the hypotheses by examining historical data.

Human survival is possible if:

- people are prepared to be aggressive and obedient to the group; or,
- people are prepared to live in harmony with the environment?

Human progress is most probable when:

- humans are prepared to limit their numbers according to the available resource base; or,
- humans learn to develop and use knowledge to adapt to environmental limitations?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Technological Literacy*

Concept Application Lesson (Tradition, Change, Religion, Human Rights)

See activity eleven for more information.

Give the students a scenario describing the conditions people faced early in human history. The scenario includes a description of the:

- technological levels;
- social organization;
- population size and density;
- religious and philosophical assumptions; and,
- knowledge of science and the environment.

Ask the students to consider, given these conditions, what the appropriate response for these people would be.

Have the students look at the traditional theories of population and ask themselves, given the conditions during that historical period, whether the traditional theories make sense.

Discuss with the students the idea that a theory can be true for one context and not for another.

Give the students a brief historical description of the scientific and technological development and the population history of Europe from the late Middle Ages up to the Industrial Revolution.

Ask the students to consider, if this were the extent of the data available to them,:

- what a reasonable population theory would be;
 - which hypotheses would be testable; and
 - what conclusions a reasonable person at that time in history might make.
-

Content

Thomas Malthus: *An Essay on the Principle of Population as It Affects the Future Improvement of Society ...*

Malthus' theory assumed that the perfection of a human society free from arbitrary restraints must always remain a dream for humankind.

- This must be so because excessive population growth would always reduce people to poverty, crime, and social disruption.
- These terrible things happen because, as soon as a society becomes prosperous, people over-reproduce until there are so many that most are reduced to poverty again.

When Malthus studied a country like the United States with a plentiful supply of land, he found it doubled its population every 25 years. European countries which did not have the land to support this kind of population growth had to control their population with preventative checks such as late marriage, moral restraint, etc.

From this data, Malthus concluded that a society's population base is determined by its resource base.

- Societies which refused to practise moral restraint would inevitably suffer the deplorable positive checks of war, famine, and epidemics.
- Therefore, leaders of society must make sure that, when they attempted to help the poor, they did not encourage the poor to relax their moral restraint and have more children. If they did, their charity would simply make the condition of the poor worse.

Malthus' theory had many implications (hypotheses) for society which caused much debate for the next century about the best ways of organizing and directing society so that progress could be achieved.

Concepts (Knowledge Objectives)

Fertility Rate

Know that the birth rate of a population is determined by:

- economic factors such as the parent's ability to support a family and the economic need for children;
- social factors such as the age of marriage which governs the number of child-rearing years; and,
- cultural factors which govern social views on issues like contraception.

Death Rate

Know that the rate of mortality is primarily dependent upon the prevailing levels of nutrition, disease control, cleanliness, and social control within a society.

Scarcity

Know that human need tends to exceed the capacity of the environment to produce scarce resources and of the economy to turn them into consumer goods and services.

Feedback Control

Know that complex systems including human societies are self-correcting processes which gather information in order to maintain equilibrium within the system by recognizing complex patterns and responding with appropriate action.

Standard of Living

Know that a society's ability to meet its citizens' basic needs affects the rate of population growth.

Technological Literacy

Know that the social policies that are feasible for a society to enact depend upon the level of knowledge and technology available to that society.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Learn to deduce a hypothesis from a theory and applying it to a particular situation.

Learn to predict what a probable outcome might be.

Learn to test the predictions of the hypothesis by examining historical data.

Learn to devise a new theory that is in more accord with current reality.

How should the worth of humans be determined:

- by what they can contribute to the social groups to which they belong; or,
- by some ideals of human dignity and human rights?

On an issue like population control should the:

- rights of the individual; or,
- rights of the group take precedence?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Technological Literacy*

Concept Application Lesson (Birth Rate, Death Rate, Scarcity, Standard of Living, Technological Literacy, Progress)

Activity eleven continued.

Ask the students to consider the implications and possible hypotheses about the proper organization of society of the two theories studied so far.

- The traditional theory of population growth where:
 - everyone has a duty to marry and have many children; and,
 - birth control is a sin; and,
- the Malthusian theory of population control.

Give the students a positive scenario of the effects of the industrial and scientific revolutions and ask them to develop a hypothesis based on the proposition and assumptions of Malthus and to use this hypothesis to project the 1850 figures over the next century.

Once the students have completed this exercise have them compare their figures with the actual figures.

Explain to them that this is an historical example where the hypotheses of accepted theories could not adequately account for new social conditions.

Ask them to attempt to develop a new population theory which better accounts for human behaviour in the social conditions of modernity.

Once students have done this have them compare their approach with that of the Demographic Transition Theory.

Content

The Theory of Demographic Transition

Demographic transition theory attempts to account for the sharp decline in European fertility rates after World War I.

It proposes that populations undergo a number of phases in a transition from high growth to low growth:

- The first phase is characterized by high birth rates and high death rates which fluctuate rapidly depending on the occurrence of famine, disease, and war.
- The early expanding phase (occurring in Europe after 1750) is characterized by a rapid fall in death rates with high birth rates so population expands rapidly.
- Later the birth rate starts to fall while the death rate continues to fall moderately.
- The late fluctuating phase occurs when the birth rate falls to around 15-16/1000 and the death rate is 12-13/1000 giving a low rate of population increase of 4/1000 or .4 per cent per year. In this phase, it is the fluctuations in fertility which cause swings in population growth rates.

The proponents of the demographic Transition theory explained the desire for fewer children in this way:

- The role of the family had become less important with the rise of the factory system of production. Children lost much of their economic value both as workers earning income and as supporters during old age.
- The cost of raising and educating children, especially in urban areas, was rising.
- Finally, the decrease in infant mortality meant that fewer children had to be born to be sure some survived into adulthood.

Concepts (Knowledge Objectives)

Replacement Rates

Know that depending on the mortality rates of children, families will have to have more than two children per couple in order to replace those who will die.

Know that a population will grow when the replacement rates are greater than two and shrink when the replacement rate is less than two.

Fertility Rates

Know that the fertility rate is the number of births per 1000 women.

Rate of Natural Increase

Know that the rate of natural increase in population is the difference between the birth rate and the death rate (expressed as a percentage).

Know that because birth rates and death rates react differently to social change. They do not remain synchronized with the result that population growth rates can vary significantly over time.

Standard of Living

Know that increasing the literacy and economic expectations of people affects the fertility rate.

Gender Equity

Know that improving conditions for women empowers them to make decisions about their fertility.

Infant Mortality Rate

Know that improving the standard of living lowers the infant mortality rate because families will decide they can risk having fewer children.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise the skills of dialectical thinking by:

- making a value claim expressing what is good, right, or worthwhile concerning the issue;
- providing for taking that particular position;
- setting out the counter-argument to the first value claim;
- providing support for the counter-argument; and,
- coming to a dialectical conclusion.

In terms of the issue of controlling population growth, is it more ethical to:

- do nothing risking the possibility of uncontrolled population growth, but allowing people the freedom to make individual choices; or,
- actively force people to accept social change in risking the possibility of creating a dictatorship, but protecting them from the possibility of a population explosion?

Incorporating the C.E.L.s:

- *Independent Learning*
- *Critical & Creative Thinking*
- *Technological Literacy*

Concept Application Lesson (Paradigm, Theory, Hypothesis, Population Growth, Human Rights, Justice, Dialectical Thinking)

See activity twelve for more information.

Ask the students to consider what course of action societies should be taking given the realities about population, the distribution of wealth, and the state of the environment?

Have the students examine the following case Studies:

- the Indian policy of population control;
- the Chinese policy of population control;
- recommendations of the Brundtland report;
- recommendations of Paul Ehrlich; and,
- the UN Plan of Action 1984.

Have them prepare an evaluative summary of each.

Have the students look at the paradigm/theory chart they worked with earlier and ask themselves which theory seems to be the most realistic.

There are a number of dialectical thinking assignments the students could attempt:

- comparing the Chinese approach to population control with the approach taken by India;
 - comparing the positions of the Vatican and Ehrlich about the issue of dealing with population; or,
 - comparing the Brundtland approach with maintaining the status quo.
-

Social Studies 20

Unit Three

Environment

"All my means are sane, my motive
and my object are mad."

Captain Ahab in *Moby Dick*
Herman Melville

Unit Three: Environment

Overview

Everyday we are made aware of people's deep concern about the environment. Newspapers, magazines, and television feature many reports about the environment. Environmental issues are challenging many of the basic assumptions industrial societies use to guide their thinking about what constitutes progress and a high standard of living.

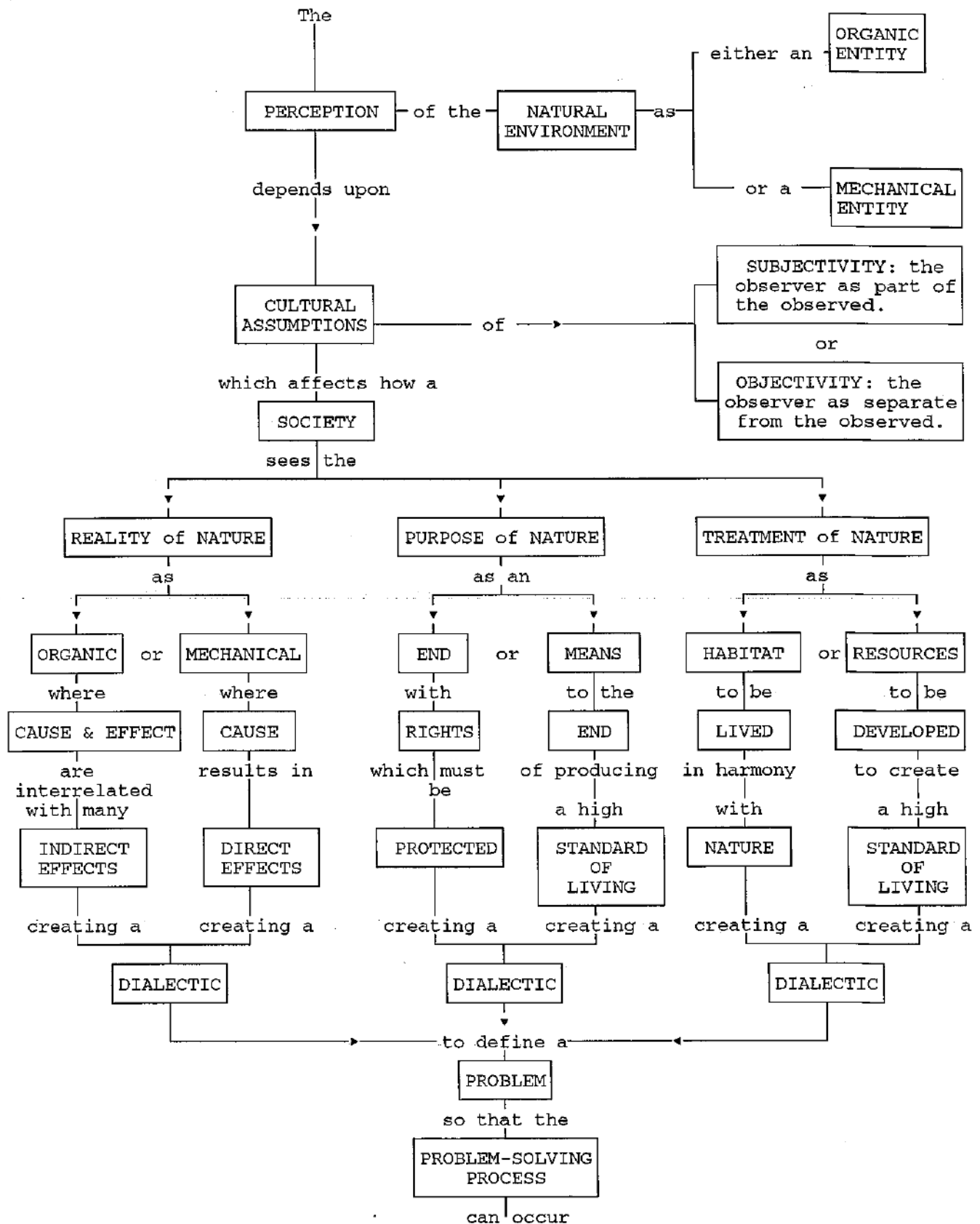
The first objective for this unit is to help students put environmental issues into an historical context so they can understand that concerns related to the impact of human activity on nature are not new.

The second major objective for this unit is to give students experience with creative problem solving. All of the environmental material in this unit is approached from a creative problem-solving perspective so students can see environmental issues as not a disaster, but as another of the many challenges humanity has faced throughout history. Students need to understand that problems are not easily solved unless they are clearly and carefully defined. The consequences of various alternatives must be evaluated, and goals must be established, so that the best solutions can be found.

As students work through problem-solving processes, they will examine a number of issues related to the environment. The first issue will be the role of technology and its power to affect the environment. Then students will examine, in general terms, the state of the environment at the end of the twentieth century. Students will consider several points of view concerning the nature of the environmental problems facing our society and proposed solutions to the problems. Finally, students will examine a specific environmental issue and use their problem-solving skills to identify possible ways of dealing with the issue.

Concept Map

Unit Three: Environment



Unit Three Foundational Objectives

Concept: Environment

Knowledge: The student will:

- Know that the environment is a complex system of interacting, interdependent, living and non-living parts, with the whole environment being greater than the sum of each part.
- Know that a habitat is the place where plant and animal species naturally live, and that if a habitat changes significantly, the species depending upon that habitat for resources may not survive.
- Know that effective problem solving requires the ability to define and understand problems clearly and accurately.
- Know that the power of technology affects both the natural and social environments and has consequences attached to its use.
- Know that sociotechnology is a social process in which knowledge created by science and technology is put at the disposal of people who may not understand these knowledge bases and may use them for narrow personal purposes.
- Know that resources are those parts of the environment considered valuable because they meet human needs.
- Know that the carrying capacity of a habitat is its ability to produce food surplus to its needs which can be used to support other forms of life.
- Know that in liberal, industrial societies decision making is done through two major processes which often interact with each other:
 - the political process where governments gain direction from the electorate and institute changes; and,
 - the market place where people collectively make decisions by voting with the dollars they use to buy goods and services.

Skills/Abilities: The student will:

- Learn the steps of the problem-solving process:
 - define and understand the problem;
 - generate solutions to the problem;
 - define goals and establish criteria to evaluate the available alternatives;
 - decide upon a course of action;
 - decide on a plan to determine whether the course of action is successful; and,
 - decide whether the results of the action plan meet the criteria established to solve the problem.
- Practise dialectical thinking skills:
 - make a value claim expressing what is good, right, or worthwhile concerning a problem; and
 - provide lines of support for taking that particular position on the issue.
 - set out the counter argument to the issue and provide lines of support for it; and
 - come to a dialectical conclusion.

Values: The student will learn to deal with the internal conflicts of values issues dialectically:

- What is the more accurate method of defining reality:
 - the observer should feel separate and apart from the observed and treat it as an object; or,
 - the observer should feel connected to what is being observed and treat it and the observer as a whole?
- Should nature be seen:
 - objectively as something like a machine which can be manipulated as humankind sees fit; or,
 - subjectively as an organic whole which has the capacity to react to the way it is treated?

Core Material for Unit Three

Core Content	Core Concepts	Suggested Time Allotment
The Fundamental Relationship Between Humans and Their Environments (p. 308)	Habitat Homeostasis Technology	2 hours
Issues in Effective Problem Solving (p. 310)	Problem Solving Assumptions	2 hours
Growth in the Power of Science and Technology (p. 312)	Sociotechnology Systems	3 hours
The State of the Environment at the End of the Twentieth Century (p. 320)	Resources Carrying Capacity Decision Making	3 hours
Time to cover the core material		10 hours
Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		5 hours
Total class time		15 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Content

The Fundamental Relationship Between Humans and Their Environments

Humans are part of the natural environment. They share many of the characteristics of mammals and are as dependent on the natural environment as any other species. Humans because of their social nature, their intelligence, and their capacity for spirituality live in many environments besides the natural environment. They tend to believe they can disregard the reality that maintaining a healthy life physically and psychologically requires living within a fairly narrow range of environmental conditions.

"Environment" is much broader for humans than it is for other species. In his hierarchy of basic needs, Maslow argues that people must live within a hierarchy of environments in order to support a healthy life:

- physical - needs people must live in an environment which regularly supplies them with basic resources to meet these needs;
- security - humans depend upon a societal and cultural environment for protection;
- social - needs humans cannot become human without an ongoing interaction between the individual and family, society, and culture;
- esteem - needs humans feel uncomfortable when they feel unable to exert some control over these environments;
- actual - ization needs when the above needs are met in one way or another humans are able to lead fully human lives.

Technology is an important part of the social environment. Paradoxically, technology used to meet the needs of humanity has also caused pain and injury. Despite this, it is still not easy to change cultural attitudes about the proper relationship of humanity to the environment.

The relationship of humanity to the natural environment has been an issue throughout history. For modern society, it may become a crisis if the natural environment cannot sustain the many demands being placed on it.

Concepts (Knowledge Objectives)

Habitat

Know that a habitat is the place where a plant or an animal naturally lives and grows and that if a habitat changes significantly, the species depending upon that habitat may not survive.

Know that the earth, given foreseeable levels of science and technology, is the only feasible habitat for humankind.

Homeostasis

Know that homeostasis may be thought of as an example of feedback control in which the body as a complex system is a self-correcting process which relies on internal systems to gather information (sensors) and other systems to do things (effectors) (eyes and hands, for example), in order to maintain equilibrium within the system by recognizing complex patterns and responding with appropriate action.

Know that becoming fully human depends upon maintaining positive and constructive relationships with the social and intellectual environments. People depend upon these relationships in order to maintain a healthy psychological balance.

Technology

Know that technology has a series of meanings:

- Technology is seen as the hardware manufactured by humans to accomplish change in surrounding environments.
- Technology is also the "know-how" (skills and processes) of getting things done.

Conflict

Know that conflicts may arise between needs so that the individual has to balance commitments and responsibilities among the different environments of which she or he is part.

Know that a major conflict which has developed in this century is the conflict between requirements of the natural environment and the social and cultural environments.

**Skills/Abilities
Objective**

Values Objectives

**Suggested Teaching & Evaluation
Strategies**

Practise using the dialectical process to organize material so that a problem may be clearly defined.

Learn to define problems.

In dealing with change, is it better to:

- resist change until it is absolutely clear what must be done; or,
- do something quickly so that a commitment to making a change is made?

Should cigarette smoking be considered:

- a form of suicide; or,
- a form of homicide?

In terms of death rates what is the greater environmental problem:

- the automobile;
- a package of cigarettes; or,
- AIDS?

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Technological Literacy;*
- *Personal & Social Values & Skills*

Concept Development Lesson (Habitat, Homeostasis, Technology, Conflict)

(See activity one for more information)

As an introduction to this unit have the students examine case studies dealing with some of the basic issues concerning the relationship between the individual and the environment:

- the depletion of the ozone layer and its impact on the incidence of skin cancer;
- second-hand smoke from public consumption of tobacco and its impact on the incidence of cancer;
- automobile transportation and the incidence of auto related deaths and injuries in North America; and,
- violence within the family and society and its impact on the health of people; etc.

These issues could be handled using a dialectic process in which groups of students examine the issues from opposing points of view (groups might complete concept maps from their perspective) and then meet to exchange viewpoints about the issues.

At this point, the students could begin to think about the issues of problem solving and change. They could discuss whether there is a problem and, if so, what the problem actually is.

Content

Issues in Effective Problem Solving

During problem solving it is important that what is accepted as being true is actually true and not just something that the problem solvers want to believe.

Usually there are many alternative solutions to a problem any one of which might provide a satisfactory resolution. Problem solvers typically have a set of criteria which tell them whether a selected alternative will achieve what they want to achieve.

It is not possible to evaluate and make judgments without criteria of some kind. However, any criteria that might be selected will have limitations. It is important to know these limitations and to try to account for them in the problem-solving process.

The Reality of Nature

Definitions of nature have changed markedly over time. As definitions of nature change, attitudes toward nature change. Shifts in definition and attitude result in changes to the way problems related to the environment are approached and in the results that are wanted.

Traditional cultural definitions of nature lag behind technological innovation with the result that societies attempt to deal with new problems using outmoded assumptions. This is an ongoing problem for humanity.

Concepts (Knowledge Objectives)

Reality

Know that without a framework world view, paradigm, or theory to guide and interpret data received by the senses, individuals are unlikely to perceive certain aspects of reality.

Problem Definition

Know that the key to effective problem solving is the ability to define and understand the problem clearly and accurately.

Problem Solving

Know that the outcome of a problem-solving approach depends on the assumptions accepted by the individual or society as the basis for understanding a problem.

Assumptions

Know that we make assumptions about reality which we use as criteria for making a judgment.

Subjectivity

Know that subjectivity is an approach to knowing which assumes:

- reality (thoughts and feelings) within the mind is as important as the reality outside the mind;
- separating the observer from the observed is a false dichotomy that causes reality to be misperceived; and,
- reducing a whole to its parts distorts the reality of the whole.

Objectivity

Know that objectivity is an approach to knowing which assumes:

- reality exists independently from the mind and is not just an idea;
- it is proper for the observer to be isolated from the observed so that the observer's ideas and beliefs do not distort what is observed; and,
- reality is the sum of its parts and can be understood by observing and understanding the qualities and attributes of each part.

Skills/Abilities Objectives**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise determining whether the problem has been understood and defined correctly.

Practise determining the goals for the problem-solving process.

What is the more accurate method of defining reality:

- the observer should feel separate and apart from the observed and treat it as an object; or,
- the observer should feel connected to what is being observed and treat it and the observer as a whole?

Nature should be seen as:

- a piece of machinery that is as subject to human manipulation like any other piece of machinery; or,
- an organism that will react to manipulation in ways similar to other organisms?

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Technological Literacy;*

Concept Development Lesson (Problem Definition, Criterion, Subjectivity, Objectivity)

(See activity two for more information)

Suggest to the students that one of the most important considerations in problem solving is the assumptions that are being used to define the problem and to determine what is to be achieved by solving the problem. Give the students some examples to consider.

Discuss with students the importance of getting ready to solve problems. How does the way you look at a problem affect your approach to the problem-solving process?

Content

Growth in the Power of Science and Technology

Technology is a way of acquiring and exerting power. Therefore, it has become an important part of organizations and systems created and managed by people who wish to accomplish some purpose. In modern society, technology (hardware, processes, knowledge, etc.) is used in partnership with social systems to achieve a variety of social goals. This process is known as the sociotechnology of use.

Society may not really understand the consequences of the technology they are using. The judgment of humans is always limited and suspect. Therefore, it is important never to assume that any course of action selected by a social organization or society is completely right and above question.

To be technologically literate means that individuals know they have the freedom, knowledge and skills to question:

- the idea of progress through technology;
- whether appropriate technologies are being used;
- the benefits and costs of a technological development,
- economic models involving technology;
- personal decisions involving consumption of the products of technology; and,
- the decisions made by managers of technology as they shape the application of the technology. (*Technological Literacy* p.6.)

People within sociotechnical organizations have the power to make and enforce decisions which affect large numbers of people and many aspects of the environment. As people increase their technical power, they are able to do great damage and great good. It is often difficult at the outset of a course of action to know which will be which. The discovery and use of CFCs as a coolant in refrigerators is an example.

The Impact of the Power of Technology

At this time, there is a debate about the effect of humanity's activities on nature. Some see this as a crisis that imperils the future of humankind while others believe that the perils facing humanity are simply being overstated.

Concepts (Knowledge Objectives)

Power

Know that power is the ability to make and carry out decisions by controlling resources, numbers, organization, and information.

Technology

Know that the development of technology confers wealth and power on those who control the social organizations involved in the process.

Sociotechnology

Know that sociotechnology is a social process where knowledge created by science and technology is put at the disposal of people who may not understand these knowledge bases and may use them for narrow personal purposes.

Systems

Know that a system has a number of interacting and interdependent parts and that competing forces keep those parts in balance in order to maintain the system.

Consequences

Know that any decision or course of action may have both foreseen and unforeseen consequences.

Know that environmental and social systems have complex and balanced relationships which can be disturbed in unforeseen ways by technology.

Bias

Know that a bias occurs when humans come to believe that certain things are real or true without basing this opinion on adequate evidence.

Know that there is a bias in favour of extending the use of the technology among those who control it.

Problem Solving and Dialectics

Know that in dealing with problems such as the relationship between technology and the environment, there will be disagreements about the nature of the problem and the approach which should be taken.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise understanding and defining problems.

In deciding on the well-being of society, which factors should receive more consideration:

- those factors that make the economy healthy and prosperous; or,
- those factors that protect and care for the environment?

Have we benefitted more than we suffered from the production and use of CFCs as coolants in refrigeration systems?

Incorporating the C.E.L.s

- *Technological Literacy;*
- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Numeracy;*

Concept Development Lesson (Power, Technology, Sociotechnology, Consequences, Bias, Problem Solving, Dialectics

(See activity three for more information.)

The next several activities are intended to develop students' understanding of the size and power of modern technology.

In activity three, students question how modern societies have created a very high standard of living by learning to control and use nature for their purposes.

Content

Before society can take concerted action, there has to be a discussion about whether a problem exists and if it does, what its nature is.

At the end of the eighteenth century, a technological revolution began which has steadily increased the power of humanity to affect and control the environment.

Production of Wealth

At the beginning of this technological revolution, humanity faced chronic shortages and felt threatened and overwhelmed by the power of nature. Nature was seen as a threat which stood in the way of the aspirations of people. It cut short the promise of life with starvation, cold, and disease. Technological change was a good thing because it allowed humanity to control nature and raise the standard of living for everybody.

For some parts of the world technological growth has been a very successful process:

- Industrial production has grown 50 fold in the past 100 years.
- The world economy is now able to produce \$13 trillion worth of goods and services every year.
- A percentage of the world's population enjoys prosperity levels unknown in the past.

Growth in Consumption

It is difficult to compare the economies of various centuries because the value of a unit of money shifts radically over time, but broad comparisons are possible.

The average real income per person in Britain in 1801 was £13. The per capita income and GNP in the 1980s:

- Canada \$13,000.00 and \$367 billion;
- U.K. \$ 7,216.00 and \$504 billion;
- US \$16,444.00 and \$4.5 trillion.

These income figures represent the levels of consumption within an economy. They show significant growth in consumption and production over the past two centuries.

Concepts (Knowledge Objectives)

Problem Solving and Information Gathering

Know that effective problem solving depends upon gathering sufficient and appropriate information so that the problem can be clearly understood.

Scarcity

Know that scarcity is the relationship that occurs when wants exceed the limited resources available to meet those wants.

Economics

Know that economics is a systematic study of the processes that individuals and societies use to organize the production and consumption of goods and services.

Know that modern economics has accepted two basic assumptions about what constitutes an effective economic system:

- as many people as possible ought to be employed; and,
- that all productive resources (land, labour, capital, entrepreneurship) ought to be used efficiently so that as few resources as possible are used to produce as many goods as possible.

Economic growth

Know that economic growth is a consequence of the assumptions of modern economics:

- investment creates jobs by expanding production; but,
- over time income declines and consumers stop buying while productive capacity remains; therefore,
- production must be expanded again to create more income (jobs) so that people can continue to buy the consumer goods being produced.

Materialism

Know that materialism assumes that increasing the production and consumption of consumer goods (raising the Gross National Product) is the basis of a high standard of living.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- *Technological Literacy;*
- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Numeracy;*

Concept Development Lesson (Problem Solving, Scarcity, Economics, Economic growth, Materialism)

(See activity four for more information.)

Practise the following problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- listing and evaluating available alternatives.

Practise the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

Learn to decide upon a course of action.

Should nature be seen:

- objectively as something like a machine which can be manipulated as humankind sees fit; or,
- subjectively as an organic whole which has the capacity to react to the way it is treated?

In deciding on the well-being of society which factors should be the more important considerations:

- the factors that make the economy healthy and prosperous; or,
- the factors that protect and care for the environment?

The purpose of this activity is to help students understand that as societies become more developed and more committed to a course of action, it becomes increasingly difficult to change that course of action.

Content

Resource Extraction

Research and development has created the technology that has made it possible to extract the resources necessary to support a wealthy economy:

- fishing - Large electronically guided trawlers using nets which are miles long are able to scoop tons of fish per day out of the oceans.
- forestry - Technological development makes it possible to cut down thousands of trees and to make lumber and pulp available at low prices relative to the incomes of average wage earners.
- agriculture - Modern societies have tended to maintain cheap food policies encouraging farmers to use mechanized tillage, fertilizers, and pesticides in order to force high levels of production from the soil.
- energy - Technology has been able to produce large quantities of inexpensive energy which encourages the production and consumption of inexpensive goods.
- mining - Technology has made it inexpensive to mine and refine minerals to be used as a major source of material for goods produced for consumption. Mineral production increased ten times between 1750 and 1900 and by another 13 times since 1900.
- water - The production and consumption of consumer goods requires the use of large amounts of water. The supply of inexpensive water has led to increased use of water resources this century both in production and as a consumer good.
- labour - In modern industrial societies labour is treated as a resource which is prepared for use by education and which may be warehoused with various social services if it becomes surplus.

Concepts (Knowledge Objectives)

Research and Development

Know that modern societies have invested much time and effort into creating information resources which:

- use scientific methods to discover natural laws and natural resources useful to society;
- engineer scientific laws and natural resources into technology that can make the production of goods and services more efficient; and which,
- discover ways of effectively administering people so that labour is used productively.

Production

Know that business enterprises carefully arrange the factors of production so that the highest number of goods or services can be produced with the smallest amount of resources.

Capital

Know that capital goods are goods used to produce consumer goods. Capital goods include technological hardware, knowledge, skills, and processes which can be used in the production of goods and services.

Economies of Scale

Know that because it is expensive to invest in (buy) the necessary capital to produce goods and services, entrepreneurs find it profitable to lower the per unit cost of an item being produced by producing large numbers of that item.

Per Capita Income

Know that those in favour of economic growth believe that it is possible to increase people's standard of living by increasing per capita income. If demand is increased (what people are willing to buy at a given price) through the creation of wants (advertising) or through the creation of spending power (income), then supply (what a firm is willing to sell at a given price) will increase, if it is profitable enough to extract and produce the resources from the environment.

Profit

Know that profit is the criterion which is applied to measure the success of an economic enterprise.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

- Practise the following problem-solving skills:
- understanding and defining the problem;
 - generating solutions to the problem as defined; and,
 - evaluating available alternatives.

- Practise the following dialectical thinking skills:
- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
 - providing support for a particular position on the problem.

Learn to decide upon a course of action.

Should nature be seen as:

- an objective thing which can be manipulated as humankind sees fit; or,
- subjectively as an organic whole which has the capacity to react to its treatment?

Does the profit motive:

- encourage progress; or,
- discourage progress?

Incorporating the C.E.L.s

- *Technological Literacy;*
- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Numeracy;*

Concept Development Lesson continued (Research and Development, Production, Capital, Economies of Scale, Per Capita Income)

(See activity four for more information.)

The purpose of this activity is to help students understand that as societies become more developed and more committed to a course of action, it becomes increasingly difficult to change that course of action.

Content

Growth of Waste

Both the production and consumption of goods require a way of disposing of unwanted or unusable materials.

The traditional means of disposing of waste material was to dump it in the environment which would either dilute it or break it down and recycle it through the natural cycles of nature.

This approach to waste management worked so long as:

- human populations were small and widely dispersed;
- the amount of waste material was small; and,
- the waste material could be broken down fairly rapidly by natural processes.

Waste Disposal

As populations grew and became more concentrated, problems such as disease became more and more important. By the twentieth century all factors related to waste disposal were changing significantly.

Waste disposal, especially for large industrial, urban centres, is a major concern:

- The production and consumption of energy tends to require the dilution of large amounts of gasses within the atmosphere.
- Industrial processes produce materials which may be highly toxic and resistant to being broken down by natural processes.
- Heavy consumption of consumer goods requires the disposal of large quantities of discarded goods in landfills and by other means. Many of these goods are toxic and long lasting.
- Much of the discarded wastes and chemicals are either dumped or find their way into aquifers, rivers, lakes, and ultimately oceans.

Concepts (Knowledge Objectives)

Scarcity

Know that scarcity requires that every individual must make choices, because it is not possible to do everything or have everything.

Cost

Know that in making choices:

- every benefit has some cost;
- the cost of anything is the value of what we give up to have it; and that,
- the decision to spend a resource one way requires that we give up the opportunity of spending the resource another way.

Production Costs

Know that the cost of production of any good or service is the cost of the resources used, the labour used, and a return on the capital invested in the production.

Know that traditionally the costs of disposing of wastes from the production and consumption of goods and services were ignored either by passing these wastes on to other areas of the environment or by subsidizing the cost of their disposal so that the actual costs were kept artificially low.

Consequences

Know that consequences are also the costs of choices made.

Market Place

Know that the market place:

- establishes a price which buyers and sellers have to accept;
- forces a seller out of business if that seller's costs are not competitive; and,
- signals to the sellers that a change in product is necessary if buyers vote with their money for a different product.

Central Planning

Know that another approach to changing fundamental approaches to economic production and consumption is through various forms of government intervention.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s:

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*
- *Numeracy;*

Concept Development Lesson continued
(Scarcity, Cost, Production Costs,
Consequences, Market Place, Central
Planning)

(See activity four for more information.)

Practise the following
problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating the short- and long-term consequences of the available alternatives.

Practise the following
dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

Learn to decide upon a
course of action.

Should the burden of proof
about possible negative
effects on the environment
fall on:

- those who argue that a development project should be allowed to proceed; or,
- on those who want to halt the development until it can be clearly shown to be harmless?

The purpose of this activity is to help students understand that as societies become more developed and more committed to a course of action, it becomes increasingly difficult to change that course of action.

Content

The State of the Environment at the End of the Twentieth Century

The environment consists of different components or parts. Each component has unique needs and makes a unique contribution. However, each component is interdependent with the total environment. Many of the basic components of the environment are showing signs of distress as a result of human activity:

The Situation in the Atmosphere

- Every year rainfall with acidity levels of vinegar and lemon juice falls on Scandinavia, Japan, central Europe, and eastern North America. Acid rain is the result of a process where pollutants such as sulphur and nitrogen are combined with water vapour, sunlight, and oxygen to create sulphuric and nitric acids.
- The greenhouse effect is the heating effect which gasses like carbon dioxide have on the temperature of the planet. Global average temperatures are now 0.6 degrees Celsius warmer than they were a century ago. This datum is considered circumstantial evidence for global warming and is subject to debate.
 - In 1800 carbon dioxide (CO₂) was at 280 parts per million, now it has reached 350 ppm and continues to grow.
 - Each year 24 billion metric tons of CO₂ are released into the atmosphere. CO₂ content in the atmosphere is growing at 750 million metric tons per year.
- The ozone layer is a layer of gas 15-50 kilometres above the earth which screens out the lethal ultraviolet rays of the sun. Excessive doses of ultraviolet rays cause skin cancer, cataracts, and negatively affect plant life. The release of chlorofluorocarbons (CFCs) destroys the ozone layer allowing more ultraviolet rays to reach the earth.

The Situation in the Hydrosphere

- Fresh water is a renewable resource, provided that the rate of consumption does not exceed the capacity of natural cycles to replenish what has been used.
- Increased irrigation, and industrialization has raised the use of water in this century by a factor of four times.

Concepts (Knowledge Objectives)

Biophysical Environment

Know that the environment is a complex system:

- of interacting, interdependent parts;
- living and non-living; AND,
- with the whole environment being greater than the sum of each part.

Resources

Know that in broad terms resources are those parts of the environment considered valuable because they are used to meet human needs.

Know that there are different types and interpretations of resources depending on the assumptions and technology level of a culture.

Free Resource

Know that a free resource is one that is so plentiful it is not possible to charge anyone for the use of it.

Know that the atmosphere has traditionally been such a resource. However, because of the demands placed on it by industrial activity, a point may be reached where the atmosphere can no longer be considered a free resource.

Renewable Resources

Know that renewable resources are parts of the environment that are replaced over time:

- continuous resources

Know that continuous resources are renewable resources such as solar energy whose availability is not affected by human use.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Apply the following problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating the consequences of available alternatives.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

Practise deciding upon a course of action.

What is the more accurate method of defining reality:

- the observer should feel separate and apart from the observed and treat it as an object; or,
- the observer should feel connected to what is being observed and treat it and the observer as a whole?

Should nature be seen:

- as an objective thing which can be manipulated as humankind sees fit; or,
- subjectively as an organic whole which has the capacity to react to its treatment?

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*
- *Numeracy;*

Concept Development Lesson (Biophysical Environment, Resources, Stock, Habitat, Carrying Capacity)

(See activity five for more information.)

Suggest to the students that there has been much discussion and worry about the state of the environment in recent decades. Claims and counterclaims have been made about the risks civilization is undergoing because of the things that are being done to the environment.

Suggest to the students that it is time to hold a conference on the environment to determine:

- whether there is a problem;
- whether agreement can be reached on a definition of what the problem is; and,
- what might be a reasonable course of action to solve the problem given current circumstances and levels of knowledge?

Explain to the students that there are a number of areas that need to be understood to get a complete picture of the environment. Point out that this is important because environmental systems are so highly interrelated.

Content

- Streams, lakes, and oceans have traditionally received many of society's pollutants. Each litre of untreated polluted discharged water contaminates many more litres in the receiving stream.
- Unless adequate treatment is carried out, the increasing amount and toxicity of the wastes being dumped in the water supply will make as much as a quarter of the world's water supply unsafe for use by the year 2000.
- Oceans play an important role in the earth's life support systems by sustaining animal and plant life. Oceans are the ultimate destination for many of the wastes that are dumped into the environment. There are signs in parts of the oceans that they and their inhabitants are being seriously stressed by pollution.

The Lithosphere Which Covers the Land Areas of the Environment Is Also Being Threatened

- The earth has a stock of minerals which is fixed.
 - As the easily obtainable and therefore less expensive store of minerals is used up, it will become increasingly difficult and expensive to find new sources of minerals.
 - It requires a great deal more energy to refine a mineral than it does to recycle it. For example, producing one tonne of aluminum from scrap uses only 5% of the energy used to manufacture aluminum from bauxite ore.
- Soil is a renewable resource which, if given the opportunity, will regenerate and rejuvenate itself. However, when the demands made on soil exceed its regenerative capacity, the soil is being mined and becomes a nonrenewable resource.
- Topsoil loss affects the ability to grow food in two ways:
 - it reduces the productivity of the land because essential plant nutrients are lost and the physical structure is degraded; and,
 - it increases the costs of production because farmers have to replenish these losses through the use of fertilizers and irrigation.

Concepts (Knowledge Objectives)

- flow resources

Know that flow resources are renewable resources such as water and soil.

Know that flow resources have a limited rate of renewal which may be overused and depleted, or may be sustained and increased by human activity.

Stock

Know that stock is the store of resources that can be used in the future.

Non-renewable Resources

Know that non-renewable resources are finite because they are not being replaced by any process.

Know that because non-renewable resources are finite, their continued use will eventually exhaust the supply of these resources.

Recyclable Resources

Know that finite resources can often be reused many times, in some cases at less than the original cost of production.

Sustainable Yield

Know that sustainable yield is the level of production that can be carried out without depleting resources.

Mining a Resource

Know that mining occurs when the stocks of some renewable resources are used faster than they can be replenished and so they become non-renewable resources.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Apply the following problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating available alternatives.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

Practise deciding upon a course of action.

What is the more accurate method of defining reality:

- the observer should feel separate and apart from the observed and treat it as an object; or,
- the observer should feel connected to what is being observed and treat it and the observer as a whole?

Should nature be seen as:

- an objective thing which can be manipulated as humankind sees fit; or,
- subjectively as an organic whole which has the capacity to react to its treatment?

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills; Communications*
- *Technological Literacy;*
- *Numeracy;*

Concept Development Lesson (Biophysical Environment, Resources, Stock, Habitat, Carrying Capacity)

(Activity five continued.)

Divide the class into research groups to examine the status of the:

- atmosphere, • hydrosphere,
- lithosphere, • biosphere.

Depending on the size of your class these groups could be subdivided into smaller groups with each researching some aspect of each topic.

Content

- When productivity drops too low and costs become too high, farmers are forced to abandon their land.
- The loss of topsoil is a quiet crisis which occurs without many being aware of it. The layer of topsoil on which agriculture depends is 150 to 205 mm thick.
 - Few countries keep systematic track of topsoil loss, so on a world-wide basis the statistics are, at best, estimates. Some project a decline of 32% from 1984 to 2000.
 - The US Department of Agriculture estimates the United States loses 1.7 billion tons of soil per year.
- Around 35% of the earth's land area suffers from varying levels of desertification. Land permanently degraded to desert conditions continues to grow at an annual rate of 6 million hectares. Another 21 million hectares become unproductive.

The Biosphere Which Contains the Web of Interacting Species Is Also an Area of Concern

- Habitat is a fundamental necessity for the continued existence of plant and animal species. It is estimated that human activity has fundamentally altered 35% of the world's land.
- Forests provide habitat for many species. For example, tropical forests shelter over half the world's species.
 - With present day patterns in the earth's climate, natural forest has the potential to cover about 40% of the earth's surface.
 - Ten thousand years ago forests covered roughly 6.2 billion hectares. Over time the forests have shrunk to around 4.1 billion hectares; a third less than in preagricultural time. Forests continuing to decline, shrinking by 17 million hectares per year.
- The world's grasslands were once the homes of large populations of animals.
 - In many parts of the world, grasslands have been ploughed for agricultural production. Even those lands which are unsuited for cereal grains etc. are used for grazing.
 - Much of this land is no longer available to natural wildlife and overuse has made some unsuitable for agriculture.

Concepts (Knowledge Objectives)

Habitat

Know that a habitat is the place where a plant or animal species naturally lives and grows.

Know that the growth of population and standard of living creates incessant growth in the demand for agricultural products. This has pushed farmers into either cropping the land too often or attempting to till land that is unsuited to agriculture.

Sustainable Development

Know that sustainable development is the amount of development that can be carried out without depleting resources.

Carrying Capacity

Know that the carrying capacity of a habitat is its ability to produce food surplus to its needs which can be used to support other forms of life.

Know that when the carrying capacity of an environment is exceeded, the natural biological system supporting that carrying capacity begins to deteriorate.

Photosynthesis

Know that photosynthesis is the process by which plants use solar energy to combine water and carbon dioxide to form carbohydrates.

Know that photosynthesis is the process that supports all life on earth.

Forests

Know that more species of plants and animals live in forests than in all other ecosystems combined.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills; Communications*
- *Technological Literacy;*
- *Numeracy;*

Concept Development Lesson (Biophysical Environment, Resources, Stock, Habitat, Carrying Capacity)

(Activity five, continued.)

Apply the following problem solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating available alternatives.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

Practise deciding upon a course of action.

What is the more accurate method of defining reality:

- the observer should feel separate and apart from the observed and treat it as an object; or,
- the observer should feel connected to what is being observed and treat it and the observer as a whole?

Should nature be seen as:

- an objective thing which can be manipulated as humankind sees fit; or,
- subjectively as an organic whole which has the capacity to react to its treatment?

Once the students have been assigned to research groups, review with them the problem-solving model, grid analysis, concept mapping, and dialectical thinking. Remind the students that these are the thinking tools they should be using to organize, refine, and analyze the data they have.

Content

- Wetlands are important contributors to the chain of life.
 - They purify polluted water, act as natural reservoirs, and support many types of wildlife.
 - Many wetlands in North America and Europe have been converted to other uses.
- The ocean environment takes up most of the space on the earth.
 - The coastal areas, important habitats for many species, have been the most affected by pollutants from human activity.
 - Parts of the ocean such as coral reefs are extremely sensitive to pollution.
 - Little is known about the open ocean except to say that it does not appear to be highly affected by pollution at the present time. What the long-term effects might be are still unknown.
- It is not known how many species there are on earth.
 - The number of known species totals 1,390,992.
 - It is conservatively estimated that there are at least another 10 million species that are not yet discovered. If some estimates of insect numbers are accurate, there may actually be 30 million more undiscovered species.
 - It is known that species and natural cycles in an ecosystem are highly interdependent.
 - Because of these realities, it is difficult to predict the environmental effects of losing many plant and animal species. Ecologists know that in general every species performs some function in the environment, and that in the past many newly discovered species have proven to have considerable importance for society in some way.
 - Existing knowledge about species suggests that two-thirds of all species live in the tropics and two-thirds of these live in tropical forests.
 - It is estimated that approximately three-quarters of a million species are at risk of becoming extinct by the end of the century, primarily through the loss of natural habitat.

Concepts (Knowledge Objectives)

Causality

Know that causality involves the principle of cause and effect where it is assumed that:

- no effect can happen or exist without a cause;
- a particular effect may have a number of causes;
- the relationship between a cause and an effect may be difficult to determine; and,
- cause and coincidence are not considered the same thing.

Costs and Consequences

Know that in solving problems and making decisions, a chosen course of action can create both intended and unintended effects.

Know that these effects will be the consequences of a choice made and may also be considered the costs that have to be borne for making that choice.

Know that responsibility for unintended consequences has to be accepted even though the consequences were not anticipated.

Burden of Proof

Know that all decision making has to accept a measure of uncertainty about the possible consequences and costs associated with decision making.

Know that "burden of proof" is the assumption made about who should be required to prove that a position is correct and who should be given the "benefit of the doubt".

Decision Making

Know that in liberal, industrial societies decision making is done through two major processes which often interact with each other:

- the political process where governments gain direction from the electorate and institute changes; and,
- the market place where people collectively make decisions by voting with the dollars they use to buy goods and services.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*
- *Numeracy;*

Concept Development Lesson (Biophysical Environment, Resources, Stock, Habitat, Carrying Capacity, Burden of proof)

(Activity five continued.)

Apply the following problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- deciding upon a course of action.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

What is the more accurate method of defining reality:

- the observer should feel separate and apart from the observed and treat it as an object; or,
- the observer should feel connected to what is being observed and treat it and the observer as a whole?

Should nature be seen as:

- an objective thing which can be manipulated as humankind sees fit; or,
- subjectively as an organic whole which has the capacity to react to its treatment?

At this stage, groups should prepare a set of recommendations for their area which:

- defines the needs they think should be addressed;
- identifies the possible courses of action they believe should be followed;
- considers the short-term and long-term consequences of each course of action; and,
- establishes a set of priorities, possibly in the form of a time line.

Content

Alternative Approaches to a Problem

Any time a major problem faces society, a variety of alternative solutions based on different assumptions will be proposed. Environmental issues are a good example of this process.

In the case of environmental problems, the suggested alternatives range from maintaining the status quo with some tinkering to a deep and fundamental change in the basic values of society. Five approaches will be reviewed.

- the market place perspective: People from this perspective argue that:
 - small groups of people will always find an issue to seize as an excuse to impose dictatorial policies on others.
 - long-term social planning by pressure groups, politicians, and bureaucrats is usually wrong.
 - the marketplace, over time, has done the best job of efficiently allocating scarce resources.
 - the fundamental issue for society is giving people freedom of choice so that democratic decision making is protected.

- the ecological engineering perspective: People who accept this view suggest that environmental problems can be solved through the effective use of science and technology. They believe that:
 - nature is a large storehouse of unappreciated and unknown biological organisms which have developed unique ways of dealing with the environment.
 - these natural inventions will have immense importance for humans when they learn how to use the knowledge gained from studying these organisms.

Concepts (Knowledge Objectives)

Problem Solving and Refining Solutions

Know that in problem solving it is important to refine the various ideas about a problem into possible solutions.

Problem Solving and Decision Making

Know that in problem solving, a range of possible solutions should be developed so that broad choices are available for decision making.

Dialectics

Know that in a free and open society, public debate is necessary so that different points of view, offering alternative goals and solutions, are available for the citizens of society to consider.

Market Economy

Know that a market economy is an economic system in which:

- most industry is owned and operated by private citizens;
- buyers and sellers come together in the market place to establish prices; so that
- decisions about what to produce, how much to produce, and for whom to produce can be determined.

Ecological Engineering

Know that ecological engineering is the process of finding and bringing together organisms from nature, putting them into a new, contained environment where they will flourish and benefit society.

Know that various plants and animals have in the past, contributed useful new chemical compounds.

Know that the preservation of wilderness areas such as rainforests, grasslands, and coral reefs is considered critical because these areas are the source of many species which are still unknown and unstudied.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Learn to evaluate alternatives by:

- listing the available alternatives;
- analyzing the position and approach of each alternative;
- modifying and combining different alternatives; and,
- selecting a trial alternative.

Nature should be seen as:

- a piece of machinery that is manipulated to meet the needs of as would any other piece of machinery; or,
- an organism that will react to manipulation in ways similar to other organisms and, therefore, has similar rights?

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*

Concept Development Lesson (Refining Solutions, Dialectics, Market Economy, Ecological Engineering)

(See activity six for more information.)

Hold a brief philosophical discussion with the students about the environmental movement.

Encourage the students to express some general comments and to ask some questions about where the environmental movement is going and what it wants to achieve.

You might suggest some general issues to stimulate students' thinking:

- the Greenpeace movement;
- animal rights groups;
- etc.

Explain to the students that any time a society is having a long-term dialectical debate about an issue which is considered very important, different groups of people will decide to support contradictory viewpoints about that issue.

Have the students do a worksheet (see activity guide worksheets) which will give them some idea of the range of viewpoints on environmental issues that are available to them at this time.

This chart is intended to help the students decide what they believe about environmental issues. They should look at the viewpoints and the issues and check the position that comes closest to what they believe. After they have finished the worksheet they could consider what their selections tell them about their attitudes and beliefs (philosophy) about environmentalism.

Content

- the future of civilization lies in creating "living machines" out of groups of interacting organisms. These new "machines" will be able to do the work that is presently being done by polluting mechanical machines.
- it is possible to find ways (knowledge) which will allow people to live a civilized and humane life that is in harmony with the natural systems of the planet.
- there are parts of the world where people have farmed continuously for thousands of years and the soil fertility has at least been sustained and possibly even increased.
- it is possible for ecological engineers to learn how to redesign economic practises so that methods of producing goods and services more closely resemble the methods of the living world.

- the deep ecology perspective: People from this perspective begin by asking the question about what is the proper role of human beings in the larger community of life. Their conclusion is that human beings are simply another species of life on this planet with no more rights than any other species. Deep ecologists:

- are suspicious of traditional conservationists because they (Deep Ecologists) believe conservationists have economic assumptions and motives.
- argue that this kind of conservation values the environment and its species only for what it can do for humanity. This allows people to feel justified in dismissing any species which has no obvious economic value, unless they like it (because it is cute). Then they make up reasons to justify preserving this particular creature.

Concepts (Knowledge Objectives)

Know that new fields of research such as genetic engineering hold promise for finding new processes and techniques of doing useful work.

Environmental Harmony

Know that around the world there are examples of cultures that have developed methods of extracting wealth from the environment which are in harmony with the environment.

Know that a critical aspect of the environmental issue is to find ways of using the environment that do not disrupt its natural patterns and cycles.

Stewardship

Know that stewardship is the concept that:

- one has an obligation to accept responsibility for the environmental system of which you are a part;
- by accepting this responsibility, the environmental system does not become yours;
- you may not have the knowledge or wisdom to tamper with parts of the system which may relate to the system in unknown (and unknowable) ways; and
- you are accountable for keeping the environmental system safe so that it can be passed on intact to the next generation.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise evaluating alternatives by:

- listing the available alternatives;
- analyzing the position and approach of each alternative;
- modifying and combining different alternatives; and
- selecting a trial alternative.

Should we view nature as being our equal or should we see it as being our subordinate?

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*

Concept Development Lesson (Market Economy, Ecological Engineering, Humanism, GAIA, Social Ecology, Deep Ecology, Biocentrism, Anthropocentrism)

(See activity seven for more information.)

In a class discussion, evaluate the various perspectives. What are their basic truths, and their goals for the individual and for society?

Who are the different groups who accept and work for these points of view?

Divide the students into groups and ask them to evaluate the five different perspectives on the environment.

Ask them to decide which of the six might provide the best foundation to serve as a plan of action to solve an environmental problem.

Suggest to the students that one important test they can apply when selecting an alternative is to consider the short-term and long-term consequences of each alternative.

Then ask each student to select a set of ideas, beliefs, and values upon which a philosophy of environmentalism could be based.

Content

- question whether humanity's economic motives are worthy enough to justify the extermination of a species.
- argue that all of nature has intrinsic value in its own right and does not have to justify itself to humanity's needs and beliefs.
- believe Western culture has gotten itself into an environmental crisis because it wrongly assumes everything in the world is:
 - hierarchical, where all living creatures are arranged from the most significant to the least significant;
 - based on dominance, where every species is involved in a life or death struggle for control;
 - competitive, where everyone is trying to outdo everyone else.
- believe that there must be a radical rethinking of the role humans play in the environment. Humanity must come to accept that it is simply one of many species, neither more or less important than any other species in nature.
- the Gaia perspective: James Lovelock, its originator, argues that the earth and all its subsystems constitute a single self-regulating system. A comparable system might be the human body. Lovelock argues:
 - that GAIA is a scientific hypothesis which holds that life on earth produces and regulates its own environment.
 - that the earth's atmosphere is an anomaly in nature because according to normal principals of chemistry and physics, the atmosphere should be much different than it is:
 - The atmosphere is at 21% oxygen with only a trace of methane (1 1/2 parts per million).

Concepts (Knowledge Objectives)

Interdependence

Know that interdependence is a basic concept of ecology because no species can live independently of other species and its habitat.

Know that because interdependence suggests a fundamental equality among species, nature should be seen as a democracy rather than a dictatorship.

Cultural assumptions

Know that all societies have world views that are based on a set of cultural assumptions which act as criteria to define reality.

Know that if the cultural assumptions change then the perception of reality will change.

Anthropocentrism

Know that anthropocentrism is the belief that the well-being of humankind is the basic criteria that determines whether a particular action is appropriate or not.

Biocentrism

Know that biocentrism is the belief that human beings are members of nature with neither more nor less rights than any other creature.

Gaia

Know that the Gaia hypothesis suggests that the earth and all its systems makes up a single cybernetic system in which life produces and regulates its own environment.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practice evaluating alternatives by:

- listing the available alternatives;
- analyzing the position and approach of each alternative;
- modifying and combining different alternatives; and,
- selecting a trial alternative.

Is a cause ever so critical and important that the end justifies the means?

Would the Greenpeace movement be more effective if it quietly lobbied key decision makers rather than manufacturing conflicts for the media?

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*

Concept Development Lesson (Market Economy, Ecological Engineering, Humanism, GAIA, Social Ecology, Deep Ecology, Biocentrism, Anthropocentrism)

(Activity seven continued.)

Content

- This is a massive disequilibrium because the oxygen and methane should have reacted with each other and used each other up.
 - This means that something must be making oxygen and methane to replace the steady losses that are occurring.
 - This something is using energy from the sun to power the chemical reactions needed to introduce a billion tons of methane and 4 billion tons of oxygen into the atmosphere every year.
 - There are no non-living processes that can do that, so the other explanation must be that life is responsible for this process.
 - Another piece of evidence for GAIA is that the climate has remained basically constant for 3.5 billion years, even though the sun has been steadily warming up so there must be some regulation somewhere.
- that this reality means we should reverse the way we look at the relationship between life and the environment. Rather than thinking that the environment was created to sustain life, we should understand that life has created an environment to suit itself.
 - this environmental balance was something that was chosen and sustained because life likes it that way.
- the social ecology perspective: Evolution in nature tends toward diversity, complexity, and spontaneity. If evolution in human affairs is allowed to follow its natural course, then societies will evolve toward greater choice and more freedom.
 - However, because social relations have become so mired in domination, humans are unable to see what their possibilities really are. Before anything can be done about the environment, humans have to do something about their unnatural social relations.

Concepts (Knowledge Objectives)

Cybernetics

Know that cybernetics is a feedback system in which the parts of the system are interrelated so that when one part affects or changes another, the affected part in turn affects or changes the first part.

Know that some common examples of cybernetic systems are thermostats in homes and cruise control systems on automobiles.

Know that the human body has a cybernetic system called homeostasis which holds temperature, water, and blood sugars within narrow limits in order to maintain good health.

Cause and Effect

Know that cause and effect tends to suggest that change occurs in a linear, one-way direction.

Know that the expression of cause and effect in cybernetic systems varies:

- cause and effect can be interchangeable;
- the rate of change (effect) may suddenly speed up (take off points) or it may suddenly slow down (crash); and,
- a cause will likely affect the entire system in ways that are difficult to predict.

Social Ecology

Know that social ecology holds the view that ecology includes both natural and human relations.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*

Concept Development Lesson (Market Economy, Ecological Engineering, Humanism, GAIA, Social Ecology, Deep Ecology, Biocentrism, Anthropocentrism)

Practise evaluating alternatives by:

- listing the available alternatives;
- analyzing the position and approach of each alternative;
- projecting the possible short and long term consequences of each alternative;
- modifying and combining different alternatives; and,
- selecting a trial alternative.

Should the Canadian government use the American model of environmental tax credits as a market place method of protecting the environment?

Is it ethical for Canadian research agencies to use animals in experiments:

- if it results in mutilation and suffering for the animal; or,
- if the knowledge gained relieves suffering among humans?

(Activity seven, continued.)

Content

Social ecologists would argue:

- humans are the part of nature that has the ability of consciousness.
- this ability has been used to create a second kind of nature known as society or culture with the capacity to dominate and change the natural environment for good or ill.
- this second nature is very imperfect because it is based on assumptions of greed, profit, growth, and accumulation.
- people must understand that there is a relationship between the domination of people and the domination of nature.
- the second nature with its assumptions will ultimately destroy the environment, so no progress can be made until humans give up their need to dominate.
- a society that wishes to achieve these goals and become ecological would have to have some of these characteristics:
 - power has to be decentralized by eliminating male domination, militarism, and racism so that power is exercised by all people at the local level;
 - communities must be small so that individual responsibility and initiative are possible;
 - society has to be organized so that decision making can be kept at the local level, allowing local communities to retain their independence and still work together in creating a new ecologically-based society; and,
 - when power is concentrated at levels above the local level, deal making, corruption, and power seeking tend to occur.

Concepts (Knowledge Objectives)

Power

Know that humankind with the power of its intellectual and technological achievements has the ability to modify the processes of nature.

Know that the ways in which science and technology will be used depends upon the underlying assumptions of the world view which guides them.

Change

Know that if the effects that result from the way science, technology, and the economy are being applied are unacceptable, then the assumptions which guide these applications need to be changed.

Denial

Know that it is very difficult for a society to stand aside from its assumptions and rigorously challenge them.

Know that humanity has, in the past, demonstrated that it is very reluctant to face unpleasant realities, but it has also demonstrated that it can, when forced to, adapt quickly and creatively to an unpleasant situation.

Power

Know that the pursuit and use of power can become a goal for its own sake rather than as a means to achieve a goal.

Political Process

Know that the political process can be seen as a way of making decisions that are useful to society, or it can be seen as a way of gaining and holding power.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise evaluating alternatives by:

- listing the available alternatives;
- analyzing the position and approach of each alternative;
- modifying and combining different alternatives; and,
- selecting a trial alternative.

Is the long term future of humanity better served when:

- people learn to integrate with nature so that they can live in harmony with nature; or,
- people learn to control nature so that they can be increasingly autonomous from the power of nature?

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*

Concept Development Lesson (Market Economy, Ecological Engineering, Humanism, GAIA, Social Ecology, Deep Ecology, Biocentrism, Anthropocentrism)

(Activity seven, continued.)

Content

Evaluating Alternative Ways of Looking at a Problem

The Issue of Significance: The various perspectives described in the preceding pages:

- attach different levels of significance to the same data; or they,
- suggest certain information is critical and consider information being used by other perspectives as irrelevant.

Evaluation: It becomes critical in problem solving to evaluate information as well as possible:

- How reliable and valid is the data related to these crises?
- Are the projections based on reasonable assumptions?
- In what ways are these issues important to humans?
- What is so critical that action needs to be taken in the short run; the medium run; or, the long-run?

The Importance of Goal Setting in the Problem Solving Process: There are three fundamental issues in problem solving that must be addressed before a course of action can be carried out:

- the problem must be discussed and debated until it is clearly defined and understood;
- a number of alternative solutions need to be discussed, analyzed and evaluated; and finally,
- people must think about and decide on what they hope to achieve (goals) in solving this problem.

Goal setting is critical to the process of problem solving because it provides criteria for determining:

- which of the suggested alternatives are worth pursuing;
- whether the action plan that is ultimately selected has been successful; and,
- whether the problem has been solved to the satisfaction of everyone concerned.

Concepts (Knowledge Objectives)

Problem Solving and Solution Evaluation

Know that once a range of alternative solutions to the problem have been generated, it is necessary to evaluate each.

Evaluation of Alternatives

Know that evaluation of alternatives is an important step in the problem-solving process.

- **criteria**
Know that it is necessary to establish a set of criteria which can be used as a basis for determining the significance and the priority of something
- **systems analysis**
Know that the effective analysis of systems requires:
 - a description of the whole system in terms of the interactions of its parts; and,
 - identification of all factors and relationships before deciding or acting.
- **role playing**
Know that role playing is an effective means of evaluating alternatives by:
 - allowing individuals to experience different feelings, and points of view; and,
 - allowing individuals to simulate and try out problem solutions.

Problem-Solving and Plan of Action

Know that at some point, a decision will have to be made about which alternative will form the core of a plan of action.

Problem Solving and Solution Evaluation

Know that once a range of possible solutions to the problem have been generated, it is necessary to evaluate each alternative.

Problem Solving and Goal Setting

Know that in solving a problem, it is necessary to decide how one knows whether the chosen course of action will produce the desired outcomes.

Know that the goals which are established will become important criteria in determining the course of action, and determining the ultimate success of the problem-solving exercise.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*
- *Numeracy;*

Concept Application Lesson (Power, Problem Solving, Evaluation of Alternatives, Goal Setting, Plan of Action, Solution Evaluation)

Practise deciding upon a course of action.

Learn to

- determine whether the selected course of action is successful; and,
- decide whether the effects of the attempted solution meet the criteria established to solve the problem.

Practise:

- making a value claim expressing what is good, right or worthwhile concerning an issue;
- providing support for taking a position on an issue;
- setting out the counter-argument to the issue and providing support for it; and,
- coming to a dialectical conclusion.

In considering whether to proceed with possible economic developments, should the burden of proof fall on those who argue:

- that economic development is more likely to be a good thing for the future; or,
- that economic development usually has some negative effects on the environment and should not be allowed until these have been controlled?

Review the environmental conference in Rio de Janeiro with students. Discuss with students the purpose of the conference and how it was designed.

Point out that various groups came to the conference with points of view, solutions to the environmental problem, action plans, expectations, needs, etc.

However, when it came to making decisions and implementing serious change, the large and powerful nations became involved, and then the approach, attitudes, and priorities seemed to change markedly.

Content

Goal Setting

A goal setting exercise in the context of this unit involves thinking philosophically about what constitutes a high standard of living:

- What is good, and what is not so good about our standard of living?
- How can the environment be accommodated within a high standard of living?
- Of the things we would like to preserve from our way of life, which are sustainable (from the standpoints of both the social environment and the natural environment) in the long term?

Criteria based on these considerations have to be developed to measure the success of any problem-solving alternative that might be selected for implementation.

What criteria should be used to make the above value judgments:

- the needs of the environment - which are critical and which might be sacrificed?
- the needs of people - which are true needs and which are wants that can be sacrificed?
- ideology - which ideals may be sacrificed and which must be preserved at all cost?
- survival - are there areas where human survival is at stake and must receive priority?
- other?

Other issues that need to be addressed:

- priorities - given limited resources what should be selected to receive attention first?
- time frame - what needs a short-run approach, and what needs a medium- or long-run approach?

Applications: Solving some of the Environmental Issues Facing the World Today

There are many environmental issues, particularly if one takes a broad definition, that need to be addressed. Students need to begin to think about their perceptions of the problem, their goals, and their priorities. They need to decide upon the fundamental criteria that should be used to evaluate all of these issues.

Concepts (Knowledge Objectives)

Standard of Living

Know that standard of living is usually considered to be a measure of the economic value achieved by an individual, family or nation. It is measured by the value of goods and services which are consumed in a given period of time.

Know that another view of standard of living is based on the goals that people set for themselves as consumers. If they have those things that give them comfort and happiness, then they have achieved their standard of living goals.

Conflict

Know that in a democracy there are always competing interests which have to be reconciled.

Resources

Know that as resources become scarcer, it becomes more difficult to make decisions which satisfy conflicting interests without resorting to arbitrary measures of some kind.

Democratic Decision Making

Know that the alternative to an arbitrary settlement of a dispute is to use dialectical thinking and problem-solving processes which attempt to find a creative compromise which satisfies as many people as possible.

Politics

Know that politics can be used as a pursuit of power for its own sake, or it can be used as way of allowing a wide variety of viewpoints to be engaged in a dialectic about the future of society.

Know that it is the fundamental responsibility of citizens in a democratic society to determine which kind of politics they will have.

Skills/Abilities**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- *Independent Learning;*
- *Critical & Creative Thinking;*
- *Personal & Social Values & Skills;*
- *Communications*
- *Technological Literacy;*
- *Numeracy;*

Concept Application Lesson (Power, Problem Solving, Evaluation of Alternatives, Goal Setting, Plan of Action, Solution Evaluation)

Practise:

- deciding upon a course of action;
- deciding how to know whether the selected course of action is successful; and,
- deciding whether the effects of the attempted solution meet the criteria established to solve the problem.

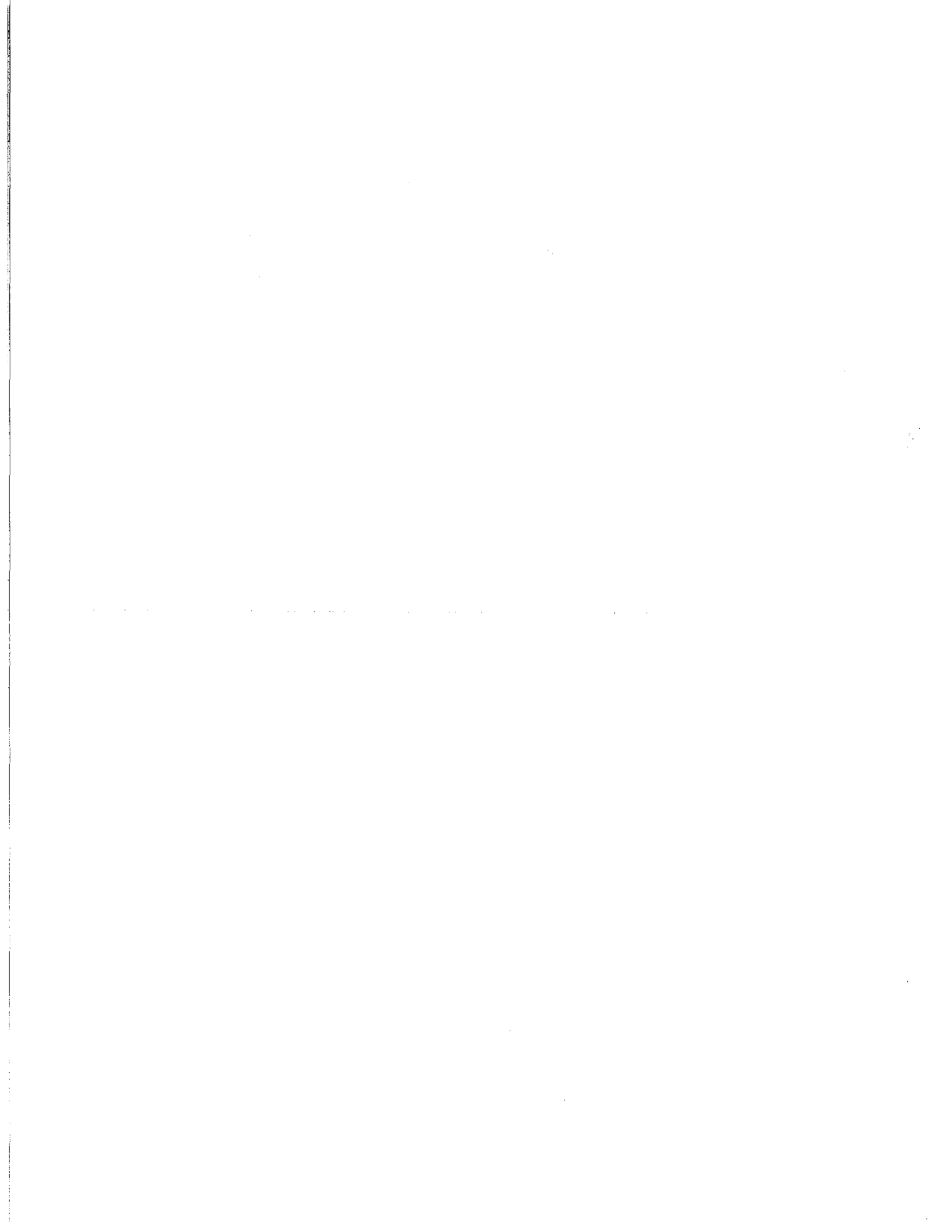
One way of demonstrating to students the difficulty in getting an agreement on fundamental and far-reaching changes is to simulate the experience.

Set the classroom up in a conference format, so that groups will have the opportunity to present their plan for dealing with an environmental problem. Allow time for discussion and questions so that everyone in the class has an opportunity to become clear on the issues.

Practise:

- making a value claim expressing what is good, right or worthwhile concerning an issue;
- providing support for taking a position on an issue;
- setting out the counter-argument to the issue and providing support for it; and,
- coming to a dialectical conclusion.

Then allow each student to vote on the proposals as they are presented. Each student will have a veto as do the great sovereign states in international conferences.



Social Studies 20
Unit Four



Wealth and Poverty

Antyodaya: true development puts first those that society puts last.

"Whenever you are in doubt ... apply the following test. Recall the face of the poorest and weakest ... you may have seen and ask yourself, if the step you contemplate is going to be of any use ... Will it restore ... control over ... life and destiny?"

Gandhi

Unit Four: Wealth and Poverty

Overview

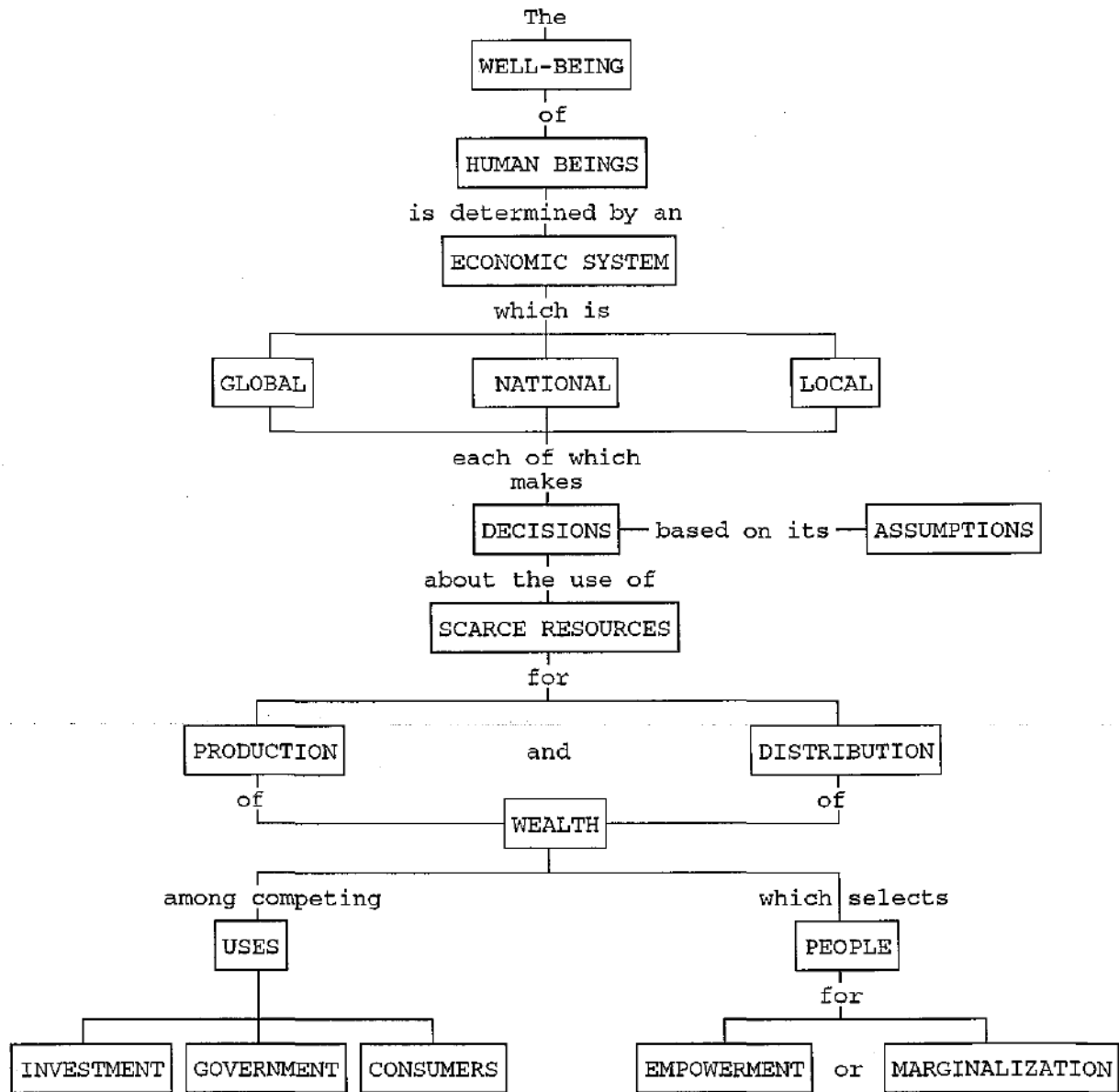
This unit introduces students to the concept of the personal well-being of people. The unit begins by defining personal well-being and then examines various perceptions of it: the technological world view, the aboriginal world view, and the traditional, feudal view. Students are given opportunities to discuss and evaluate issues and problems in changing the economic organization of society.

Fundamental economic and social change is a difficult process. To understand this, students need to understand the processes of change and conflict. The unit has activities related to the change process societies go through as they evolve. Often change is a disorderly process accompanied by conflict. Therefore, it is important that students understand the role of conflict within groups and develop some skills in resolving conflict.

Finally students will be challenged to consider the purposes of economic development. As societies around the world are faced with technological, economic, political, social, and cultural change, it is important to consider the purposes of change? Students will have opportunities to consider these issues both in terms of their society and of other societies which are at different stages of development.

Concept Map

Unit Four Wealth and Poverty



Unit Four Foundational Objectives

Concept: Wealth

Knowledge: The student will:

- Know that human beings create social organizations to meet their basic needs.
- Know that wealth is defined as those things which satisfy human needs and wants.
- Know that welfare is the belief that one's personal potential is being developed adequately.
- Know that marginalization is the process of eliminating groups of people from those that have social significance within society.
- Know that empowerment gives people acceptance and makes them active participants in those things that are significant to their welfare and that of society.
- Know that conflict can be a normal and healthy part of human interaction provided the participants maintain a balance of cooperation and competition in working out their differences.
- Know that the resolution of conflict within a society depends upon how the various parties approach the conflict: competition, collaboration, avoidance, accommodation, or compromise.
- Know that the global economy has become increasingly interdependent.
- Know that society and technology form a reciprocal change process where one affects the other.
- Know that capital formation is the investment of wealth into goods and services which can produce more goods and services.
- Know that all economic systems have a process that answers the three basic economic questions: what should be produced; how should it be produced, and for whom should it be produced?
- Know that human well-being depends upon a number of factors:
 - consuming enough goods and services to meet basic human needs;
 - having good health;
 - having a sense of community;
 - having the right to contribute through satisfying work, freedom of expression, and feeling accepted and equal; and,
 - having a healthy environment in which to live.

Skills/Abilities: The student will:

- Learn to use the skills of the conflict resolution process:
 - explaining the situation the way you see it;
 - describing how the conflict is affecting the situation and creating a problem;
 - asking that the other viewpoint to be explained;
 - agreeing on the problem;
 - exploring and discussing possible solutions;
 - agreeing on what each person will do to solve the problem; and,
 - setting dates for follow-up.
- Practise problem-solving skills.
- Practise dialectical thinking skills:

Values: The student will learn to deal with the internal conflicts of values issues dialectically:

- When dealing with conflict within any group, it is better to encourage people to be:
 - competitive because that makes them work harder in order to win; or
 - cooperative because that allows them to be more creative in finding a solution.
- In protecting the well-being of people within society, is it more important to:
 - maintain order and security regardless of the legal protection of human rights; or,
 - protect human rights regardless of the short-term effect on order and security?

Core Material for Unit Four

Core Content	Core Concepts	Suggested Time Allotment
Human Well-being (p. 408)	Human Need Wealth Total Welfare	2 hours
Disparities in Wealth and Well-being (p. 416)	Income Distribution Marginalization Empowerment	2 hours
A Comparison of World Views (p. 422)	Conflict Conflict Resolution	3 hours
Pressure for Change in the Global Economy (p. 430)	Interdependence Change Capital Formation Economic Decision making Human Well-being	3 hours
Time to cover the core material		10 hours
Time available to teach optional concepts to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		5 hours
Total class time		15 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Content

Human Well-being

Healthy human beings have an ongoing concern about their well-being. Throughout human history material deprivation has been the major concern for humanity. For many people it still is.

It seemed natural to assume that increasing material wealth would result in increased well-being for people. It is now becoming apparent that human well-being depends on factors other than material wealth. Good health, satisfying work, a sense of community, freedom of expression, equal opportunity, and a healthy environment are among the many factors that shape overall welfare as much as income levels.

Well-being has several components. People must feel good about themselves before they can feel a sense of well-being. This occurs when their life experiences make them feel accepted as being worthwhile. When self-worth is established, people will risk contributing in some way, provided they have the sense that their contribution is acceptable and matters.

If these conditions exist for an individual, the individual will feel that life is good and has meaning and purpose, even though the individual may not be particularly wealthy. When these conditions are absent, the individual will feel something is missing, even though the individual may be quite well off materially. Well-being is a subjective condition. In a situation where some people would find a sense of well-being, others may be quite uncomfortable.

Human Behaviour

Many psychologists have attempted to define some constants in human behaviour. These are usually defined as needs and can be used to predict how people will react to certain conditions of life.

Wealth

Wealth is a means to the end of enabling people to develop a sense of well-being, but it is not the end in itself.

Concepts (Knowledge Objectives)

Welfare

Know that welfare is the feeling that one's personal potential is being developed making a fulfilling and satisfying life possible.

Locus of Control

Know that personal locus of control is the individual's belief about her/his ability to control the outside world.

Know that some people see themselves as:

- Autonomous internalizers - who believe they are independent and self-directed because their actions are under their personal, internal control; while others are
- Non-autonomous externalizers - who believe they are dependent because their lives are under the control of external forces over which they have little influence.

Human Need

Know that there are a variety of typologies of human need. One example is Maslow's Hierarchy of Needs.

Know that another typology by Manfred Max-Neef defines nine needs (subsistence, protection, affection, understanding, participation, creation, recreation, identity, freedom) each of which work within four modes of human experience (being, doing, having, interacting). Each combination has its own set of satisfiers in order to achieve a sense of well-being.

Wealth

Know that wealth is defined as those things which make welfare possible. Some components of wealth can be:

- the income received in the form of rent, profits, and wages;
- health and health care;
- work and leisure;
- environmental quality;
- personal and social security;
- emotionally satisfying relationships; and,
- a satisfying spiritual life.

Skills/Abilities Objective**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using an analytical grid to analyze information.

Practise using the thinking skills of:

- stating hypotheses that are testable and guide the search for data; and,
- presenting analyses to confirm or disconfirm the hypotheses.

An individual is more free when the individual:

- is in the situation of having her/his needs met by society, or,
- has the ability and the power to determine what needs should be met?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Welfare, Locus of Control, Need, Wealth,)

(See activity one for more information.)

Ask the students to put two headings at the top of a sheet of paper:

- things that make them feel good about themselves, and
- things that make them feel bad about themselves.

Have the students individually list examples under each heading. Then ask them to share some examples with each other.

Ask the students if they can develop a system using concepts to create categories for classifying the examples they have listed.

Once this has been completed, explain to the students that there are a variety of different models which have been developed to understand human behaviour.

Give the students a model and ask them to check off the items they consider to be important and assign a value to those items.

Have the students examine the cosmetic, automotive, tobacco, and sports industry to discover how they use advertising to encourage people to support a particular product.

Ask the students to consider whether they have found themselves buying something to satisfy a certain need or want and then find that it makes them feel unsatisfied?

Content

Defining Success

The question of determining whether well-being has been successfully achieved depends upon the criteria the individual chooses to apply as a measure of success.

The convention of this society has been that the accumulation of wealth and power is the clearest and most important definition of success. This convention ignores other viewpoints about what success might be.

Assuming Criteria of Success

People tend to accept and act upon criteria without consciously examining and testing their validity. These kinds of basic assumptions are learned in childhood when an individual's critical processes are limited. This is particularly true in relation to negative assumptions related to personal worth. The problem is that even after people mature they continue to accept these criteria. So it is important to develop a means of defining and critically evaluating one's personal assumptions. Regardless of what an individual decides to do, it is not possible to live without personal criteria. Everyone chooses personal criteria either consciously or unconsciously.

Cultures, if they are to function, define sets of basic values governing human behaviour. It is from these values that people choose their personal set of values. Most cultures are very rich and will offer a variety of possibilities to select. Therefore, different individuals may select from different sets (paradigms) of values on which to base their lives.

Sources of Beliefs and Values

In modern pluralistic cultures, individuals come into contact with a number of institutions which play a role in providing people with criteria for success. Some examples:

- family;
- church;
- athletics;
- business;
- advertizing;
- government;
- community;
- school;
- arts;
- mass media;
- military.

Concepts (Knowledge Objectives)

Criteria of Success

Know that an individual's personal criteria of success are chosen from the basic beliefs and values of the culture and form the basic assumptions about what constitutes success in being, doing, having, and interacting.

Scarcity/Choices

Know that being human means:

- that everyone must live in one place at one time;
- that the amount of time in a lifetime is limited;
- therefore, the (opportunity) cost of choosing one thing is giving up many of the other choices that might have been made.

Persuasion

Know that people in modern societies are barraged by propoganda, advertising, ideology, all of which is intended to persuade people to make a particular choice.

Know that sophisticated persuasion techniques are used to influence people's perceptions of their self-worth and thus to influence them.

Locus of Control and Power

Know that individuals may receive support from aspects of the surrounding culture which makes them feel empowered, so that they believe their actions can effect the reality around them.

Know that individuals may also receive stimulus from culture that makes them feel powerless, so that they believe that their lives are under the control of external forces over which they have little influence.

Dependency

Know that many persuasion techniques deliberately make people feel dependent, so that they are easier to manipulate.

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Practise using the thinking skills of:

- stating hypotheses that are testable and guide the search for data; and,
- presenting analyses to confirm or disconfirm the hypotheses.

Practise the skills of dialectical thinking by:

- making a value claim expressing what is good, right or worthwhile about an issue;
- providing support for taking a particular position on an issue;
- setting out a counter-argument to the first value claim;
- providing lines of support for the counter-argument; and,
- coming to a dialectical conclusion.

Which provides the individual with a greater sense of well-being:

- wealth; or,
- power?

Is the owner of a Mercedes Benz more successful than the owner of a Honda?

"Live for today" and "Its better to burn out than to rust out" are popular slogans. Are they useful guidelines on which to base one's lifestyle?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Development Lesson (Success, Scarcity/Choices, Persuasion, Locus of Control, Dependency)

Discuss with the students the impact of modern society (mass media, advertising, success orientation, etc.) on their feelings of self worth and well-being.

Have the students do an analysis of institutions with which they come into contact. Ask them to decide whether a particular institution makes them feel more or less empowered.

Ask some students to record a series of television commercials and do an analysis of the impact these commercials have on the well-being of people.

Groups of students could investigate the programs and policies of other institutions within society:

- athletics;
- business;
- school;

Some analytical questions students might ask are:

- What implicit criteria of success are the commercials attempting to get the viewer to accept?
 - What effect do these criteria of success have on the viewer's sense of locus of control?
 - What persuasion techniques and what needs are being manipulated in order to persuade the viewer to accept a particular perspective?
 - Was the commercial successful in making the viewer feel dependent in some way, if the particular product was not bought?
-

Content

Measures of Personal and Social Well-being

The Goals of Economic Development

A great deal of time and debate has gone into determining what a successful economy might be. Economists and others have attempted to devise systems that will give a valid measure of the well-being of people and their societies.

Any system must make assumptions and select certain aspects of an economy for analysis. Thus, a system will measure certain things very well and provide a misleading description of other things. So, reliance on one measure, the GNP for example, will not give a complete picture of the well-being of an economy.

Some measures attempt to provide an objective description of the performance of an economy. Many of these are economic measures of development:

- Per capita energy consumption is a measure of technological use that correlates with per capita income, industrialization, and the use of advanced technology.
- The percentage of the workforce in agriculture indicates the level of development of the economy.
- Calorie consumption is another indicator of economic development which also ties into health and social well-being issues.
- The Gross National Product (GNP) is the money value of all goods and services produced in a country in the course of a year. The GNP has advantages and disadvantages as a measure.
- Per capita GNP is a frequently used measure of a country's economic performance because it allows the analysis of the performance of various parts of the economy.

Concepts (Knowledge Objectives)

Measurement

Know that measurement is the first step in solving a problem or resolving a conflict. Any decision-making process, to be successful, must be based on an accurate assessment of the situation being resolved.

Criteria

Know that criteria serve both as the assumptions about what is important and as the measures which define the performance of the system being measured.

Total Welfare

Know that total welfare is a global concept that attempts to describe various criteria that define the quality of life for individuals and societies.

Know that because human life is rich, varied, and constantly evolving, any list of criteria defining total welfare must also be complex.

Some possibilities include:

- **economic welfare**

Know that the amount of wealth (goods and services) being generated by the society is a fundamental factor in determining the economic welfare of people.

- **physical well-being**

Know that the physical qualities of life such as life expectancy, birth rates, death rates, levels of general health, and literacy levels also determine the level of well-being for individuals and societies.

- **social and emotional well-being**

Know that the subjective elements of human life such as happiness, justice, security, freedom, and leisure determine whether the other factors of well-being provide personal meaning and fulfilment.

Skills/Abilities Objective**Values Objectives****Suggested Teaching & Evaluation Strategies**

Apply the following problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating the consequences of available alternatives.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

Practise deciding upon a course of action.

When an individual, at the end of a life-time, adds up the good and the bad, the achievements and the failures, which is most important:

- the material successes (wealth, consumption of goods and services); or,
- the social successes (friendship, love, etc.)?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*

Concept Development Lesson (Standard of Living, Quality of Life, Measurement, Total Welfare, Objectivity, Subjectivity, Composite Measures)

(See activity two for more information.)

Give the students some scenarios from a variety of countries (highly developed industrialized countries to very underdeveloped countries) with both objective descriptions (GNP etc.) and subjective descriptions of the quality of life.

Ask the students to identify the basic criteria for an adequate standard of living and quality of life. Then ask them to use these criteria to measure, describe, and compare the situation in each country.

Will the quality of life for an Aboriginal group of people living in the Amazon rain forest be improved by entering a modern industrial economic system:

- an economic measure such as GNP might indicate that their economic activity (trading) had gone up considerably leading to the inference that they were better off,
- certain social indicators (alcohol consumed, suicide rates, etc.) might lead to quite different inferences about the group's well-being.

From the perspective of quality of life discuss with the students the adequacies and inadequacies of some of the measures currently being used. Do they provide an honest assessment of the quality of people's lives?

Content

There are also a variety of noneconomic measures of development:

- literacy levels give an indication of a nation's standard of living;
- the quality of public services and the creation of facilities to care for the health of the populace are evidence of national advancement; and,
- medical facilities and their availability are significant to the health and well-being of populations.

Broad Measures of Human Welfare

No single measure can completely depict a nation's situation; therefore, there have been attempts to create composite measures. Many GNP-based systems are criticized for being too narrow. Two examples of GNP based systems are the Composite Index of Technological Status and multifactor recognition of most developed and least developed countries. These are seen as focusing on the technological and wealth producing side of an economy without focusing on how technology and wealth are distributed and used within that economy.

Attempts are being made to incorporate quality of life factors into a measure and at the same time to respect cultural factors. The Physical Quality of Life index devised by the Overseas Development Council uses three indicators: infant mortality, life expectancy, and literacy as the basis for its analysis. Others have taken per capita GNP and added a index of development status based on criteria such as life sustenance, esteem, and freedom.

Another approach is the human development index devised by the UN which combines purchasing power, life expectancy, and literacy in order to create a more subjective measure of human well-being.

Concepts (Knowledge Objectives)

Objectivity

Know that objectivity is the belief that true understanding of something must be based on observed responses that can be recorded and reported in a precise, specified way that has not been affected by personal opinion.

Subjectivity

Know that subjectivity is the belief that:

- the essential truth of something is in the mind as opposed to being out there in world or real; and,
- the reality of the mind determines for the individual the truth, beauty, suitability, or value of an external reality.

Composite Measures

Know that there is no single index of the level of living that can be devised and applied as a whole internationally. The problem of levels of living must be approached in a pluralistic manner using a variety of components and statistical indicators.

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Apply the following problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating the consequences of available alternatives.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

Practise deciding upon a course of action.

In measuring the standard of living of a society does the standard of living of:

- the poor;
- the average; or,
- the elite give the best picture of how well a society is succeeding?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*

Concept Development Lesson (Standard of Living, Quality of Life, Measurement, Total Welfare, Gender Equity, Objectivity, Subjectivity, Composite Measures)

(Activity two continued.)

Once students have the basic idea of how measures of human welfare work, have them select or create a measure. Then ask them to apply it to several nations, to list those nations in order of the standard of living, and to present their findings to the class for discussion.

Content

Disparities in Wealth and Well-being

For millions of people, life is a constant struggle to meet the most basic needs of life. For starving people, esteem, creativity, and power are insignificant compared with the reality of hunger.

Economists define a poverty line by calculating the income in cash or kind a family requires to meet its basic needs. Needs may be defined only as food, or as food, clothing, and shelter. The absolute poverty line income varies from \$50 to \$500 per capita per year depending on price levels, availability of survival resources, and public services.

In the early 1980s, the World Bank and UN Food and Agriculture organization (FAO) estimated that between 700 million and 1 billion people lived in absolute poverty.

The distribution of income shifts markedly from region to region in the world. In 1950, the average income per person on a world-wide basis was \$1650. By 1985 it had doubled to \$3300. During the period there were great differences in income growth in various regions as shown below:

- wealthy nations at \$3800 to \$9500 in 1985;
- middle income at \$1900 to \$3800 in 1985;
- poor nations at \$ 700 to \$1500 in 1985;
- poorest nations at \$ 500 to \$ 900 in 1985.

Sixty percent of the world's people live in countries where annual income is less than \$2000. Only 5 percent live in countries with the highest incomes.

It is important to remember that per capita incomes represent averages and as such do not take into account the fact that incomes are not distributed equally in countries. Sixty to seventy percent of people earn less than the average national income. The poorest fifth earn less than ten percent of the national income while the richest fifth receives more than one-half the national income.

The fifth of humanity living in the richest countries have average incomes 15 times higher than the fifth living in the poorest countries.

Concepts (Knowledge Objectives)

Per Capita Income

Know that per capita is a measure of the value of goods and services available, per person, to the society per year.

Know that per capita income is a crude measure of individual well-being because:

- some countries can have high incomes and still be quite underdeveloped;
- expressing some country's national incomes in a common currency (US\$) can distort that income;
- per capita incomes are an average income, the impression is left that the incomes of the poor are higher than they actually are in countries with highly inequitable distributions of income; and,
- much of the national income can be diverted away from individual consumption to investments in industry, military expenditures, etc.

Know that despite some difficulties with per capita income as a basis for comparison, it correlates well with other measures of economic well-being such as life expectancy, infant mortality rates, and literacy rates.

Income Distribution

Know that when incomes are not distributed equally, those who make more than the average do so at the expense of those who make less than the average.

Developing Countries

Know that the World Bank in 1985 defined:

- low income developing countries as those with per capita incomes below \$400; and,
- middle-income developing countries as those with per capita incomes between \$400 and \$4000.

Absolute Poverty

Know that one description of absolute poverty is "a condition of life so limited by malnutrition, illiteracy, disease, squalid surroundings, high infant mortality and low life expectancy as to be below any reasonable definition of human decency".

Skills/Abilities Objective

Values Objectives

Suggested Teaching & Evaluation Strategies

Practise the problem-solving skills of:

- defining and understanding the problem.

What is the responsibility of wealthy nations toward poor nations? Should they:

- share their wealth?
- share their knowledge?
- teach the developing nations a more productive life style?

- Incorporating the C.E.L.s
- *Independent Learning*
 - *Critical & Creative Thinking*
 - *Personal & Social Values & Skills*
 - *Communications*
 - *Numeracy*

Concept Development Lesson (Per Capita Income, Income Distribution, Developing Countries, Absolute Poverty)

Ask the students to calculate a typical family budget for their community. As a class, brainstorm a list of the major items that should be included in such a budget. Ask the students to price each of the items and do some research to determine cost if necessary. Then have the students calculate the family expenses both on a monthly and a yearly basis.

Divide the class into groups and tell each group that they have to revise their budgets to accommodate a developing world's standard of living. Give each group a per capita income in \$US corresponding to a developing country:

	US	Cdn
• Burundi	\$ 220.00	\$ 299.38
• India	\$ 350.00	\$ 487.52
• China	\$ 360.00	\$ 501.44
• Tunisia	\$1260.00	\$1755.04
• Cuba	\$2000.00	\$1467.46
• Brazil	\$4255.00	\$5799.14
• Saudi Arabia	\$6230.00	\$8490.87

Ask each group to rewrite their budgets to bring them in line with their new economic circumstances. (If they wish they can change their Canadian budgets to \$US so that they are operating from the same base line.)

Have each group present their solutions to the rest of the class and comment on what has happened to their standard of living. In a general discussion, ask the students to consider what this standard of living might do to humanity:

- goals;
- attitude toward life;
- health;
- attitude toward education.

Content

Who are the Poor?

Approximately 1.2 billion people live in absolute poverty. The poverty rate rose from 22.3% in 1980 to 23.4% in 1989. Before anything can be done about this situation, it is necessary to define the problem. Who are the poor? What factors are related to poverty? What limits the world's ability to respond to poverty?

Some general characteristics of the poor:

- Eighty percent of the poor are found in rural areas particularly in Africa, Asia, and South and Central America.
- The poor are overwhelmingly illiterate and lack access to the information and ideas that could help them improve their situations.
- The poor are often a different race, tribe, or religion from that of the dominant groups of society.
 - In Africa tribal lines determine the right to wealth and power.
 - Poverty in India is most often found among tribal peoples and lower castes.
 - The hill tribes of Southeast Asia and the Philippines are among the poorest of the region.
 - Latin American Indians are the poorest in that region.
- Women are slightly more likely to be poor than men.
 - Women around the world are paid less than men.
 - Women work longer and harder than men because they are given responsibility for caring for large families and earning a living for the family.
 - They receive less education than men.
 - They have few legal rights and fewer property rights.
 - They are often abused at home.
- Children are the poorest and suffer the most from poverty.
 - Two-thirds of the absolute poor are under the age of 15.
 - At lower incomes the death rates for young children increase significantly.
 - The children of the extremely poor who do survive are physically stunted and mentally impaired because of chronic hunger particularly when it occurs between the critical developmental ages of 6 months to 24 months.

Concepts (Knowledge Objectives)

Power

Know that power is the ability to control scarce resources for purposes one considers important.

Scarcity

Know that as resources become increasingly scarce, the competition for their control and use becomes higher.

Literacy

Know that literacy is a variable that correlates most closely with standard of living.

Racism

Know that racism is the false notion that racial differences among people are a cause for social differences.

Know that racism is a rationalization used to justify political, social, and economic discrimination against a group of people.

Sexism

Know that sexism is a rationalization which discriminates against women based on the false notion that sexual differences are a cause for creating different social expectations and rewards for women and men.

Childhood

Know that the powerlessness of children, based on their lack of physical and cultural development, is used as a rationalization to justify discriminatory treatment against them.

Countervailing Powers

Know that the powerful have a tendency to exploit the weak unless there are countervailing forces which can check the behaviour of the powerful.

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise the problem solving skills of:

- defining and understanding the problem; and,
- deciding upon a course of action.

Does the mother have a greater responsibility for the well-being of the family than the father?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*

Concept Development Lesson (Power, Scarcity, Literacy, Racism, Sexism, Childhood, Countervailing Powers)

Have the students remain in their groups (Burundi, India, China, Tunisia, Cuba, Brazil, Saudi Arabia) and ask them to gather as much data as they can on the lives of the people in their countries. Remind them that the measures of well-being give them some analytical categories they can apply to the data they collect. Also suggest that as they analyze their data they should be looking for other common characteristics of those who are poor: power, literacy, race/religion/ethnicity, gender, age, etc.

Ask the students to summarize their data, so that it can be displayed and used as a basis for drawing inferences about who the poor are and the factors causing their poverty.

The students might do "a day in the life" of fictional average person (based on per capita income) who has to cope with his/her country's standard of living. Consider the individuals:

- daily calorie intake;
- work/level of education/etc;
- medical histories and treatment;
- entertainment;
- social relationships;
- political situation - human rights/security/freedom/etc;
- other.

Note: some of these persons should be women, children, and the elderly.

In a general class discussion ask the students to consider:

- why nothing seems to change in these peoples' lives; and,
- what might be the causes of this chronic poverty.

Content

Global Poverty Traps

The poor remain poor because they are caught in circumstances from which they cannot extricate themselves without help. These circumstances work together to form a kind of trap which begins at the local level and is reinforced at the national and international levels

The circumstances which conspire to limit the potential of the poor:

- their lack of productive resources;
 - The poor are poor because they lack the resources to earn better livelihoods.
 - Land and education are two major deficiencies of the poor.
- their physical weakness and illness;
 - They lack nourishment, clean water, basic medical care, and enough living space to avoid the rapid spread of infection.
 - Physical weakness lowers their ability to work leaving them less able to buy food which increases their weakness.
- rapid population growth forces wages down to survival level;
 - Population growth stretches investment resources thin because the scarce resources have to serve more and more people.
 - Poor parents feel driven to have more children because most children will die; poor women have the least knowledge and access to birth control, and children are seen as a kind of economic security.
- the poor are powerless making it easy for the powerful to exploit them.
 - The poor with their low social status and limited knowledge have weak negotiating positions which are exploited by the more wealthy and powerful.
 - Economic, political, and legal systems are biased against the poor who find they cannot compete with the procedural delays and corruption within these systems.

Inequalities at the local level are replicated and reinforced at the national level where the laws and policies favour the few over the many. At the international level, trade protectionism in industrial countries and falling world prices for the products exported by developing nations have created a situation where rural people find that the food they produce is more expensive than imported food.

Concepts (Knowledge Objectives)

Marginalization

Know that marginalization is a process of eliminating groups of people from those that have social significance within society.

Locus of Control and Wealth

Know people who constantly face the limitations and defeats imposed by poverty learn to believe their fates are dependent on forces over which they have no control.

Empowerment

Know that for development to help the poor successfully, it must empower them by making them active participants, advisers, and leaders in the development process.

• Grassroots

Know that the organization of groups of people at the local level is an important way of empowering people to make long lasting change.

• Self-help

Know that self-help is an approach to change which provides people with the opportunity and makes them responsible for creating better conditions for themselves.

• Mutual help

Know that mutual help is an approach where groups of people learn to cooperate with each other in creating conditions for change.

Resources

Know that those areas which have conducted successful development programs did it by:

- redistributing land so that many landless people were able to become productive farmers;
- creating nearly universal literacy through investing in education; and,
- providing basic health care which met the needs of the poor.

Economic Growth

Know that those countries which successfully implemented empowering social policies found that they created a strong domestic market which stimulated the remainder of the economy.

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching &
Evaluation Strategies**

Practise the problem solving skills of:

- defining and understanding the problem;
- deciding upon a course of action;
- evaluating alternatives;
- deciding whether the selected course of action is successful; and,
- deciding whether the effects of the attempted solution meet the criteria established to solve the problem.

When a person is in trouble in some way, is the trouble the result of:

- an individual's behaviour and therefore the individual's responsibility; or,
- the circumstances in which the individual finds him/herself?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*

Concept Development Lesson
(Marginalization, Locus of Control, Empowerment, Resources)

Have the students discuss the causes of poverty in personal terms: Would they consider themselves wealthy or poor?

- Are they responsible or are the circumstances responsible for their personal situations?
- If their economic level is to change which is most likely to bring a high level:
 - their hard work, or
 - the creation of new opportunities?

Ask the students to consider the following approaches that might be taken by others who are trying to help you with a problem. It is helpful if they:

- yell at you and call you stupid for getting yourself into this situation;
- tell you to work harder and everything will be OK;
- use the sink or swim approach to helping you learn;
- ignore you and let you figure it out for yourself; or,
- take over and do it themselves;
- suggest that nothing can be done because (pick one) your gender, race, ethnic group, family, tribe, or age group is naturally dumb so get used to it.

Now ask the students to:

- brainstorm among themselves to identify the best ways of helping people in trouble;
- apply this list of questions and alternatives to the situation people in their countries are facing; and
- resolve the situation and come up with a plan of action that they believe might improve the situation for the people in their country.

Content

A Comparison of World Views

Economic development means economic problem solving. Any problem-solving approach requires decisions on goals and criteria so that alternatives and approaches can be selected to solve the problem. A society's world view provides the assumptions individuals rely on in defining problems and in choosing approaches to be taken in solving them.

The World View of Industrial Cultures

Industrial societies tend to accept liberal and materialistic assumptions.

- Under liberal assumptions it is believed that individuals do better when they are free and responsible for discovering and developing their personal potential. Competition (conflict) is seen as a natural and proper stimulus to encourage individuals to develop their potential, thereby contributing to society.
- Materialistic assumptions lead people to believe that it is important to live for the present, that rewards for success have to come in this life, and that there is no natural law guaranteeing justice (i.e., those who are good will always be successful). Therefore, power is important in resolving conflict.

Resolving Conflict

Under these assumptions conflict has to be accepted as part of the human condition within modern societies. Everyone, in meeting personal needs, will have to deal with conflict among individuals and groups. It follows, then, that conflict has to be resolved. The way it is resolved, determines what can be achieved through the resolution of the conflict.

In resolving conflict there are a variety of approaches that can be taken:

- the active, competitive win-lose approach where the goal is to gain power and meet one's needs at the expense of the other.
- the passive, avoiding, lose-lose approach which handles conflict by attempting to find a compromise that the parties to the conflict can abide. The goal may be to avoid conflict or to prevent it from escalating to a win-lose situation.

Concepts (Knowledge Objectives)

Power

Know that liberal industrial societies assume that healthy individuals have the right to be assertive about their needs and wants within the limits of the law.

Conflict

Know that liberal societies see conflict as a normal and healthy part of human interaction provided the participants maintain a balance of cooperation and competition in working out their differences.

Ethics

Know that societies based on liberal principles develop a set of ethical principles which define the way power can be used in the resolution of conflict.

Conflict Resolution

Know that conflict management has two behavioural dimensions:

- assertive, in which the individual attempts to satisfy her or his own concerns and,
- cooperative, in which the individual attempts to satisfy the other person's concerns.

Know that these two dimensions include five distinct styles for coping with conflict:

- competition; The competitor uses whatever power is available and acceptable to achieve the desired outcome.
- collaboration; Both competition and cooperation are used in finding a way to satisfy the needs of both parties.
- avoidance; Both parties are uncooperative and unassertive and simply will not address the conflict and are indifferent to each other's needs.
- accommodation; One party is cooperative and unassertive and is willing to give priority to the other party's needs.
- compromise; Moderate amounts of cooperativeness and assertiveness are needed to make a compromise the outcome of which partially meets the needs, concerns, and goals of both parties.

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Learn to use the skills of the conflict resolution process:

- explain the situation the way *you see it*;
- describe how this situation is creating a problem;
- ask for the other viewpoint to be explained;
- agree on the problem;
- explore and discuss possible solutions;
- agree on what each person will do to solve the problem; and,
- set dates for follow-up.

When dealing with conflict within any group, it is better to encourage people to be:

- competitive because that makes them work harder in order to win; or,
- cooperative because that allows them to be more creative in finding a solution?

Should the directors on the Board of Directors of a multinational corporation be legally liable for the mistakes made by the corporation they head?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Power, Conflict, Ethics, Conflict Resolution)

(See activity three for more information.)

Have the students take a questionnaire that examines their personal responses to dealing with conflict. Then give them a number of scenarios of conflict situations and ask them, in groups, how they would prefer to deal with the conflict. Ask:

- What balance of competition and cooperation should be used in each solution?
- What would be the consequences of the approaches they have selected?

Have the students examine the structure and organization of a modern market economy:

- Who receives the wealth of society and who does not?
- Who receives the best education, who gets the promotions, who has the power in society.

Then have the students discuss and predict the points of conflict that are likely to occur in the following situations:

- determining levels of wages for workers and profits for owners
 - labour-management negotiation
- determining the accountability of business in terms of safety, consumer rights, etc.
 - competition, laws, etc.
- determining the accountability of students and teachers to the education process
 - compulsory provincial exams, parents, etc.

Discuss issues of conflict resolution related to the above situations:

- What type of conflict resolution was used in each case?
 - Were there alternative conflict resolution approaches which might have been more suitable?
 - What is an appropriate balance between competition and cooperation in conflict resolution?
-

Content

- the cooperative, collaborative win-win approach which is a systematic attempt by the parties of the conflict to maximize their goals. Creatively resolving the issue so that everyone wins is seen as more important than winning the conflict at the expense of others.

The World View of Aboriginal Cultures

Aboriginal Peoples' Relationship to Nature

"The earth is the foundation of Indigenous Peoples, it is the seat of spirituality, the fountain from which our cultures and languages flourish. The earth is our historian, the keeper of events and the bones of our forefathers. Earth provides us with food, medicine, shelter and clothing. It is the source of our independence, it is our mother. We do not dominate her; we must harmonize with her." (Hayden Burgess, native Hawaiian)

Resource Management

"We think the land is there for everyone to use the way our hand is there, a part of our own body." (Buffalo Tiger, Miccosukee)

Social Relationships

"In traditional Aboriginal society no one person was more important than another - all were parts of a whole. Growth and stature were measured by contribution, participation and accountability." (Pat Dodson, Aborigine)

"An Innu hunter's prestige comes not from the wealth he accumulates but from what he gives away. When a hunter kills caribou or other game he shares with everyone else in camp." (Daniel Ashini, Innu)

"Was it an awful war?"

"It was a terrible war."

"Were many people killed?"

"One man was killed."

"What did you do?"

"We decided that those of us who had done the killing should never meet again because we were not fit to meet one another." (San [a Bushmen] describing a war to Laurens van der Post

Concepts (Knowledge Objectives)

Subjectivity

Know that some cultures believe that any division between humanity and nature is artificial and dangerous because it leads to misunderstanding and misuse of nature.

Social Relationships

Know that Aboriginal cultures tend to place great emphasis on cooperation, interdependence, and sharing.

Know that conflict is resolved by diverting the conflict or by channelling it into competitive but less aggressive activities.

Acculturation

Know that acculturation is the process of modifying the culture of one group through the influence of the culture of another group.

• Invasion and Resistance

Know that Aboriginal cultures around the world have found they had to resist the invasion of their homelands for resources and development.

• Evacuation and Urbanization

Know that when their land was invaded, the way of life of Aboriginal Peoples was either destroyed and/or the people themselves were evacuated.

• Discrimination

Know that because of the large cultural differences between Aboriginals and modern society, Aboriginals found it difficult or were reluctant to adjust to new a lifestyle. Often they were stereotyped and discriminated against because of these cultural differences.

• Personal and Cultural Identity

Know that Aboriginal Peoples had to face the loss of language, cultural ties, and their orientation what came from a world view that made sense.

• Indigenous Trap

Know that Aboriginal People fall into the trap of being unable to find their cultural identity and being unable to join the modern society thus turning to solutions such as alcohol etc.

Skills/Abilities Objective

Practise the skills of dialectical thinking by:

- making a value claim expressing what is good, right or worthwhile about an issue;
- providing support for taking a particular position on an issue;
- setting out a counter-argument to the first value claim;
- providing support for the counter-argument; and
- coming to a dialectical conclusion.

Values Objectives

In dealing with conflict, is it better to:

- withdraw from the conflict situation before emotions get so high something violent happens; or
- continue to try to find some way of resolving the conflict even though the people involved are getting very upset?

Does justice for Native peoples' land claims cost a country too much in land, money, and social harmony?

An Aboriginal group claims some land as a traditional burial ground. A neighbouring economic development project acquires ownership of the same land to create a golf course. Which group should have priority?

Suggested Teaching & Evaluation Strategies

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Development Lesson (Subjectivity, Social Relationships, Acculturation)

(See activity four for more information.)

Write up a series of scenarios about conflict situations in modern society:

- work
 - who is responsible, accountability, division of labour, and reward
- property
 - control and distribution of wealth
- political
 - distribution of power, relationships status, and decision making
- social order
 - aggression, crime and punishment
- social
 - marriage, family relationships responsibilities and relationships
- illness
 - causes, treatment

Give the students a set of criteria based on the fundamental assumptions of the Aboriginal world view and ask them to determine how the situation would be settled using these assumptions.

Then ask the students to compare these conclusions with the way the situation would be settled in modern society and use this comparison to define the assumptions modern society uses.

Ask the students to do a dialectic exercise to evaluate the way people with different world views handle conflict situations.

Review change concept (process) and ask students to discuss cultural change from this point of view:

- How hard would it be for them to adjust to a very different world view if they were forced to emigrate?

Content

The World View of Cultures with Traditional Social Structures

Many societies in Latin America, Asia, eastern Europe, and North Africa still retain strong vestiges of feudal social structures:

- These societies tend to have small elites who control the land, economic capital, and the major social and political institutions.
- The middle class tends to be small, and/or politically and economically weak.
- A significant part of the world's population in Latin America, Asia, eastern Europe, and North Africa still maintain the peasant way of life.
- The elites are determined to maintain the system using obedient bureaucracies, police departments, and the military as their instruments of social control.

Aristocratic assumptions:

- Aristocrats have little respect for democratic government with its compromises and restraints on the use of power.
- Social change is seen as threatening because it leads to loss of power, status, and control.
- The ordinary person (peasant) is considered incapable of self-government.

Peasants around the world live in hierarchical societies which share many similarities. Given these realities, peasants accept reluctantly:

- that they are social inferiors because they are poor, semiliterate, and technologically simple farmers whose role is to provide the food which maintains society.
- that they are being isolated from the centre of their society's cultural and social life.
- that their rulers make arbitrary demands.
- that they are being denied any role in political decision making.
- that their agriculture has to operate as a household rather than a business designed to make a profit. It is a highly labour intensive, subsistence operation using little technology.
- that cooperation between peasants is not important because peasant farms are basically self-sufficient.
- that the limited amount of produce they grow must be shared with those in power so that the peasant must always be poor.
- that the privileged class will insist on maintaining strict control of the land in order to retain their monopoly on economic and political power.

Concepts (Knowledge Objectives)

Social Class

Know that traditional feudal societies were essentially two tiered with a very small elite that controlled the wealth and political power, a large underclass that was denied access to wealth and power, and a small middle class that might control some wealth but was denied political power.

Conservative Authoritarianism

Know that conservative authoritarians believed that elites had a responsibility to use the sources of power (including force) to maintain the status quo and preserve an orderly society.

Middle Class

Know that the middle class is a significant agent of social change within a traditional society because it tends to support economic and political liberalization.

Liberalization

Know that liberalization is a process of giving people the freedom to make as much of their opportunities as possible by making those political and economic changes which stimulate trade and industrialization.

Social Change

Know that social change has to go through all the change stages (denial, acknowledgment, acceptance, defence) before it is generally accepted within society.

Know that change involves accepting the risk of failure which groups within society may not be ready to accept.

Conflict

Know that the resolution of conflict within a society depends upon approach the various parties take in resolving the conflict: competition, collaboration, avoidance, accommodation, or compromise.

Skills/Abilities Objective**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson (Social Class, World View, Moral Vision, Values, Conservative Authoritarianism, Middle Class, Liberalization, Social Change, Legitimacy, Conflict, Social Justice)

(See activity five for more information.)

Apply the following problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating the consequences of available alternatives.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the issue.

In the face of long-term, traditional, systemic injustice, does the end justify the means?

- Yes, say rebel groups such as the Shining Path in Peru.
- No, say Western liberals who believe the rule of law must always prevail.

The golden rule of economics is that who ever has the gold makes the rules. Decide whether you agree or disagree.

Is money the root of all evil or is it the absence of money which is the root of all evil?

Point out to students that while Aboriginal cultures faced one kind of change, peasant cultures face somewhat different circumstances and therefore different problems in achieving change.

Give the students some case studies of societies that have strong feudal roots and are undergoing the process of change:

- Guatemala;
- Nicaragua;
- Salvador.

Have the students examine the conflicts faced by feudal societies in changing to a modern social structure:

- The issue of redividing property and wealth among the classes.
- The issue of redistributing political power among the social classes.

Content

To the outsider, peasant attitudes will seem negative and destructive, but they make sense from the peasant's perspective. Centuries of being exploited has taught them to be suspicious of outsiders. In their experience, there is only a limited amount of goods (wealth, honour, justice, etc.) to serve a large number of people.

So peasants assume that:

- because everything good is scarce, everyone must be vigilant in order to get a share of the limited goods;
- having many children is good because their labour is productive. High infant mortality requires many children to be conceived because they represent old age security;
- saving and working hard to accumulate a surplus is a waste because if it happens:
 - the surplus will be taken by those in power; or,
 - there will be great pressure to share it with the rest of the community;
- the goods (produce and crafts) they produce will receive low prices and they will have to pay high prices for anything from the outside world.
- the best approach to life (basic values) is to be conservative, individualistic, suspicious, jealous, violent, superstitious, and unthrifty. (Spend now because tomorrow you may not have it to spend.)

Peasant Attitude toward Change:

- violence; and,
 - Peasants accumulate high levels of frustration which under the right circumstances lead seemingly passive and obedient farmers to become violent and bloody revolutionaries.
- cynicism.
 - The solution to the peasant cycle of poverty is to either increase production or cut back on consumption, but for most peasants this has not worked in any significant way, so they are doubtful that any major change process will be constructive. Hence they tend to resist change.

Concepts (Knowledge Objectives)

World View

Know that a people's world view is their common sense reality about the social practices and responsibilities people and groups should practise.

Moral Vision

Know that a moral vision establishes the standards to be used in determining the minimum requirements for a life of dignity.

Values

Know that values are those beliefs people select from their world view and moral vision which are significant and worthy enough to enact.

Legitimacy

Know that a human right has to be seen as legitimate before the duty bearer is likely to submit to the obligations and duties being made by the human rights holder.

Social Justice

Know that changes in the criteria defining social justice (derived from world view, moral vision, human rights) are often accompanied by conflict and violence.

- Power
 - Know that control of power sources within a society is a fundamental issue that can generate violent conflict.
- Land Reform
 - Know that in societies where the control of land is seen as a basic source of power, the redistribution of land from elites to the poor will be seen as a critical power issue.
- Political Reform
 - Know that if the typical conflict resolution procedures are based on a win-lose approach, then successful reform will be very difficult.
- Economic Reform
 - Know that modern economic reform requires recognition of the usefulness of saving for reinvestment in capital development because it increases the productivity of an economy.

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Learn to use the skills of the conflict resolution process:

- explain the situation the way *you see it*;
- describe how this situation is creating a problem;
- ask for the other viewpoint to be explained;
- agree on the problem; and,
- explore and discuss possible solutions.

Practise the skills of dialectical thinking by:

- making a value claim expressing what is good, right or worthwhile about an issue;
- providing support for taking a particular position on an issue;
- setting out a counter-argument to the first value claim;
- providing support for the counter-argument; and,
- coming to a dialectical conclusion.

In protecting the well-being of people within society, is it more important to:

- maintain order and security regardless of the legal protection of human rights; or,
- protect human rights regardless of the short term effect on order and security?

Thorsten Veblen believed that equality of opportunity was just the opportunity to become unequal. Do you agree or disagree?

Are land reform and changes to land tenure the solution to wealth distribution in developing countries?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson continued. (Social Class, World View, Moral Vision, Values, Conservative Authoritarianism, Middle Class, Liberalization, Social Change, Legitimacy, Conflict, Social Justice)

(Activity five continued.)

Have the students review and analyze the case studies using the concepts of power and change:

- What conflicts will develop given the assumptions under which the various groups within these cultures operate.
- What effects will these assumptions have on the way in which these societies develop politically and economically?
- What changes must be achieved before these societies can become modern, pluralistic societies?
- Is this what they should become?
- What choices are the best (fascism, communism, socialism, capitalism, other) for these societies to make?

Content

The Current Global Economic Situation

The world can be divided into many economic categories. One classification system divides the world's nations into three groups: the wealthy and highly developed nations; the developed nations with various forms of centrally planned economies (communist); and the much less wealthy developing nations. With massive change in Eastern Europe, the second category is rapidly losing any meaning it may once have had. As events occur and situations change, any classification system will need to be modified from time to time.

Pressures for Change in the Global Economy

All of the world's nations are facing fundamental problems that have some similarities even though the particular applications and solutions are very different:

- **technological change:** Science and technology continue to develop and change at a rapid pace. These changes are having major effects on the manufacturing, trading and communicating processes world wide.
- **reallocation of wealth:** Economic wealth is changing and becoming more concentrated among the elites who control the world's financial organizations.
- **social adjustment:** All national social systems are finding that they have to adjust and restructure their social organizations to deal with changing technological and economic realities.
- **cultural adjustment:** Technology now makes it possible for global communications systems to reach every part of the world. The introduction of modern culture has serious ramifications for cultures that have been able to or wish to remain isolated from it.
- **social change:** Everywhere cultures, societies and nation states are struggling to come to grips with new global realities. Traditional world views and paradigms are increasingly being challenged as being inadequate to the needs of the future.

Concepts (Knowledge Objectives)

Interdependence

Know that the world's economy has become increasingly interdependent because of:

- economic advantages of specialization;
- technological innovation which makes communication and trade inexpensive and rapid; and,
- high levels of international investment that increasingly tie national political structures into systems of self-interest.

Causality

Know that causality involves the principle of cause and effect:

- that nothing can happen or exist without a cause;
- that events may have more than one cause;
- that cause and coincidence are not the same thing; and,
- the causes of an event are difficult to determine.

Change

Know that technology and society form a reciprocal change process in which technology affects society and society affects technology resulting in social change.

- **Wealth**

Know that wealth can be defined as those things that are widely desired by people.

Know that over time those things that are considered to be wealth can change in response to new economic and social realities.

- **Cultural and Social Change**

Know that societies (nationally and globally) are interdependent systems in which change in one part results in change in other parts.

Know that when societies undergo change the various stages in the change process (denial, acknowledgment, acceptance, defence) can be identified.

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Practise the problem-solving skills of:

- defining and understanding the problem;
- deciding upon a course of action; and,
- evaluating alternatives.

In deciding how to respond to change, should a person:

- look to the past for a way of responding to new ideas and forces; or,
- ignore the past because it no longer corresponds with reality?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Technological Literacy*

Concept Development Lesson
(Interdependence and Change)

(See activity six for more information.)

Ask the students to complete a questionnaire related to issues of change in their lives. Some sample questions are listed below.

Personal questionnaire:

- Do you expect the same standard of living as your parents?
- Were there times in the past that were better than the present?
- What kind of a job do you want when you complete your education?
- Is there a future in agriculture in Saskatchewan?
- Which is your favourite Canadian television program?
- Is technology improving society?
- Will the standard of living of Canada improve?
- In the future will people be able to have one job which will provide them with a living?
- Will Canada survive for another century?

Once students have completed the questionnaire ask them to write a short paper about their expectations using their answers to the questionnaire as a guide for their thinking.

When this is completed, initiate a discussion with the students about the future. Ask them to consider how their lives are going to change in the future.

- What role is technology going to play?
 - How will Canada be affected by the growing global interdependence?
 - What social and cultural adjustments will Canadians have to make?
 - How is Canadian society going to have to change in order to deal with future realities?
-

Content

Change and the Developing World

The developing world represents a large proportion of the world's population. While there are large variations among developing countries, there are some commonalities which characterize the situation they face:

- They have low GNPs both in absolute terms and in per capita terms.
- They have low per capita incomes.
- A high percentage of their population is engaged in subsistence agriculture.
- A large proportion of their population still has very high birth rates.
- Many of these people are seriously undernourished and in poor health.
- Most can only provide very low standards of living in terms of other amenities such as education, and medical care.

Developing countries have been attempting to build their economies with varying levels of success. Generally developing countries have been attempting to find ways:

- to modernize their agriculture so that its efficiency will rise to the point where workers can be released to work in industry.
- to select technologies which will help their economies reach a "take-off" point of sustainable development; and,
- to find a niche in the world economy where they can compete in the production and sale of goods and services.

Most of these countries have to deal with serious problems in achieving the goals listed above. It has been difficult for them to:

- create a basic standard of living which will allow their citizens to be healthy and literate with enough income to be consumers of the products produced within the country;
- create the necessary infrastructure (economic, social, and political) to support a modern interdependent economy; and,
- generate the necessary investment capital either through saving, earning foreign exchange, or attracting foreign investment.

It is difficult for poor countries to develop and keep up with the changing realities of the developed world as it goes through major technological and social change.

Concepts (Knowledge Objectives)

Infrastructure

Know that developing countries have the difficult job of creating a number of basic infrastructures:

- the physical infrastructure of roads etc;
- the social infrastructure of schools and hospitals;
- the economic infrastructure of an efficient agriculture, trading systems etc;
- the political infrastructure which can make decisions while maintaining stability.

Economic Organization

Know that the economies of developing countries are centred on primary industries with small secondary and tertiary industries and are very vulnerable to the fluctuating cycles (boom and bust) of international demand for their products.

Scarcity

Know that the Gross National Product of developing countries is so limited that investing in (buying) capital goods requires a decrease in what is already a very limited supply of consumer goods.

Capital Formation

Know that there are basically four alternatives, each with significant consequences, available to developing countries for getting the wealth to pay for capital goods:

- **saving;** Saving is diverting available wealth from consumer goods to buy capital goods. This means lowering what is already a very low standard of living.
 - **foreign trade;** This is using the wealth gained from trade to buy capital goods. In the short run, at least, this means a lower standard of living.
 - **foreign investment;** Outside sources of capital may decide to invest in existing businesses or create new ones. The risk is losing control of the internal affairs of your society.
 - **borrowing;** Borrowing money from foreign sources with the intent of paying it back from the new wealth being generated has been a major approach. The risks here are rising interest rates and the possibility that the local investment(s) will fail leaving a large unpaid debt.
-

Skills/Abilities Objective**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using the skills of the conflict-resolution process:

- explain the situation the way *you see it*;
- describe how this situation is creating a problem;
- ask for the other viewpoint to be explained;
- agree on the problem;
- explore and discuss possible solutions;
- agree on what each person will do to solve the problem; and,
- set dates for follow-up.

Apply the following problem-solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating the consequences of available alternatives.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

Practise deciding upon a course of action.

For developing countries should progress be considered as:

- protecting and maintaining wherever possible the traditional world view; or,
- adopting as quickly as possible some version of the modern world view?

Should a developing country have the right to suspend payments on its foreign debt on the grounds that the capital is required for its own economic development?

Should the World Bank and the International Monetary Fund have the authority to impose austerity measures on developing countries that can not pay back their foreign debts?

Should foreign aid be tied to requirements for purchases from the donor country?

Because all countries progress in a linear fashion through various stages of economic development, it is a waste of time for a developed country to assist a developing country. Do you agree or disagree?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Application Lesson

(Infrastructure, Economic Organization, Scarcity, Capital Formation, Economic Decision Making, Social Contract, Human Well-being)

This activity is a simulated world conference on development sponsored by the United Nations.

- The purpose of the conference is to develop strategies to encourage constructive economic development and economic relations in all regions of the world.
- The intent of the development is to improve the well-being and standard of living of people particularly for the least developed regions of the globe, but also to examine whether people in the developed world might find ways of improving their standard of living.

The class can be divided into groups representing the following points of view and interest groups:

- The World Bank Group (International Bank for Reconstruction and Development);
- Traditional societies;
- Developed economies;
- Developing countries;
- Environmentalist group; and,
- Amnesty International.

When students are preparing their positions for the conference, they can examine case studies of countries that are at different stages of development and that use different philosophies and approaches to development.

Content

Change and the Second World

What used to be the communist world has undergone so much change that it is difficult to categorize these countries as a single entity except that they share similar communist roots.

Those countries are similar in that:

- they may still have or have had a centrally planned economy with elements of the former communist government still in place;
- many are in various stages of transition to a private enterprise and market or mixed economy;
- some are highly industrialized and have a relatively large service sector while others are still developing countries;
- the standard of living on the basis of per capita GNP and per capita income is low.

Since the end of the 1980s, these countries have been attempting to change the basic economic organization of their societies. They want:

- to find ways of modernizing their agriculture, in some cases, by allowing more private ownership;
- to create an infrastructure that will allow a market economic system to operate; and,
- to change the political structures to suit new visions of nationalism and liberalism.

These countries are having serious problems in restructuring their societies. It is difficult:

- to reeducate their people to accept changing from the traditional communist world view to that of a market oriented, liberal democratic view;
- to reallocate wealth by transferring state-owned resource to private interests, reinvesting in new plants and procedures, determining an appropriate level of consumer spending, and revising military spending; and,
- to generate the necessary investment capital either through saving, earning foreign exchange, or attracting foreign investment.

These countries are also finding it difficult to redevelop and keep up with the changing realities of technological and social change at the same time.

Concepts (Knowledge Objectives)

Economic Decision Making

Know that all economic systems must have a process that answers the three basic economic questions: what goods and services should be produced, how should they be produced, and for whom should they be produced?

Know that:

- **market systems rely on prices established by the market to provide direction in answering the three economic questions; and,**
- **command systems (communism) use a central planning bureaucracy to decide the answers to the three basic economic questions.**

Adaptability

Know that modern societies are extremely complex and require flexible and adaptable economies to satisfy intricate and changing needs and wants.

World View

Know that as a world view becomes widely accepted, it becomes increasingly difficult for people to accept another alternative.

Social Organizations

Know that every society creates a set of social organizations to meet the needs and wants of individuals.

Social Institutions

Know that institutions deal with the basic social processes of power (political decision making), scarcity (economic decision making), learning (education), etc.

Social Contract

Know that a new world view and moral vision requires the development of a new social contract and new institutions which redefine the rights and responsibilities of the individual and the leaders of society.

Skills/Abilities Objective

Values Objectives

Suggested Teaching & Evaluation Strategies

Practise using the skills of the conflict-resolution process:

- explain the situation the way *you see it*;
- describe how this situation is creating a problem;
- ask for the other viewpoint to be explained;
- agree on the problem;
- explore and discuss possible solutions;
- agree on what each person will do to solve the problem; and,
- set dates for follow-up.

Apply the following problem-solving skills:

- understanding and defining the problem; and
- generating solutions to the problem as defined; and,
- evaluating the consequences of available alternatives.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the issue.

Practise deciding upon a course of action.

For developing countries, should progress be considered as:

- protecting and maintaining wherever possible the traditional world view; or,
- adopting as quickly as possible some version of the modern world view?

Is one bare-foot doctor in the developed world worth two medical doctors?

Should the Canadian government revise its immigration policy to prevent all professionals and scientists from developing countries from emigrating to Canada to stop the "brain drain" from developing countries.

Should Canadian universities eliminate all foreign student fees and provide extensive scholarship and grant assistance to scholars from the developing world?

Should all economic refugees be given top priority for immigration into Canada?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Application Lesson continued.

The students would prepare, discuss, resolve conflicts and make decisions about a number of issues related to:

- the disposition of aid;
- accountability of donor and receiver nations;
- cultural issues related to development; and,
- human rights and environmental issues related to economic development.

The various countries represent different approaches that might be taken in dealing with typical problems at each stage of economic development.

- The students could compare the approach taken between two countries.
- The students might also prepare a dialectic in which they evaluate the different approaches taken by various countries.

Students might examine the choices made by:

- Ethiopia and Bangladesh;
- Kerala State in India and other examples of states in India or Mauritius and Kenya;
- Chile and Costa Rica;
- Iran and Taiwan; or,
- South Korea, Argentina or C.I.S. and Singapore.

Content

Change and the Developed World

In terms of economic power, the developed nations have been very successful. They:

- are highly industrialized and technological;
- are affluent with high per capita GNPs and high per capita incomes;
- have been able to transfer large numbers of people from primary and secondary industries to the service sectors;
- have developed either liberal democratic or social democratic governments with economies that range from market economies to mixed economies; and,
- have been able to produce a high standard of living for their citizens.

Despite their success, these countries must adjust to new realities:

- **technological change:** Developed countries have invested much wealth and effort to increase the power of science and technology. One consequence has been large scale automation with its impact on employment and education patterns. Another consequence is the way the information revolution is changing concepts of economic wealth and power.
- **economic adjustments:** Large investments in developing and implementing new technologies are required in order to remain competitive. The issue of the treatment of the environment continues to grow. Difficult tradeoffs between employment and environmental protection will have to be made. There may be an opportunity for many societies to reduce military investment significantly. Again there will be employment consequences. The proper role of government and its spending policies is being questioned.
- **social adjustments:** Many of the basic social organizations are changing. Traditional industries (particularly in the primary and secondary sectors) are declining. The globalization of industry with its competitiveness is forcing many industries to change and relocate. Creating and maintaining employment is a major issue for these societies.

Concepts (Knowledge Objectives)

Human Well-being

Know that human well-being depends upon a number of factors:

- consuming enough goods and services to meet basic human needs;
- having good health;
- having a sense of community;
- having the right to contribute through satisfying work, freedom of expression, and feeling accepted and equal; and,
- having a healthy environment in which to live.

Moral Vision

Know that economic power needs a moral vision to give its use purpose and direction.

Know that failure by a society to develop a moral vision means that a vision will develop by default.

Know that every generation has to make choices and reaffirm in some way the moral vision it believes will produce a meaningful and satisfying life for the citizens of society.

Change

Know that change will be a constant situation requiring adaptation and flexibility.

Know that this is not the only generation that has had to deal with massive and rapid change.

Criteria

Know that any decision making, if it is to be effective, must be based on carefully considered criteria.

Dialectical Thinking

Know that it is more likely that appropriate and adequate criteria will be selected if the selection process is based on dialectical thinking.

Skills/Abilities Objective**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using the skills of the conflict resolution process:

- explain the situation the way *you see it*;
- describe how this situation is creating a problem;
- ask for the other viewpoint to be explained;
- agree on the problem;
- explore and discuss possible solutions;
- agree on what each person will do to solve the problem; and,
- set dates for follow-up.

Apply the following problem solving skills:

- understanding and defining the problem;
- generating solutions to the problem as defined; and,
- evaluating the consequences of available alternatives.

Apply the following dialectical thinking skills:

- making a value claim expressing what is good, right, or worthwhile concerning a problem; and,
- providing support for taking a particular position on the problem.

Practise deciding upon a course of action.

Are the gains of industrialization worth the concentration of social problems and developmental problems associated with urbanization?

Was the Bhopal accident part of the price a developing country must pay in its drive to maturity, or an example of exploitation by a multinational corporation?

The lives of a large percentage of the world's people are so limited by starvation, illiteracy, disease, ugly surroundings, and short life expectancies that the poorest life in a wealthy country would seem better. What is the correct moral and ethical response of the wealthy minority to the poverty-stricken majority?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

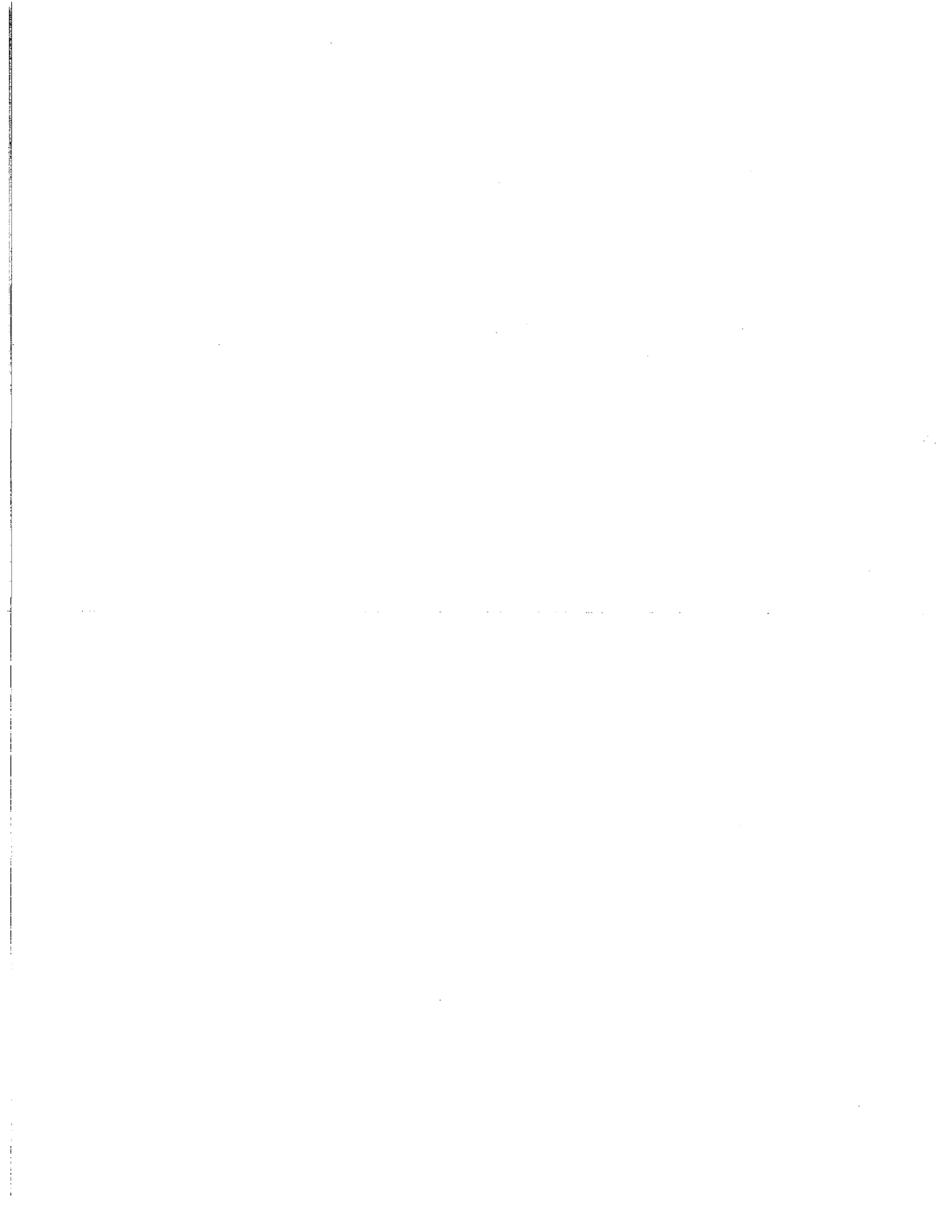
Concept Application Lesson continued.

A group of students could examine selected case studies of developed countries dealing with the problems of highly developed societies:

- What are the needs and problems these countries face as they change?
- What changes have these countries made as they coped with new ways of making a living?

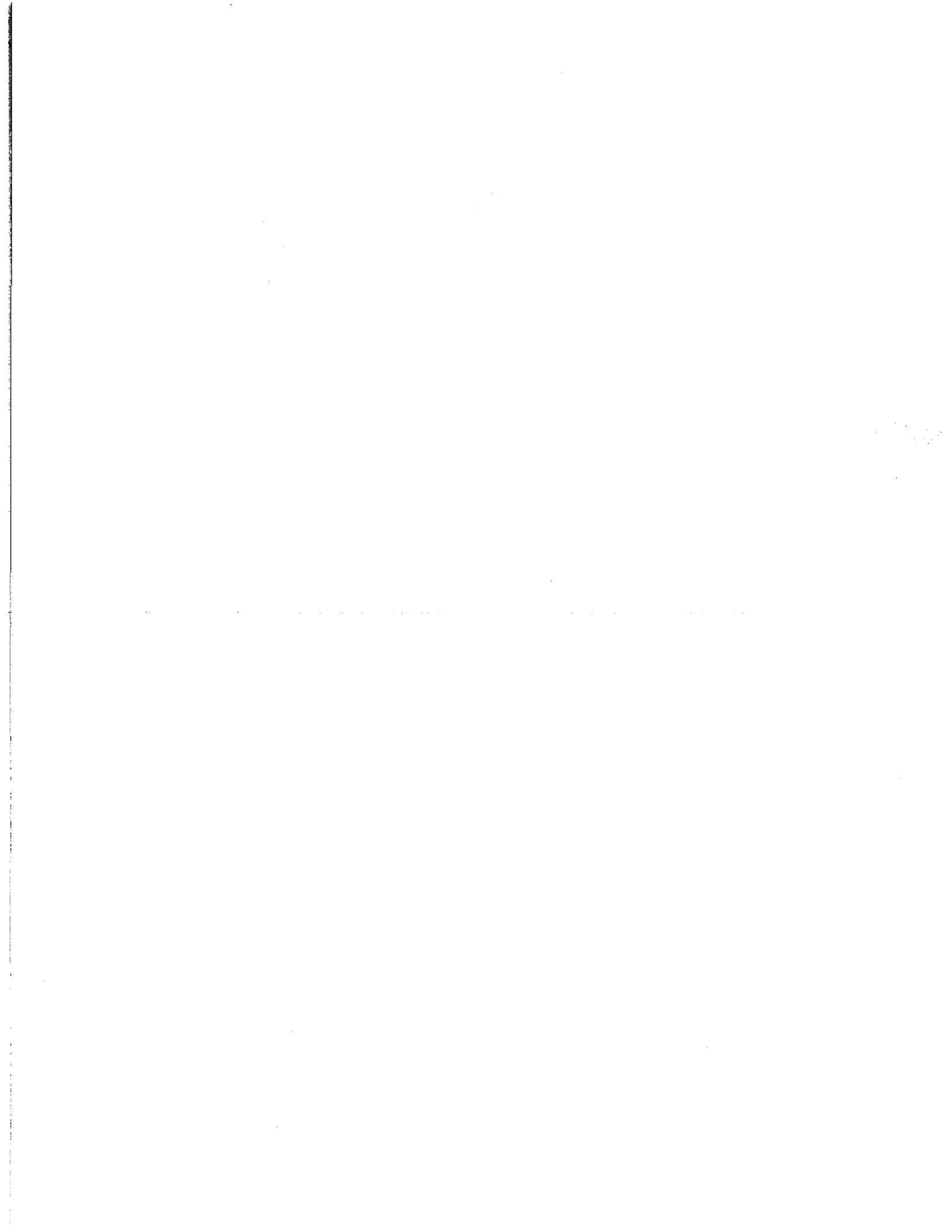
The students in this group could then examine selected case studies showing examples of countries moving through the stage of high mass consumption and the post-industrial stage:

- Japan;
- Germany;
- Canada;
- other.



Social Studies 20

Unit Five



World Governance

The only wisdom we can hope to obtain
is the wisdom of humility.
T S Eliot

Unit Five: World Governance

Overview

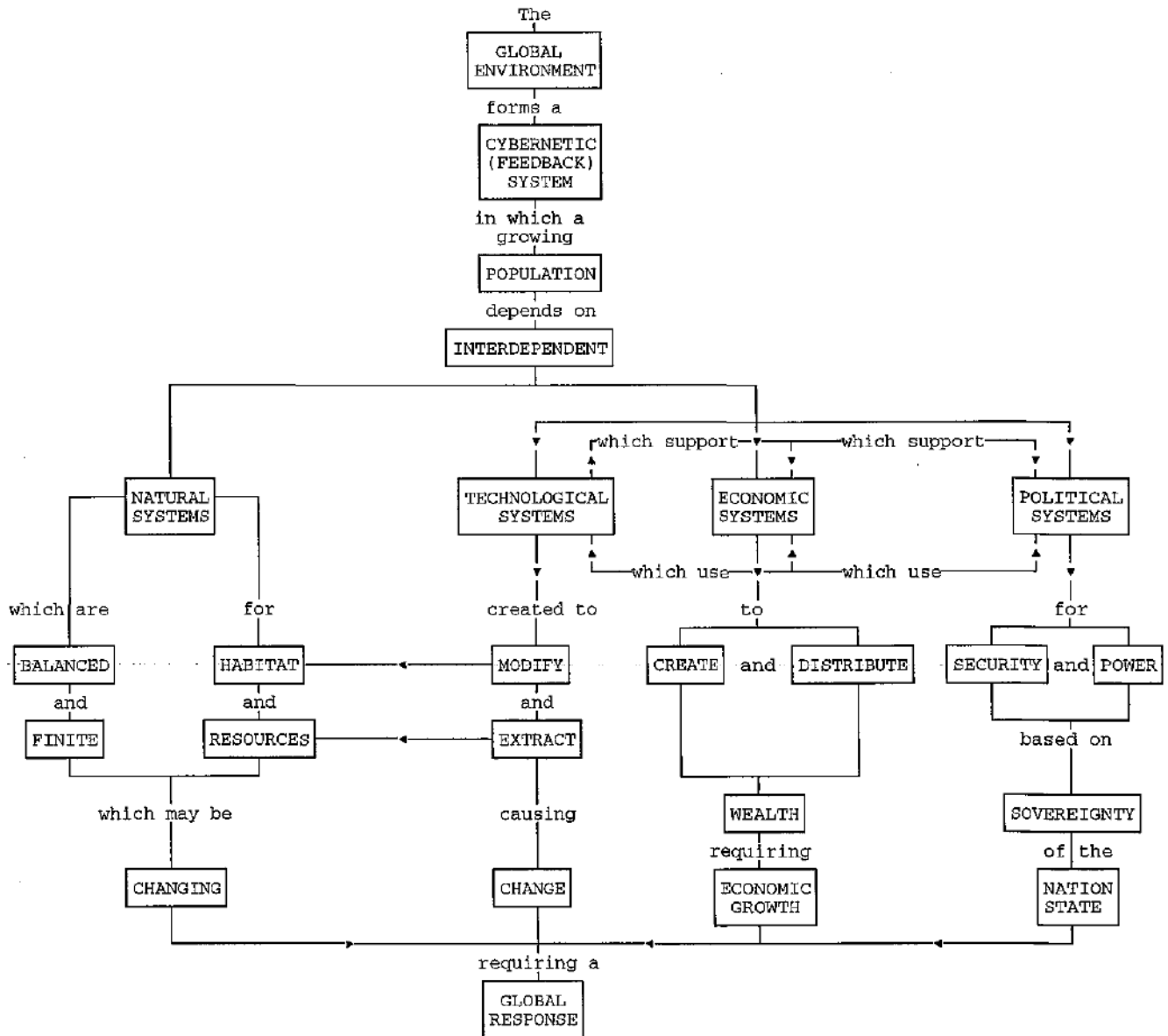
This is the culminating unit of the course where students have an opportunity to consider the interrelatedness of the world's problems. Opportunities are provided in the unit to reexamine issues raised by the first four units in the context of global decision making. Students are introduced to problems involved in resolving conflicts between the need for a unified global-decision making process and the desire of individual states to protect and maintain their sovereignty, cultures, religions, etc.

Students will examine the current state of relations between nations, and how and why international relations came to be this way. They will also consider how changes might be made in the way nations make decisions on international issues. The roles of the United Nations, various agencies, and established political and economic relationships involved in international decision making are part of this unit.

Students will be given the opportunity to look at these issues from a social action perspective. They will be challenged to think about accountability in the decision-making process. This will involve establishing priorities, considering tradeoffs, and examining the consequences involved making decisions about complex interrelated issues. At the end of the unit they will have the opportunity to think about the future and to speculate on what the future is likely to demand from them.

Concept Map

Unit Five: World Governance



Unit Five Foundational Objectives

Concept: Governance

Knowledge: The student will:

- Know that change is an ongoing process that is caused by technological, cultural, and social forces.
- Know that globalization is the process of increasing the interdependence of the regions of the world and is the result of technological, economic, cultural, and political change.
- Know that governance is the process of decision making and policy determination aimed at maintaining social stability within society.
- Know that systems have parts which are interrelated so that changing one part affects or changes another part and the affected part in turn affects or changes the first part.
- Know that the foreign policy of a nation is the priorities, goals, and plan of action established to achieve the nation's goals.
- Know that national power is the people, resources, organization, and information a nation can use to achieve its goals.
- Know that a strategic interest involves either protecting or extending a source of national power.
- Know that scarcity is the relationship which occurs when needs and wants exceed the limited resources available to meet those needs and wants.
- Know that the cost of anything we choose is the value of all the other things we have to give up in order to get that desired thing.
- Know that because conflict within any human relationship is inevitable, all social organizations must have some means of resolving conflict and making decisions that all can accept.
- Know that the process of change will continue for the foreseeable future, making it necessary for people to adapt to new circumstances as they develop.
- Know that issues in the future will remain complex and many-sided. Anyone wishing to understand them adequately will have to be prepared to use a dialectical thinking process to resolve the complications and contradictions.

Skills/Abilities: The student will:

- Learn to use the skills of the decision-making process:
 - determine whether the situation requires a decision;
 - determine the various options available for handling the situation;
 - define the goals for the situation which can be used as criteria to determine whether the decision made is achieving the desired results;
 - make a decision;
 - develop a plan to carry it out; and,
 - monitor the plan using the established criteria to determine whether the results meet the goals of the decision.
- Practise stating a hypothesis that is testable and guides the search for data.
 - Practise collecting data in a systematic manner; and,
 - Practise analyzing the data to confirm (or not confirm) the hypothesis.
- Practise using the problem-solving process.
- Practise dialectical thinking.
- Practise the conflict-resolution process.

Values: The student will learn to deal with the internal conflicts of values issues dialectically:

- In considering its best interests, a nation should consider:
 - the needs of its citizens and the state as being of paramount concern; or
 - its needs as being part of a larger whole which must be considered.
- Should the future be viewed as something to be:
 - resisted as threatening and dangerous; or,
 - welcomed as a natural process of change and development?

Core Material for Unit Five

Core Content	Core Concepts	Suggested Time Allotment
A Changing World (p. 508)	Change Governance Systems Globalization	2 hours
Difficulties in Replacing a System of International Anarchy with a System of International Government (p. 516)	Foreign Policy National Power Strategic Interests	3 hours
The Benefits of Finding Alternatives to Armed Conflict (p. 522)	Scarcity Cost Conflict Resolution Collective Security	3 hours
What Can be Said about the Future? (p. 528)	Dialectics Change Flexibility	2 hours
Time to cover the core material		10 hours
Time available to teach optional concepts to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension		5 hours
Total class time		15 hours

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of this material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values, and concept objectives of the course.

Content

A Changing World

Since 1900, growth in all phases of human activity has increased significantly:

- the human population has multiplied more than three times;
- the world's economy has expanded twenty times;
- the consumption of fossil fuels has grown thirty times; and,
- industrial production has increased fifty times.

Eighty percent of this growth has occurred since 1950. The consequence of change is often more change. Societies around the world are finding that they have to respond to a variety of new realities. These realities may be uncomfortable, but they are not going away.

Changing Realities:

- the reality of economic power: Economic and technological organization exists to create a high standard of living for many more people than was possible in previous times.
- the reality of population growth: The basic issue facing the world is how to meet the needs and aspirations of five billion people now living without jeopardising the ability of tomorrow's eight to ten billion to meet their needs.
- the reality of economic disparity: For a minority of the world's population, human welfare has increased enormously. For others the increase has been significant, but large numbers remain in deep poverty.
- the reality of environmental degradation: Gains in economic productivity have come at the cost of seriously degrading the planet's environment and depleting its ecological capital.
- the reality of a changing moral vision: In many societies human rights issues are being debated and struggled with, as more and more people demand the right to control their own lives economically and politically.

Concepts (Knowledge Objectives)

Change

Know that change is an ongoing process that is caused by technological, cultural, and social forces.

Know that change is a process in which peoples' attitudes toward an innovation individually and collectively move from denial to acknowledgment, to acceptance, and finally to defence of the innovation.

Governance

Know that governance is the process of decision making and policy determination aimed at maintaining social stability within society.

Reality

Know that reality is the actual existence of something or the true state of affairs in a situation.

Know that the reality of living is that consequences must be accepted and responded to regardless of what decision is made.

Know that not making a decision is actually to make a decision.

Systems:

Know that cybernetics is a feedback system in which the parts of the system are interrelated, so that when one part affects or changes another, the affected part in turn affects or changes the first part.

Social Systems

Know that there are many examples of cybernetic systems within the reality of peoples' lives which operate on the principle of feedback:

- natural environmental systems; and,
- social systems such as the family, school, economies, and political systems.

Skills/Abilities Objective**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using their personal backgrounds and perceptions to create a source of data from which to draw inferences.

Practise applying concepts as a basis for drawing inferences from the data.

Life can be made to seem more predictable and secure by:

- learning to predict and control future events; or,
- learning to adapt to new realities as they develop?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Technological Literacy*

Concept Development Lesson (Change, Governance, Reality, Systems, Social Systems, Causation, Consequences, Cause and Effect, Interdependence)

(See activity one for more information.)

Ask the students to think about what the world was like when their grandparents were born a lifetime ago. Point out that there are grandparents alive who might be as much as 90 years of age. Ask the students to describe what it was possible to expect from life at that time.

Suggest to the students that the world has changed enormously since the turn of the century. Point out that their grandparents have had to deal with many new realities.

Ask the students to consider the new realities they will have to deal with in their lifetime (between now and another 75+ years). Give the students a list of case studies related to some of the new realities. Ask the students to work in groups of two to pick what they think are the most significant (interesting) realities, to study the data, and to make a prediction about the most important reality they will face.

Content

- the reality of change in international relations: Changes in the former Soviet Union have led to changes in international relations creating both opportunities and risks.
- the reality of growing global interdependence: Communications systems, trading networks, economic institutions (banks, corporations, etc.), cultural exchanges are linking the regions of the world more closely.

There are a number of forces causing the growing interdependence of nations:

- technological development: Technology is a major force contributing to the globalization of the world. Technology allows people to communicate with all parts of the globe quickly and inexpensively. Transportation technology allows national economies to increase their specialization in those areas where they are efficient and trade with other nations in those areas they are less proficient.

The effect of these technological advances has been to tie nations together and make them economically, culturally, politically, environmentally, and militarily interdependent:

- economic forces: Industrialized nations connect their economies through manufacturing links, information links, and through the free movement of capital from country to country.
- cultural forces: The movement of scientific, technological, moral and ethical, and artistic ideas tends to homogenize the cultures of the world forcing them either to accept modern culture or to reject it totally.
- political forces: Nations are surrendering aspects of their sovereignty in order to achieve the benefits of closer economic relations with each other. Economic alliances serve similar roles and have become as important to the well-being of a country as military alliances were in the past.
- environmental forces: Individuals and nations are beginning to understand that economic and technological decisions made in one country can have serious implications for the environmental well-being of another. Further it is becoming clear that the environment is a single interacting system which cannot be controlled by any single nation. Therefore, nations must cooperate with each other in managing environmental resources and in establishing policies which will protect environmental systems.

Concepts (Knowledge Objectives)

Causation

Know that causation is the relation of cause and effect based on the principle that nothing can happen or exist without a cause.

Consequences

Know that consequences are the effects or results of some previous action or occurrence.

Know that any decision or course of action may have both foreseen and unforeseen consequences.

Know that fear of change stems from the inability to predict or control the consequences resulting from a change.

Cause and Effect

Know that cause and effect tends to suggest that change occurs in a linear, one way direction.

Know that the expression of cause and effect in cybernetic systems varies:

- cause and effect can be interchangeable;
- the rate of change (effect) may suddenly speed up (take off points) or it may suddenly slow down (crash); and,
- a cause may affect the entire system in ways that are difficult to predict.

Interdependence

Know that the consequence of societies becoming more specialized and more technologically developed is that they become more interdependent.

Know that as populations grow in size and people live in concentrated urban settings, they become more dependent on the successful operation of social, technological, and natural systems to meet their needs.

**Skills/Abilities
Objective**

Values Objectives

**Suggested Teaching & Evaluation
Strategies**

Practise using their personal backgrounds and perceptions to create a source of data from which to draw inferences.

Practise applying concepts as a basis for drawing inferences from the data.

Life can be made to seem more predictable and secure by:

- learning to predict and control future events; or by,
- learning to adapt to new realities as they develop?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Technological Literacy*

Concept Development Lesson (Change, Governance, Reality, Systems, Social Systems, Causation, Consequences, Cause and Effect, Interdependence)

(Activity one continued.)

Hold a short fact-finding conference in which groups share with each other:

- the information they have gathered about the reality;
- some inferences they have drawn about the probable effects and consequences of that reality; and
- some recommendations about solutions, policies, or decisions they believe need to be made in order to deal with this reality constructively.

Content

- **military forces:** It has been difficult to limit warfare to one region of the world. War has become global twice this century, and for the past fifty years the world has lived under the threat of nuclear destruction.
 - Military technology has increased in power to the point where nations no longer feel secure as single entities.
 - Nuclear technology makes the outbreak of war between the superpowers a disaster for everyone. The possibility of nuclear proliferation makes a local war much more of a global concern.
 - Survival has forced nations to negotiate with each other on the basis of conflict resolution, problem solving and a diplomatic dialogue. Resorting to some kind of machismo violence means disaster for everyone.

The Need for Change

The need for change comes not so much from any single reality listed above, but rather from their combined effect on the world. It will not be easy to respond appropriately, but responses will have to be made.

Issues in Responding to Changing Realities:

- **the issue of global disparities in wealth:** The industrialized nations, even though they represent only one-quarter of the world's population, consume about 80 percent of the world's goods. What measures should be taken to change this situation?
 - What responsibilities do the wealthy nations have to share their wealth?
 - What responsibilities do the less wealthy nations have to make themselves more capable of producing wealth?

Concepts (Knowledge Objectives)

High Technology Warfare

Know that modern technology has made warfare powerful enough that it has the potential to have major effects on the entire global environment.

Globalization

Know that globalization is the end result of technological, economic, cultural, and political changes which link the various regions of the world.

Interdependence

Know that the high levels of specialization of modern societies force them to depend on each other for knowledge, resources, consumer and capital goods, and markets.

- **economic interdependence**

Know that as the world becomes more technologically sophisticated and more specialized, it becomes increasingly difficult for developing societies to compete successfully in the global economy.

Know that the economies of many developing nations do not have enough productive resources to be able to supply their consumer needs and develop an infrastructure of capital goods at the same time.

Skills/Abilities Objective**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise making projections based on a variety of assumptions.

Practise stating a hypothesis that is testable and guides the search for data.

Practise collecting data in a systematic manner.

Practise analyzing the data to confirm (or not confirm) the hypothesis by:

- describing and defining the main parts;
- describing cause-effect relationships; and,
- stating how the parts are related to each other and the whole.

Practise using the problem solving process.

Learn to use the decision making process.

In decision making is it more efficient to:

- spend as much time as necessary getting everyone concerned with the decision to agree before putting the decision into practise; or,
- get a majority of people to agree to put the decision into practise and then spend time persuading the remainder of the people to accept the decision.

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Development Lesson (Globalization, Economic Interdependence, Environmental Interdependence, Political Interdependence)

(See activity two for more information.)

Review briefly with the students the problem-solving and decision-making models they have been using throughout this course.

Suggest to students that they have been collecting and evaluating data in an attempt to draw valid generalizations and inferences from the information available to them.

As part of this process, ask the students to consider the following.

- What would happen if the current reality (globalization, interdependence, technological change, etc.) were allowed to progress at current rates of change over a decade or more:
 - would this develop into a problem; or
 - is it likely that the situation will be worked out as part of the normal change process?
- What changes (if any) should be made to deal with this reality?
- What alternatives are available to deal With the issue as you see it?
- Will the proposed changes accomplish what you want and how will you know this is happening?
- What are the complicating social, economic, political, and cultural factors that make a simple solution to this issue difficult?

Content

- the population issue: Economic activity would have to be increased between five and ten times over the next fifty years in order to meet the needs and hopes of a growing world population. If the process of demographic transition is to work in slowing population growth, then decisions have to be taken that significantly reduce the level of poverty in those countries with rapidly growing populations.
- the sustainability issue: Can economic growth be managed in a way that is sustainable both economically and ecologically? A number of regions may be coming close to critical environmental thresholds. In the case of the ozone shield and climatic change, the globe may be doing the same. Different policies need to be debated about how best to harmonize economic activity with the constraints of the environment.
- human rights issues: Indications are that the surest approach to stimulating constructive social change, economic development, and controlling population growth is through the recognition of human rights. Societies based on principles of justice have demonstrated that their citizens are more likely to make constructive decisions which improve the well-being of everyone within society. So the issue is how to encourage the recognition of human rights for all parts of the globe.
- the international peace and security: The production and sale of armaments, their impact on the environment and poverty, and their capacity to destabilize world order needs to be addressed. Armaments are heavy consumers of scarce resources and divert the services of skilled and knowledgeable people from other areas of social concern such as medicine, education, and agriculture. The world may now have an opportunity to begin the process of eliminating the reliance on armaments as the basis for national security.
- the national sovereignty issue: Most of the current nation states were developed in a different era. Many of the issues nation states now have to deal with did not exist then. Where should nations maintain their sovereignty and where might they share their sovereignty with some form of international governance?

Concepts (Knowledge Objectives)

- environmental interdependence

Know that because what happens to a particular environment can be affected by actions of societies in other parts of the world, individual nations are no longer able to correct environmental problems by themselves.
- political interdependence

Know that nations are willing to be interdependent provided their sovereignty is not questioned and they are not asked to give up national power.

 - Sovereignty

Know that sovereignty is the right of a state to exert authority over a population within a defined territory free from interference by other governments.
 - National Security

Know that the mind set associated with national insecurity and military preparedness demands from the citizenry unity and loyalty which can lead to and justify human rights abuse.
 - National power

Know that the ability of a state to maintain its autonomy from outside control depends upon the national power it can use to protect itself against outside interference.
 - Power Blocs

Know that nations create alliance systems as a way of protecting their sovereignty against more powerful nations.
 - Balance of Power

Know that when a nation decides that its national power is insufficient to maintain national security, it forms alliances with other nations in order to increase its national power.
 - International Stability

Know that the creation of a stable world order is an important means to the end of protecting human rights.

Skills/Abilities Objective**Values Objectives****Suggested Teaching & Evaluation Strategies**

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Development Lesson (Globalization Economic Interdependence, Environmental Interdependence, and Political Interdependence)

Practise making projections based on a variety of assumptions.

Practise stating a hypothesis that is testable and guides the search for data.

Practise collecting data in a systematic manner.

Practise analyzing the data to confirm (or not confirm) the hypothesis by:

- describing and defining the main parts;
- describing cause-effect relationships; and,
- stating how the parts are related to each other and the whole.

Practise using the problem-solving process.

Learn to use the decision-making process.

In decision making is it more efficient to:

- spend as much time as necessary getting everyone concerned with the decision to agree before putting the decision into practise; or,
- get a majority of people to agree put the decision into practise and then spend time helping people understand that the decision was the correct one?

(Activity two continued.)

Explain to students that they now will be dealing with the decision-making process. Explain that decision making deals as much with the realities of power as it does with achieving a solution, however reasonable that solution might be.

Have the students brainstorm some of the realities associated with the concepts of power, scarcity, cultural values, and social status that could make certain solutions difficult to achieve. In this context have students consider some of the other issues associated with changing these areas:

The Reality

Trade-offs and Controversy

- Global disparities
- Should wealth be redistributed?
- etc.

Have the students use the critical attributes of power and change to analyze how different interest groups are likely to respond to changes in areas about which they are very concerned.

Now suggest to students that this is the place for conflict resolution tactics. Review with the students the conflict-resolution process using one of the examples as a demonstration.

Ask the students to present their analysis of how they think their particular issue might be resolved so that as many concerns and interests as possible can be resolved.

Content

Difficulties in Replacing a System of International Anarchy with a System of International Government

The world has seldom been at peace in this century. World Wars I and II caused enormous carnage, destruction, and dislocation of lives.

After 1945, the United Nations was established to develop a peaceful global community. It has had to deal with constraints which limited its ability to make and enforce difficult decisions.

The Cold War has forced the superpowers to maintain a high state of readiness for a global war. Small wars have broken out in many parts of the world over the years. Often these small wars were proxy wars between global superpowers testing each other's determination.

The world is now militarized. In the world today:

- out of nearly 200 nations only two, Costa Rica and Iceland, have no military forces.
- militaries have annual budgets of \$1 trillion per year, the defence industries fill orders of \$250 billion per year, 500 000 scientists and engineers work full time developing new military technology, and 27 million bureaucrats administer the military and defence establishments.
- the value of the global arms trade is estimated to be about \$50 billion per year. The arms used in the approximately 200 wars among developing countries have killed 20 000 000 people.
- Since 1945, a new war has begun somewhere every three months. War has occurred in the territories of 80 nations involving 90 nations. There has been no day free of war since 1945, and on a typical day twelve wars are being fought.

Concepts (Knowledge Objectives)

High Technology Warfare

Know that modern technology has made warfare powerful enough that its destructive power has forced nations to seriously consider alternatives to war as a method of settling disputes.

Destabilization

Know that warfare and preparation for war has a destabilizing effect on relations among nations causing a chain of events which results in conflict.

Foreign Policy

Know that the foreign policy of a nation is the priorities, goals, and plan of action established to achieve the nation's goals.

National Power

Know that national power is people, resources, organization, and information a nation can use to protect itself against outside interference.

Know that national power can be expressed through:

- authority;
Authority may be based on international law, precedent, and long standing agreements between nations.
- influence; and,
Nations use diplomacy, persuasion, pressure, and propaganda in an attempt to influence each other.
- coercion.
Nations reserve the right to use military force, sanctions, and secret services, to force others to do as they want.

Strategic Interests

Know that a strategic interest involves either protecting or extending a source of national power.

Know that nations, assuming a competitive and threatening world, will take whatever steps are necessary to protect their strategic interests.

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Practise using their own background to help them apply concepts.

Practise collecting data in a systematic manner.

Practise analyzing the data by:

- describing and defining the main parts;
- describing cause-effect relationships; and,
- stating how the parts are related to each other and the whole.

In considering its best interests, a nation should consider:

- the needs of its citizens and the state as being of paramount concern; or,
- its needs as being part of a larger (global) whole which must be considered?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Development Lesson
(Destabilization, Foreign Policy, National Power, Strategic Interests)

(See activity three for more information.)

Ask the students to list the major problems facing Canada at this point in its history.

In helping students consider suggest to them that they take the major categories (technological development, interdependence, global disparities in wealth) they have been considering and ask themselves which apply directly to Canada.

Once they have made a list of issues, ask them to consider which of these can be solved by the Canadian Government and which are beyond the power of the government to solve.

Have the students consider some issues related to questions of sovereignty and cultural identity.

Finally, ask the students to consider the trade-off between the protection of sovereignty in a dangerous world and the need for shared decision making over pressing issues that Canada cannot solve alone.

Content

Assumptions of the Global System

Nations forced to accept the basic assumptions of the global system believe that a society must, in order to protect itself, generate national power by:

- controlling society (people) by organizing itself into a state with the necessary power to protect the social order from internal disruption and external attack.
- controlling information through social organizations such as education, military, and intelligence operations. In a democracy information is also controlled through a propaganda operation that manufactures consent (political power) to support the decisions of the state.
- controlling and creating economic resources, in the form of industrial complexes and research and development operations, to give it the economic power to support its political power.

Responses within the National System to the Global System

Within powerful nation states, a network of social organizations develops that is often called the military industrial complex. The military-industrial complexes may be a tight formal relationship between social organizations or it may simply be an informal understanding between like-minded people.

- The industrial organizations that manufacture armaments and the military organizations that buy and use them cooperate. People move back and forth between these organizations.
- It is in the interest of both sets of organizations to generate a need for armaments.
- Military and intelligence organizations come to believe that they would be irresponsible if they allowed society to have a false sense of security about the safety of international relations.

Concepts (Knowledge Objectives)

Unity

Know that maintaining a united population and controlling a geographic area is important in maintaining national power.

Know that governments who see national unity as a strategic interest feel justified in using power quite ruthlessly to maintain national unity.

Arms Race

Know that the possibility of someone discovering a scientific/technological innovation makes nations uncertain about their security and forces them to increase their investment in weapons development.

Research and Development

Know that the major components of a nation's national power are its ability to use scientific and technological knowledge and its ability to develop an industrial infrastructure to produce sophisticated military hardware.

Military-Industrial Complex

Know that powerful nations with large scientific, technological, industrial, and military organizations find that these groups coalesce and cooperate on common interests so much that they begin to behave like a single complex.

Know that the military-industrial complex requires the investment of high levels of wealth in order to compete successfully in the arms race.

Know that this investment is justified by economic (jobs and profits) and political (security, votes, nationalism) considerations as well as by national security considerations.

**Skills/Abilities
Objective**

Values Objectives

**Suggested Teaching & Evaluation
Strategies**

Learn to use the skills of the decision-making process:

- determine whether the situation requires a decision;
- determine the various options available for handling the situation;
- define the goals for the situation which can be used as criteria to determine whether the decision made is achieving the desired results;
 - make a decision;
 - develop a plan to carry it out; and,
 - monitor the plan using the established criteria to determine whether the results meet the goals of the decision.

Practise using the skills of the conflict resolution process.

The fundamental purpose of a nation state should be to:

- protect its security; or,
- to protect the human rights of its citizens?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Development Lesson (Warfare, Destabilization, Foreign Policy, National Power, Strategic Interests, Unity, Arms Race, Research and Development, Military-Industrial Complex)

(See activity four for more information.)

Have the students examine some historical case studies about the way in which nations with different philosophies have related to each other and to their citizens:

Ask the students to discuss some basic issues related to these case studies:

- How should nations reconcile the question of maintaining the security of the state with protecting the rights of people?

Review with the students the concept of opportunity cost.

Have the students research the military expenditures of a variety of nations (superpowers to developing nations) and then assess how this wealth could be used in other ways.

Students could also research the global expenditures on armaments (on a yearly basis or over the past decades) and then compare those expenditures with those being made on education, health care, child welfare, etc.

Suggest to students that if the well-being of the impoverished does not move them, they should consider the tax burden military expenditures represent.

Content

Human Nature and Its Response to the International and National Systems.

When international behaviour of nations is discussed, people sometimes say that flaws in human nature mean that humanity will automatically resort to aggression as the preferred way of resolving conflict. Therefore, it is to be expected that humans will resort to war periodically to solve their conflicts.

On closer examination, it turns out there is little serious evidence to suggest that war is innate to human nature. There are many innate drives and aggression may be one of them. It is important to note, however, that a drive and its social expression are not the same thing.

Sex, for example, is an innate drive which humans have learned to express within a framework of firm rules established by society. Many behaviours satisfying innate drives are expressed and controlled within the framework of a social system: love within a marriage; anger with cursing; or a sense of retribution through a trial by judge and jury.

Aggression may be innate, but war is a socially learned expression of aggression not the aggressive drive itself.

The pervasiveness of some kind of behaviour within society is not evidence that its cause is an innate drive. It is as likely that it is propagated by the social system.

Slavery was once pervasive and seen as being completely natural. Was slavery caused by innate human attributes such as laziness and greed? There is probably as much laziness and greed around today as there ever was, but there is much less organized, sanctioned slavery around. What has changed? While slavery may not be completely eliminated, it is now seen as something that is unacceptable and must be rejected wherever it is found. The assumptions of social systems have changed and they will no longer sanction slavery as an acceptable behaviour. So it can be with war.

War is not innate; it is, rather, a system which people have been socialized to accept. If that is so, then they can be socialized to reject it.

Concepts (Knowledge Objectives)

National Security

Know that national security is seen as justification for giving the state powers and prerogatives that no other social organization or individual within society can have.

High Technology Warfare

Know that modern technology has moved warfare away from the professional warrior and a specific location to the average person and the local community.

Human Nature

Know that it is difficult to determine which aspects of human nature people are born with and which are learned at a very early age.

- **Innate Behaviour**

Know that innate behaviour is that behaviour which is determined by the genetic structure a child inherits from his or her parents and which will occur regardless of how an individual is socialized, and will be passed from generation to generation.

- **Learned Behaviour**

Know that learned behaviours do not occur in humans unless they are taught and are not passed from generation to generation without teaching.

Needs

Know that a need is something that is either necessary for survival (food, etc.) or something that makes a person feel extremely uncomfortable if it is absent.

- **Physical Needs**

Know that physical needs are inborn and must be satisfied in order for the body to function normally. When they are not met they are the source of many drives.

- **Learned Needs**

Know that learned needs are those needs which are learned, often at an early age, and are able to cause feelings of discomfort if unsatisfied.

**Skills/Abilities
Objective**

Values Objectives

**Suggested Teaching & Evaluation
Strategies**

Practise collecting and analyzing data in a systematic manner to confirm or disconfirm an hypothesis by:

- describing and defining the main parts;
- describing cause-effect relationships;
- stating how the parts are related to each other and the whole.

Must humans always have recourse to violence as the ultimate guarantor of freedom?

Does violence beget violence?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Application Lesson (Human Nature, Innate Behaviour, Learned Behaviour, Needs, Physical Needs, Learned Needs

(See activity five for more information.)

Suggest to students that there is a debate about the reasons humans are willing to use war as a way of handling conflict. Some argue that it is an inborn behaviour that cannot be changed; others argue that it is a learned behaviour which can be changed.

Give the students a list of basic drives and examples of the social expression of those drives and ask them to consider what is innate and what is learned in human behaviour.

As part of this process, have the students decide what criteria they would use to decide if something can be considered innate (inborn behaviour: behaviour which an individual either cannot control at all or can control only with a high degree of difficulty) or is something which is learned (learned behaviour: examples of behaviour where people with different socialization show different forms of behaviour) so well that it seems natural.

Once students have completed this phase, have them examine issues related specifically to aggression. They might discuss whether and how the expression of aggression is learned.

Review with students the process and philosophy of conflict resolution. Ask them to consider their personal approach to conflict. Is their response natural or learned?

Content

The Benefits of Finding Alternatives to Armed Conflict

- Reallocation of Scarce Resources

War and the preparation for war is very expensive. Leaving aside the obvious expense of the destruction of war, large amounts of money are spent on maintaining and equipping large military organizations. Some estimate that \$1 trillion per year has to be raised mostly from the taxpayers of the various nation states.

President Eisenhower noted that:

"Every gun that is fired, every warship launched, every rocket fired signifies in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed. . . . The world in arms is not spending money alone. It is spending the sweat of its labourers, the genius of its scientists, the hopes of its children."

It has become obvious that the traditional dependence on force as a way of resolving conflict has become too expensive and dangerous.

With a different international relations paradigm, these resources could be put to more productive use.

- Alternative Mechanisms for Conflict Resolution

Individuals and societies are beginning to learn how to use conflict-resolution processes more effectively. Many nations, given the reality that war is a losing proposition for everyone involved, are beginning to look to conflict-resolution techniques as a way of solving disputes.

Many conflicts, which for years appeared to be completely deadlocked, are now being negotiated with considerable prospects for success. For example, the Palestinians and the Israelis agreed to negotiations (1993), which no one thought possible a decade before. It is also important to recognize that there are major failures such as those represented by the former Yugoslavia.

Concepts (Knowledge Objectives)

Wealth

Know that wealth refers to all the goods and services (including knowledge) that are produced and distributed within society.

Scarcity

Know that scarcity is the relationship which occurs when needs and wants exceed the limited resources available to meet those needs and wants.

Cost

Know that the cost of anything we choose is the value of all the other things we have to give up in order to get that desired thing.

Opportunity Cost

Know that opportunity cost is the principle that choosing one way of spending (using) a resource means that we lose the opportunity to spend the resource another way.

Conflict Resolution and Decision Making

Know that because conflict within any human relationship is inevitable, all social organizations must have some means of resolving conflict and making decisions that all can accept.

Know that at the international level of human relationships, the conflict-resolution and decision-making processes are not as well developed as the technological capacity to make war.

Collective Security

Know that there is an ongoing debate between those who believe that the power of the United Nations should override the sovereign power of nations and those who believe that nations must have the ultimate right to disregard the decisions of the United Nations.

**Skills/Abilities
Objective****Values Objectives****Suggested Teaching & Evaluation
Strategies**

Practise collecting and analyzing data in a systematic manner to confirm or disconfirm an hypothesis by:

- describing and defining the main parts;
- describing cause-effect relationships;
- stating how the parts are related to each other and the whole.

Some argue that everything in life involves risk which can never be eliminated, so the best that can be done is to reduce risk. If this is so, then:

- are the risks of disarming greater than the risks of building up military power; or,
- are the dangers in ignoring other areas of decision making (the environment, population, totalitarianism) greater than reducing the amount of resources invested in armaments?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Application Lesson (Wealth, Scarcity, Cost, Opportunity Cost, Conflict Resolution, Decision Making, Collective Security)

(See activity six for more information.)

Have the students research the costs individual nations have borne in preparing for and conducting war. They might use the analytical system they have already developed and then apply their findings to an expanded grid. They might consider:

- the opportunity costs of using scarce resources for war;
- the effect that war and militarism in general have on the environment; and,
- the effect that the threat of military defeat has on social attitudes (moral vision), the decision-making processes, human rights, and the concentration of power within a society.

Once students have accumulated some data on these issues, have them add the data to their analytical grids and then draw some inferences about the relationships they see.

At this point students should concentrate on the issue of international decision making, particularly as it relates to national sovereignty.

Content

- Alternatives which Have Met Success in Providing Governance and Settling Disputes

The horror of World War stimulated world opinion, for short periods of time, to develop a moral consensus that there were better alternatives than war to settle conflicts.

After World War I, the League of Nations was established with its institutions such as the International Court of Justice (World Court). However, when nations had to face difficult decisions, they soon began to lose their resolve and the League ultimately foundered even though the World Court continued. The Court was able to make some contribution to the development of a legal approach to the management of international affairs.

After World War II, another moral consensus developed and a number of international governance initiatives were taken. One of the most significant was the establishment of the United Nations.

The United Nations has six principal parts: the General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice, and Secretariat.

The General Assembly is the only body in which all of the UN members are represented. Decisions on substantive questions are taken by a majority or by a two-thirds voted depending on the importance of the issue.

The UN Charter assigns the Security Council the primary responsibility for the maintenance of international peace and security. The Council since 1965 consists of 15 members, five permanent and 10 nonpermanent members. The non-permanent are chosen by region (5-Africa/Asia, 1-Eastern Europe, 2-Latin America, 2-Western Europe and others).

Concepts (Knowledge Objectives)

International Peace and Security

Know that the first article of the United Nations Charter declares that the primary objective of the United Nations is the maintenance of international peace and security.

Founding Principles

Know that the founding principles of the United Nations are that:

- the UN be dedicated to the development of friendly relations among nations;
- the UN work towards the achievement of international cooperation in solving international economic, social, cultural, or humanitarian problems.
- the UN serve as a centre for harmonizing the actions of nations in the attainment of those common ends.
- the UN base its actions on the principle of equal rights and self-determination of peoples because the UN is based on the beliefs of sovereign equality of its members.

Institutional Behaviour

Know that the behaviour of the United Nations and its members is clearly defined:

- Members of the UN agree not to use force or the threat of force because it contravenes the basic principles of the UN.
- Each member must assist the organization in any action it takes under the Charter.
- Article 2 stipulates that the UN, except to take enforcement measures under the Charter, shall not intervene in matters within the domestic jurisdiction of any state.

General Assembly

Know that the General Assembly oversees the deliberative, supervisory, financial, and elective functions, giving it a central position in the functioning of the UN.

Security Council

Know that the preamble to the Charter declares that the people represented by the United Nations are determined "to save succeeding generations from the scourge of war".

Know that the founders of the UN recognized that the great powers must agree before there could be effective cooperation in the maintenance of peace and in the application of sanctions against an aggressor.

Skills/Abilities Objective**Values Objectives****Suggested Teaching & Evaluation Strategies**

Practise using the dialectical-thinking skills.

Practise using the problem-solving skills

Practise using the skills of the conflict-resolution process.

Practise using the skills of the decision-making process:

- determine whether the situation requires a decision;
- determine the various options available for handling the situation;
- define the goals for the situation which can be used as criteria to determine whether the decision made is achieving the desired results;
 - make a decision;
 - develop a plan to carry it out; and,
 - monitor the plan using the established criteria to determine whether the results meet the goals of the decision.

Should major powers intervene in the conflicts (internal and external) of other nations:

- Respect for the sovereignty of nations would suggest no.
- Respect for the well-being of people would suggest yes.

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Application Lesson (International Peace and Security, Founding Principles, International Cooperation, International Infrastructure)

(See activity seven for more information.)

Suggest to students that they represent a commission established by the UN to examine the problems the world faces, recommend responses to those problems, and recommend action and changes by the various world organizations which are in the best position to respond.

The commission has been made up of a variety of different groups in an attempt to bring a global perspective to these issues.

- General Assembly of the United Nations;
- the Security Council;
- the G7;
- developing countries; and,
- other.

Content

The Economic and Social Council directs and coordinates the economic, social, humanitarian, and cultural activities of the UN. Its 54 members are elected for three year terms by the General Assembly.

The International Court of Justice (World Court) has jurisdiction over "all cases which parties refer to it and all matters specially provided for in the Charter of the United Nations or in treaties and conventions in force." The 15 judges are elected by the General Assembly and the Security Council voting separately.

The Secretariat is headed by the Secretary General who is appointed by the General Assembly upon the recommendation of the Security Council. The Secretary General is the chief administrative officer who is specifically charged with bringing before the organization any matter that threatens international peace and security.

The United Nations has been able to establish a number of organizations whose basic mission is to carry out programs in economic, social, cultural, educational, health, and related fields:

- **International Bank for Reconstruction and Development:** Better known as the World Bank, the I.B.R.D. assists in the reconstruction and development of its member countries.
- **Food and Agriculture Organization:** The purpose of the FAO is to improve agriculture world-wide, thereby raising the world's nutritional standards.
- **World Health Organization:** WHO is a specialized agency designed to develop international cooperation for improving health conditions. As well, the UN has been able to do some useful work in establishing and maintaining peace with its peace-keeping operations.

Concepts (Knowledge Objectives)

International Cooperation

Know that a major purpose of the United Nations is to achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion.

International Law

Know that there has been an ongoing process aimed at formulating the basic principles of international law:

- In 1951 the Nuremberg principles were adopted covering crimes against the peace, war crimes, and crimes against humanity.
- In 1970 the General Assembly passed a declaration of friendly relations among states which set out certain principles governing relations between states.
- A long discussion on a definition of aggression was undertaken and passed without dissent in 1972.
- A draft convention on the law of the sea was held in 1958 and finally codified into a treaty signed by 117 nations in 1982.

International Infrastructure

Know that the United Nations has moved on a number of fronts to establish an infrastructure for international cooperation.

- **Economic reconstruction:** The UN has established commissions for the reconstruction of various parts of the world.
- **Financing economic development:** the International Development Association was established as an affiliate of the World Bank.
- **Trade and development:** In 1964 a UN Conference on Trade and Development (UNCTAD) resulted in agreements on a system of trade preferences to help developing countries.
- **Human rights:** The General Assembly in 1948 adopted the Universal Declaration of Human Rights and in later years passed a number of Covenants on Economic, Social, and Cultural Rights; a covenant on Civil and Political Rights was agreed to in 1966.

**Skills/Abilities
Objective**

Values Objectives

**Suggested Teaching & Evaluation
Strategies**

Practise using the
dialectical-thinking skills.

Practise using the
problem-solving skills

Practise using the skills of
the conflict-resolution
process.

Practise using the skills of
the decision-making
process:

- determine whether the situation requires a decision;
- determine the various options available for handling the situation;
- define the goals for the situation which can be used as criteria to determine whether the decision made is achieving the desired results;
 - make a decision;
 - develop a plan to carry it out; and,
 - monitor the plan using the established criteria to determine whether the results meet the goals of the decision.

Should the UN be given powers to control the behaviour of sovereign states in the same way that nation states control the behaviour of autonomous individuals (citizens) with:

- the power to coerce nations into obeying international law; and,
- the power to redistribute income so that the wealthy have to help the poor.

On what basis should power within an international institution like the UN be apportioned:

- population size;
- economic power (wealth);
- power (political and military);
- cultural divisions (religions, ethnicity);
- nation states; or,
- other?

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Application Lesson (International Peace and Security, Founding Principles, International Cooperation, International Infrastructure)

Activity seven continued.

The commission will consider submissions from interested groups who have a point of view they want the commission to consider (see student information sheets):

- Environmental organizations;
- Amnesty International;
- various national points of view;
- business interests;
- religious organizations; and,
- other.

Students could discuss the following issues:

- What problems (type or level) should be addressed by the nation state and which need to be turned over to some form of international institution?
- What institutions and processes would be most likely to achieve the kinds of political change at the global level they would like to see?

Content

Progress is being made on a number of other fronts in establishing global links between individuals and societies:

- Nations have established many trading links and agreements which in cases like the European Community may eventually evolve into a more formal political union.
- Non-governmental organizations (NGOs) have been organized which cut across national and cultural boundaries.
- Corporate organizations have become transnational moving capital, manufacturing, and sales from country to country in search of an economic advantage.

What Can Be Said About the Future?

Projecting and predicting is an uncertain and doubtful activity. Observers who were considered to be very knowledgeable could not predict major events such as the failure of the Soviet Union. It is doubtful that anyone will successfully predict future events except through chance.

The best that can be said about the future is to suggest that certain tendencies will probably continue:

- There are no indicators that human nature, as we know it, is likely to change significantly.
- If this is so, then many of the interpersonal relationships that generate history (power, scarcity, status, friendship, love) will continue to be complicated and difficult.
- Change will most likely continue, but in what direction and to what degree is unknown:
 - technology may continue to develop;
 - the environment may demand serious attention;
 - our view of wealth and well-being may have to change significantly; and,
 - relationships within and between nation states may change significantly

The future is a mystery where the next human experiment is unknown until it arrives. The future will be a mixture of the traditional and the novel. Humanity will most likely adapt and cope as it has in the past.

Concepts (Knowledge Objectives)

Countervailing Powers

Know that an important criterion of a democratic society is that no individual or group has the power to act arbitrarily.

Politics

Know that world governance, if it is to be responsive to the needs of people, will continually struggle with the conflict between local needs (individual and national sovereignty) and the needs of the world as a single system.

The Future

Know that the future is not precisely predictable. All that can be said is that some basic principles will likely continue to be important in the conduct of human affairs.

- **Dialectics**

Know that issues in the future will remain complex and many sided. Anyone wishing to understand them adequately will have to be prepared to use some kind of dialectical thinking process to resolve the complications and contradictions.

- **Change**

Know that the process of change will continue for the foreseeable future.

- **Flexibility**

Know that people in the future, just as those in the past, will have to continue to adapt to new circumstances as they develop.

- **Oxymoronic**

Know that from the perspective of the present, the future will be an oxymoron in which things will seem impossibly contradictory.

**Skills/Abilities
Objective**

Values Objectives

**Suggested Teaching & Evaluation
Strategies**

Incorporating the C.E.L.s

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communications*
- *Numeracy*
- *Technological Literacy*

Concept Development Lesson (Future, Dialectics, Change, Flexibility, Oxymoron)

(See activity eight for more information.)

Practise using the dialectical-thinking skills.

Practise using the problem-solving skills

Practise using the skills of the conflict-resolution process.

Practise using the skills of the decision-making process.

Should the future be viewed as something which should be:

- resisted as threatening and dangerous, or,
- welcomed as a natural process of change and development?

Ask the students to think about what society was like around 1770 (the beginning of the Industrial revolution), a century later in 1870, and then a little more than another century later in 1990. Consider all the changes that people have coped with who lived in the past two centuries.

Discuss how change (in technology, social values and behaviours, work) seems strange and difficult at first, has good and bad features, and then becomes normal as people adapt to the new reality.

Discuss what is possible to know about the future. Suggest to the students that every generation throughout history has had to be flexible in adapting to change. Discuss how fear, defensiveness, hostility can create serious problems in adjusting to the changing circumstances of life. Point out that in the past when people chose these approaches, they lost their capacity to find the creative solution and ended up in tragedy.

Ask the students to construct a concept map of the most important concepts they have worked with this year. Then ask the students to compare in groups their concept maps and out of these different visions of the future construct a common concept map. Then ask each group to construct a scenario of future decades that would indicate how they think nations such as Canada and the World in general will go about dealing with its problems, resolving its conflicts, and creating a different world order.