

**Valour Canada High School Programming—Spring 2017:**

**Resolving the Crisis in Syria: The Ottawa Treaty**

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## General Instructions:

### Part I, IN CLASS-

#### Preparatory Activities:

- A. As a class, individually, in pairs, or small groups, work through the **Resolving the Crisis in Syria: Preparatory Activities (p.4)**. The goal of these activities is to prepare students to be able to formulate a position and argue for the interests of their *Nation/Political Group*, a position which they will present and discuss during the Valour Canada High School Learning Day. Please note that the teacher can add or subtract from the *Preparatory List* as they deem necessary.
- B. Assign students, or have them choose, a *Nation/Political Group* to represent (see **Overarching Question and List of Nations/Political Groups p.7**). Please ensure that an approximately even number of students are signed up for each (see **Nation/Political Group Sign-up Sheet p.8**). Note- An even distribution of students among Nation/Political Group is important for ensuring full representation of all Nation/Political Groups within Treaty Groups at our Museum day (see Part II, B).
- C. Each student is asked to find 2 articles each that pertain to their *Nation/Political Group* (This can be assigned as homework). Acceptable articles are only those that have been published with the past 6 weeks and those showing evidence of their *Nation/Political Group's* (i) position on resolving the Syrian crisis, and/or (ii) potential foreign policy/intervention options.
- D. Individually, in pairs, or in small groups, have students combine and integrate their findings (from the articles and other research) and complete their very own Fact Sheet for their respective *Nation/Political Group* (see **Country/Political Group Fact Sheets p.9-16**). Please note that the goal of this segment of the activity is to prepare students to act as a specialist (on their particular *Nation/Political Group*) during *Treaty Group* discussions at Valour Canada's High School Learning Day. Students must be able to present their Nation/PG independently during the Treaty Group discussion, even if they prepare the fact sheet collectively with other students.
- E. Using **Brave Space (p.17)**, please discuss ground rules for discussion attending the Valour Canada Learning Day (and at your discretion, for your in-class discussions).

## Part II, AT MUSEUM-

### Valour Canada Learning Day Jigsaw Activities:

#### A. Country/Political Group refresher and fine-tuning (20-30 mins):

Students will first join with fellow representatives of their *Country/Political Group* to refresh and discuss their common issues, concerns, positions, and goals. Students will be asked to craft their *Country/Political Group's* positions on what would be required to end the crisis in Syria and to begin providing aid and assistance, so that they can bring their position statements to the next part of the activity. Note that their positions should be recorded on their individual **Country/Political Group Fact Sheets (p.9-16)**.

#### B. Treaty Design and Signing Group (45-60 mins):

- i- Students will then join a *Treaty Group* made up of at least one specialist from each *Country/Political Group*. Specialists will take turns sharing the information that they have learned about their *Country/Political Group*, while the other students record the information on their **Note Sheet-Treaty Groups (p.18)**. Then each *Country/Political Group* will present their position and/or requests for resolving the Crisis in Syria.

Note: Each student should aim to communicate their information to the group in 2-3 minutes. The teacher mediator (or student timer) should give a 2-minute warning to each speaking student so that there is plenty of time for *Treaty* discussion/negotiation afterwards.

- ii- Once each *Country/Political Group* specialist has shared their information and presented their position, a general *Treaty Group* discussion amongst all Countries/Political Groups can begin. Lastly, the *Treaty Group* will attempt to create and sign their own Ottawa Treaty (See **Treaty Example p.19**).

### **Jigsaw Activity Terms:**

*Country/Political Group Fact sheet:* Content to be explored by specialists and shared in Treaty Groups. Country/Political Groups are listed later in this guide.

*specialist:* A student who has explored a particular Country/Political Group.

*Country/Political Groups:* Table groups of specialists who have all looked at the same Country/Political Group. The goal is to deepen their knowledge of their Country/Political Group so that they can better present the information to their peers in their Treaty Group (There will be 7 or 8 different Country/Political Groups).

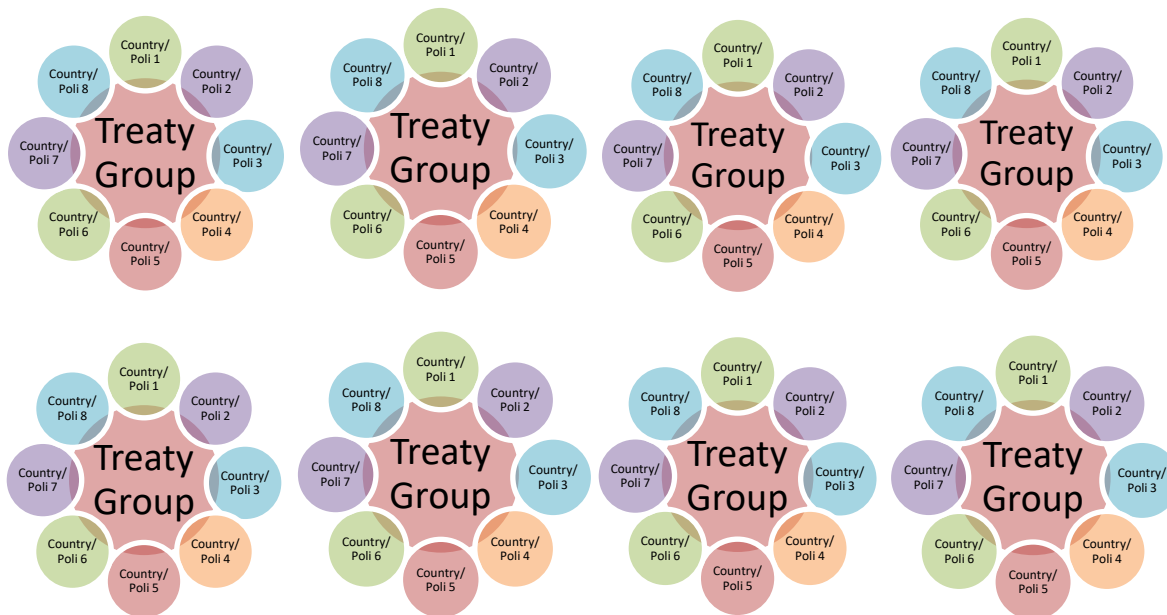
*Treaty Groups:* Mixed groups of specialists, one representative from each Country/Political Group who will each share their knowledge with the other representatives of different Country/Political Groups.

## Graphic Representation of the Jig-Saw Activity:

### Part II A:



### Part II B:





## Resolving the Crisis in Syria: The Ottawa Treaty

### Preparatory Activities:

\*All activities below are optional but strongly encouraged. Please spend at least one class understanding the Syrian conflict, but know that the activities listed below could span multiple classes. The better prepared students are to discuss the conflict, the more engaging the student event day will be, especially if partnered up with a keen class from another school. (Activities below are in no particular order.)

#### **3 Brief Overview videos:** (~30 mins)

- Understanding the Syrian War using Maps (9:04, Society of Geeks) <https://www.youtube.com/watch?v=r4g2iPLV7KQ> (Oct.19, 2016; up-to-date, very informative)
- Syria: who is fighting whom? (2:46, Channel 4 news) <https://www.youtube.com/watch?v=zArK07RQd1s> (Sept.5, 2016- up-to-date, brief, illustrates the confusion)
- Western Media Lies Exposed, Canadian Eva Bartlett (18:34, UN Press Conference Dec.9, 2016) <https://www.youtube.com/watch?v=g1VNQGsiP8M> (Dec.10, 2016; a definite non-mainstream view)

(Note: likely best to preface any showings of these videos with a discussion about propaganda and the importance of thorough source checking; the comments in the Eva Bartlett video are quite instructive)

#### **Articles and Worksheets:**

Excellent Overviews (and Graphics) of Syrian Civil War:

- Syria's Civil War Explained – Al Jazeera, 24May 2016  
<http://www.aljazeera.com/news/2016/05/syria-civil-war-explained-160505084119966.html>
- The Confused Person's Guide to the Syrian Civil War - The Atlantic, 29Oct 2015  
<http://www.theatlantic.com/international/archive/2015/10/syrian-civil-war-guide-isis/410746/>
- Syria Conflict Overview – 2 pg. PDF, The Syria Institute, Oct 2015  
<http://syriainstitute.org/wp-content/uploads/2015/10/Conflict-Overview-secure.pdf>
- Controlling the Narrative on Syria – long, online article, Monthly Review, 13Dec 2016  
<http://mrzine.monthlyreview.org/2016/allday131216.html> (a definite non-mainstream view)

#### **Foundational Understanding:**

- Vocabulary: Ottawa Treaty Key Terms (see Pg. 5)
- Fact Check Questions (see Pg. 6)

#### **Optional Full length documentaries:**

- Frontline: Losing Iraq (~1h:25): <http://www.pbs.org/wgbh/frontline/film/losing-iraq/>
- Frontline: The Rise of ISIS (~1h): <http://www.pbs.org/wgbh/frontline/film/rise-of-isis/>

**Ottawa Treaty Vocabulary Assignment:** (have students cut into strips, then cut strip between term and definition. Mix and Match)

<b>Alawi Islam (Alawite)</b>	A minority group of the Shia Branch of Islam that has incorporated aspects of other traditions and beliefs. Alawites are centered in Syria, are of Arab descent, and are generally more inclusive of other religions than Shia and Sunni majority groups. (Bashar al Assad)
<b>Al Qaeda</b>	Global Salafi Sunni militant jihadi organization founded by Osama bin Laden and others in Afghanistan. (Osama bin Laden)
<b>Al Qaeda in Iraq</b>	Jihadi group in Iraq, later becomes the Islamic State of Iraq, then the Islamic State of Iraq and al-Sham, or ISIS, then Islamic State. (Abu Musab al Zarqawi)
<b>Caliph</b>	Ruler of the Muslim Community, successor of Muhammad
<b>Daesh/ISIS/ISIL</b>	A jihadist, fundamentalist Sunni group (Wahhabi) trying to reinstate a Muslim caliphate in the Middle East. (Daesh is a derogatory term for ISIS based on its Arabic acronym.) (al Baghdadi)
<b>Free Syrian Army</b>	Originally consisting of Syrian military defectors, it is an umbrella organization for secular, nationalist, anti-Assad fighters
<b>Hezbollah</b>	A Shia militant and political group based in Lebanon.
<b>Jabhat al Nusra</b>	Al Qaeda affiliate in Syria
<b>Jihad</b>	Arabic word meaning struggle, in some cases, armed struggle
<b>Kurds</b>	Ethnic group centered in the Middle East, whose ancestral homeland crosses several modern-day borders
<b>Peshmerga</b>	Kurdish fighters in Iraq, standing army for the semiautonomous region of Kurdistan
<b>Salafi</b>	Fundamentalist Sunni Islamic movement that believes in strict adherence to Islam as (they believe) it was practiced by Muhammad.
<b>secular</b>	Not connected to religion
<b>Sharia</b>	Islamic moral code and religious law
<b>Shia Islam</b>	Branch of Islam that recognizes Ali, Muhammad's son in law, and only his descendants as the rightful leaders of the Muslim community
<b>Sunni Islam</b>	Largest branch of Islam, believe that caliphs do not need to be kin of Muhammad.
<b>Takfir</b>	The pronouncement of a Muslim as an apostate. Usually understood by jihadists as a religious authorization to kill the subject.
<b>Taliban</b>	Islamic fundamentalist organization founded in Pakistan, which later spread to Afghanistan, where it controlled the government from 1996-2001.
<b>Yazidis</b>	Kurdish speaking religious and ethnic minority in Iraq; ISIS believes the Yazidis to be devil worshippers who may be killed or enslaved with impunity

**Fact Check Questions:**

1. What happened when the people began to protest in Syria in 2011?
2. Which countries are supporting Assad's regime? Why?
3. Which countries are opposing Assad's regime and supporting the rebels? Why?
4. Why are the EU, Russia, and the US concerned about events in Syria?
5. What are some of the countries to which Syrian refugees are fleeing and what are the main arguments for and against accepting them?

For further thought and/or discussion:

1. Do you feel that someone should step in to end the violence? Perhaps the UN or a coalition. What are the advantages and disadvantages of stepping in or staying away?
2. What are some of the challenges being faced by people in Syria today? How about the refugees? Which challenges do you feel are the main priority to overcome?
3. When looking at differing pieces of information related to the conflict, how can you evaluate which pieces are reliable and which may not be? In the case of being unable to verify a source, should that information be disregarded? What other things could a reader/viewer look for in hope of getting a better understanding of the accuracy of unverifiable information?

## Overarching Question and Country/Political Group List:

### Overarching Question:

*If you were the Lead Negotiator for Country/Political Group “X”, what would your Country/Political Group require to end the crisis in Syria and begin to provide aid and assistance?*

### List of Country/Political Group:

- Country/Political Group 1: Assad’s Syria
- Country/Political Group 2: Syrian Rebels/Free Syria Army
- Country/Political Group 3: Turkey
- Country/Political Group 4: Kurds
- Country/Political Group 5: Iraq
- Country/Political Group 6: Russia
- Country/Political Group 7: United State
- Country/Political Group 8: European Union



**Country/Political Group Sign Up Sheet:**  
(Sheet intended for 32 students. Please facilitate as equal representation of groups as possible.)

***Assad's Syria***

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***Syrian Rebels/Free Syria Army***

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***Turkey***

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***Kurds***

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***Iraq***

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***Russia***

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***United States***

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***European Union***

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## Political Group Info Sheet: Syria

Adapted from [http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get\\_group\\_file.phtml?fid=18450428&gid=3699126](http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&gid=3699126)

### **Political + Government:**

**Name:** Syrian Arab Republic

**System Type:** Unitary Party Politics (Unopposed elections)

**Leader/Head of State:** Bashar Al-Assad (Father in power prior), Ba'ath Party (Anti-Western)

**Ethnic groups:** 90% Syrian/Arab, 10% Others

**Languages:** Mostly Arabic, some Kurdish

**Religions:** 74% Sunni, 13% Shia-Alawi-Ismaili, and 10% Christians

**Allies:** Russia, China, Iraq, Iran

**Enemies:** ISIL, rebel groups (Free Syria Army), Syrian Muslim Brotherhood, U.S.A, Libya, Saudi Arabia, Turkey, France, U.K

**Other Notes:** Assad and his family have been in power since 1970; Damascus is one of the world's oldest cities; 84% literacy; 5.1% GDP on Education

### **Economy + Trade:**

**Economic System:** petroleum export to EU (90%)- Agriculture

**GDP and Growth Rate:** \$65 B; \$5,100 per capita; -2.3% (2011 est.)

**Main population centres:** Damascus, Aleppo, Idlib

**Natural Resources:** Petroleum, various ores, 25% arable land

**Energy sources:** Ffuels 90%; Hydroelectric 10%

**Surplus or Deficit:** Deficit; refineries only operating at 10%

**Trade blocs/associations /agreements/partners:** 60% of exports to Iraq; 23% imports from Saudi Arabia; also EU, Russia weapons imports

**Other Notes:** The Syrian Civil war has had a devastating effect on Syria's economy. This is particularly true in current and former rebel-held areas; Syria is a former French colony; Kurdish parties and other political parties opposed to the regime are considered illegal;

### **People + Population:**

**Total Pop., growth rate:** 18 M; - 9.7% (people are leaving)

**Standard of Living:** Very poor

**Human Rights:** Assad accused of gassing his own citizens; 40,000 civilians murdered in 1983; 100,000 (11 ,000 children) killed in 2013; 4.9 million refugees

**Humanitarian Concerns:** Millions starving as a result of seiges. War crimes. Torture

**Environmental Standouts:** 200 km of Medit. Sea coast; mostly desert, but winter rains along coast; dust/sand

### **Military + Security:**

**Milit. Organizations:** army, navy, air

**% GDP spent on Defense:** close to 100%

**Border type:** 90% land border with 5 neighbouring countries

**Nuclear Capabilities:** None

**Internal conflict:** Struggle to maintain unity in its country; 191,000 deaths may have occurred from war crimes according to U.N;

**Notes:** 400,000 in a conscripted army; Syria occupied Lebanon from 1976-2006; Israel and Syria dispute over Golan heights; Current uprising/civil war started after Mar2012 where 4 protesters killed by government forces.

-----Note: Each Group may not exhibit each trait-----

### **Conflict/Challenges/Issues:**

#### **Ongoing Issues:**

1. Territorial and boundary disputes: (i) Golan Heights, occupied by Israel, and (ii) Lebanon-Syria border.
2. Kurdish and Palestinian Syrians are considered stateless by government and have few rights.
3. Current conflict has drawn in many other groups, including ISIS/ISIL, Kurdish militants, and Russia, U.S., U.K, Turkey, supported fighters, among others and has caused over 10 million Syrians to be internally displaced and 4.8 million refugees.
4. Russia has a base in Tartus, Syria; as antagonism grows between the US and Russia, Syria could be a spark.

#### **Position on Syria** (students fill in):

#### **Potential Options on: Foreign Policy, Sanctioning, and/or Intervention** (students fill in):



<b>Political Group Info Sheet: TURKEY</b>		Adapted from <a href="http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126">http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126</a>	
<b><u>Political + Government:</u></b>		<b><u>Economy + Trade:</u></b>	
Name: <b>Republic of Turkey</b>		<u>Economic System</u>	Capitalism
<u>System Type</u>	parliamentary republic	<u>GDP and Growth Rate</u>	1.6 T, 3.8%
<u>Leader/Head of State</u>	Tayyip Erdogan	<u>Main population centres</u>	Istanbul, Ankara
<u>Ethnic groups:</u> Turkish (72.5%), Kurdish (18%)		<u>Natural Resources</u>	metals, arable land (50%); textiles
<u>Languages:</u> Turkish (official), Kurdish		<u>Energy sources</u>	Fossil Fuels (61%), hydroelect (34%)
<u>Religions:</u> 99.8% Muslim (mostly Sunni)		<u>Surplus or Deficit</u>	Deficit
<u>Allies:</u> not as clear lately; NATO countries, especially the US, Germany		<u>Trade blocs/associations /agreements/partners</u>	China, Germany, Russia, US, Italy
<u>Enemies:</u> Assad, Kurdish left wing, Greece, Russia		<u>Other Notes:</u> -talks to join EU since 2005; Agric is 25% of employment;	
<u>Other Notes:</u> 7200 km coastline; median age 30.5;			
<b><u>People + Population:</u></b>		<b><u>Military + Security:</u></b>	
<u>Total Pop., growth rate</u> 80.2 M; 0.9%		<u>Milit. Organizations</u>	Army, Navy, Air Force
<u>Standard of Living</u> 5.5/10		<u>% GDP spent on Defense</u>	2.29%
<u>Human Rights</u>	multiple concerns over the past year	<u>Border type</u>	checkpoints, walls, fences
<u>Humanitarian Concerns:</u> yes, multiple events over past year		<u>Internal conflict</u>	mid 2016-attempted coup by Gulen
<u>Environmental Standouts:</u> potential severe earthquakes; Water + air pollution concerns; strategic location: Bosphorus		<u>Nuclear Capabilities</u>	Yes, but decreasing
		<u>Notes:</u> 6-12 month obligatory milit service for all males; member of NATO and UN	
-----Note: Each Group may not exhibit each trait-----			
<b><u>Conflict/Challenges/Issues:</u></b>			
<u>Ongoing Issues:</u>			
1. Military concerned with Syria unrest, the Russia/Ukraine situation, frictions with Kurdish population in Turkey and elsewhere.			
2. Water disputes with Syria and Iraq over Euphrates River.			
3. Refugees from Syria (2.7 M in 2016)			
4.			
5.			
<u>Position on Syria:</u>			
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<u>Potential Options on: Foreign Policy, Sanctioning, and/or Intervention:</u>			
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Political Group Info Sheet: KURDISTAN		Adapted from http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&gid=3699126	
<b><u>Political + Government:</u></b>		<b><u>Economy + Trade:</u></b>	
Name: Kurds/Kurdistan (NOT a state)		- NA to Kurds, strictly speaking, because they are not a state, instead living in parts of Turkey, Iraq , Iran , Syria	
Location: Turkey 15M, 18%; Iraq 5.5M, 18%; Iran 8M, 10%; Syria 1.7M, 10%		Main population centres	
Leader/Head of State: I.Barzani (KDP Iraq)/A.Ocalan (PKK Turkey, in prison)		Irbil, Kobane, Kirkuk, Mosul, Aleppo, Van	
Ethnic groups: Kurds, 4th largest ethnic group in MidEast		Natural Resources	
Languages: Kurdish, many dialects		Oil, agricultural land	
Religions: Most are Sunni Muslim		Energy sources	
Allies: US against ISIS and previously against Saddam Hussein; Iraq and Iran have recognized them by giving them provinces- that has diminished some Kurdish nationalism		Oil and gas; control pipeline routes	
Enemies: ISIL/ISIS/Turkey		Different Kurd groups: (1) Peshmerga Kurds fight in Iraq/Iran/Syria to win/hold territory. (2) YPG/PYD (Democratic Union Party) fight in Syria/Iraq to win/hold territ. (3) In Turkey, PKK (Kurdistan Workers Party) wants Kurdish independence, labelled terrorists, while HDP (Kurdish Democratic Party) holds 80 of 550 gov seats. (4) KDP (Kurdistan Democratic Party) in Iraq	
Other Notes: "Kurdistan" existed 1920-23, then Sykes-Picot agreement divided it and the Treaty of Lausanne set borders of Turkey, Syria, Iraq. Now Kurds are a large minority in 4 countries;		Other Notes: Iraqi Kurds trade oil+gas with Turkey.	
<b><u>People + Population:</u></b>		<b><u>Military + Security:</u></b>	
Total Pop., growth rate ~ 30 M		- NA to Kurds, strictly speaking, because they are not a state	
Standard of Living		Internal conflict: Fratricide War (1994-98); later, extremist Kurds (PKK) bomb moderate Kurds; There is a wide variety of different parties, groups, tribes, with their own goals and interests, who are spread over a wide area	
Human Rights: concerns re: arrests, disappearances of political opponenets, due process violations, child soldiers in Syria and Turkey by PKK (PYD); PKK and YPG have suicide bombed, according to Turkey		Nuclear Capabilities	
Other: Iraqi Kurdistan has religious freedom and gender equality; Rojava (Syria) has gender equality; Iraqi Kurds spend 16% of their budget on education;		None	
		Notes: Seen as the "glue" that allows Shia and Sunni to cope with each other in Iraq; 40% of Kurd soldiers are women (highest in world); Iraqi Kurdistan women have 30% of seats in regional gov.; The largest ethnic minority in the world without a state	
-----Note: Each Group may not exhibit each trait-----			
<b><u>Conflict/Challenges/Issues:</u></b>			
<u>Ongoing Issues:</u>			
1. Desire for political rights, autonomy, or independence.			
2. Ongoing war, destabilization in Syria, Iraq, Turkey and impact on Kurdish people.			
3. Defending lands and people against ISIL/ISIS and others like al-Nusra.			
<u>Position on Syria:</u>			
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<u>Potential Options on: Foreign Policy, Sanctioning, and/or Intervention:</u>			
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<a href="http://www.everyculture.com/wc/Tajikistan-to-Zimbabwe/Kurds.html">http://www.everyculture.com/wc/Tajikistan-to-Zimbabwe/Kurds.html</a> ; <a href="http://thekurdishproject.org/">http://thekurdishproject.org/</a> ; <a href="http://www.bbc.com/news/world-middle-east-29702440">http://www.bbc.com/news/world-middle-east-29702440</a>			
<a href="https://www.hrw.org/news/2014/06/18/syria-abuses-kurdish-run-enclaves">https://www.hrw.org/news/2014/06/18/syria-abuses-kurdish-run-enclaves</a>			

Political Group Info Sheet: <b>IRAQ</b>		Adapted from <a href="http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126">http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126</a>	
<b>Political + Government:</b>		<b>Economy + Trade:</b>	
Name: <b>Republic of Iraq</b> (name from biblical "Erech")		<u>Economic System</u>	State-run, oil+gas
<u>System Type</u>	federal parliamentary republic	<u>GDP and Growth Rate</u>	\$534 B; -2.4%
<u>Leader/Head of State</u>	President Fuad Masum	<u>Main population centres</u>	Baghdad, Mosul, Erbil, Basra
<u>Ethnic groups</u> : Arab (77%); Kurd (17%); Other (6%)		<u>Natural Resources</u>	Fossil Fuels; only 8.4 arable land
<u>Languages</u> : Arabic and Kurdish are both official, others		<u>Energy sources</u>	Ffuels (92%)
<u>Religions</u> : 99% Muslim (Shia 62%, Sunni 34%)		<u>Surplus or Deficit</u>	deficit; low oil prices hurt
<u>Allies</u> : USA, Egypt, Hezbollah, Iran, Syria, Palestinian Authority; Kurd      UNCLEAR: Hamas, Russia		<u>Trade blocs/associations /agreements/partners</u>	Exports: China 22%, India 21%, S.Korea 11%. Imports: Turkey 21%, Syria 20%, China 19%
<u>Enemies</u> : ISIS, Al Qaida, Israel, Saudi Arabia, Turkey		<u>Other Notes</u> : -talks to join EU since 2005; Agric is 25% of employment;	
<u>Other Notes</u> : part of Ottoman Empire until WWI, when occupied by British; independence in 1932; 20 is median age; Health expenditures 5.5%of GDP; 80% literacy		<b>Military + Security:</b>	
<b>People + Population:</b>		<u>Milit. Organizations</u>	Army, Navy, Air Force, Counterterrorism
<u>Total Pop., growth rate</u>	38 M; 2.87 %	<u>% GDP spent on Defense</u>	8.70%
<u>Standard of Living</u>	far below average for Middle East	<u>Border type</u>	mostly land, open
<u>Human Rights</u>	Shia's persecuted in the past;	<u>Internal conflict</u>	Sunni vs. Shia; between other minorities
<u>Humanitarian Concerns</u> : millions of internally displaced persons from all the recent conflicts		<u>Nuclear Capabilities</u>	none
<u>Environmental Standouts</u> : mostly desert and broad plains with mountains in north (Turkey) and East (Iran); dust and sand storms; Water shortages; soil degradation; desertification;		<u>Notes</u> : War with Iran (1980-88); 1990 invades Kuwait, US starts 1st Gulf War in 91; UN security council orders inspections and scrapping of all Weapons of Mass Destruction through 90's; US forces in Iraq until 2009; strategic location at head of Persian Gulf	
-----Note: Each Group may not exhibit each trait-----			
<b><u>Conflict/Challenges/Issues:</u></b>			
<u>Ongoing Issues:</u>			
1. Water supply relies on Upper Tigris and Euphrates Rivers (Turkey).			
2. Maritime boundary dispute with Iran.			
3. Friction with Turkey over Iraqi Kurdish rights and recognition.			
4. Internal sectarian conflict.			
5. Aging infrastructure, environmental challenges, and corruption.			
<u>Position on Syria</u> (students fill in):			
1.			
2.			
3.			
4.			
<u>Potential Options on: Foreign Policy, Sanctioning, and/or Intervention</u> (students fill in):			
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Political Group Info Sheet		Russia		adapted from <a href="http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126">http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126</a>	
<u>Political + Government:</u>			<u>Economy + Trade:</u>		
<u>Name:</u> RUSSIA			<u>Economic System</u>		Market-based
<u>System Type</u>		semi-presidential federation	<u>GDP and Growth Rate</u>		\$3.725 trillion, -3.7%
<u>Leader/Head of State</u> Vladimir Putin			<u>Main population centres</u>		Moscow, St. Petersburg, Novosibirsk
<u>Ethnic groups:</u> >100 including Tatars, Ukrainians			<u>Natural Resources</u>		Oil, timber, gas, uranium, coal, gold
<u>Languages:</u> >100, Russian is most common			<u>Energy sources</u>		F. fuels, hydropower, some renewables
<u>Religions:</u> Orthodox Christianity, Islam, Judaism, Buddhism			<u>Surplus or Deficit</u>		Surplus
<u>Allies:</u> China, India, Iran, Belarus, Kazakhstan, Syria (Assad)			<u>Trade blocs/associations /agreements/partners</u>		China, Germany, Ukraine, US, Eurasian Economic Union (Belarus, Kazakhstan, and Russia)
<u>Enemies:</u> Tension betw Russia and Ukraine, US, Turkey, NATO			<u>Other Notes:</u> Economy heavily dependent on fossil fuels, especially oil. Formerly this region had a planned, communist economy.		
<u>Other Notes:</u> Russia excels culturally and intellectually and has a long, storied history. Politically, it has seen tsarist, communist and now (questionably) democratic					
<u>People + Population:</u>			<u>Military + Security:</u>		
<u>Total Pop., growth rate</u>		143.4 M, 0.02%	<u>Milit. Organization</u>		Fourth largest in the world
<u>Standard of Living</u>		6.0 on OECD Better Life Index	<u>% GDP spent on Defense</u>		4.50%
<u>Human Rights</u>		intolerant of LGBTQ people, dissent	<u>Border type</u>		16 international borders
<u>Humanitarian Concerns:</u> Support for Assad (who committed atrocities); domestic human rights issues			<u>Internal conflict</u>		Chechnya
<u>Environmental Standouts:</u> Issues: deforestation, nuclear waste, industrial pollution, coal emissions. Largest country in the world. Permafrost, earthquakes, volcanoes. Arctic sovereignty interests.			<u>Nuclear Capabilities</u>		Major power: 7 300 nuclear warheads
			<u>Notes:</u> traditionally a strong military nation, milit. spending has incr'd under Putin, some think recent military build-up is "sabre-rattling", some think it a sign of future European conflict, others feel Russian is responding to ever-encroaching NATO moves		
-----Note: Each Group may not exhibit each trait-----					
<u>Conflict/Challenges/Issues:</u>					
<u>Ongoing Issues:</u>					
1. Economic recession					
2. Political oppression of domestic enemies					
3. Tension with NATO, the US, the "West" in general					
4. Foreign conflict in Ukraine and Syria					
5. Desire to be a key player on the world stage					
<u>Position on Syria:</u>					
1.					
2.					
3.					
4.					
<u>Potential Options on: Foreign Policy, Sanctioning, and/or Intervention:</u>					
1.					
2.					
3.					
4.					
5.					
Sources: <a href="https://www.cia.gov/library/publications/the-world-factbook/geos/rs.html">https://www.cia.gov/library/publications/the-world-factbook/geos/rs.html</a> ; <a href="http://www.russia-direct.org/opinion/what-expect-russia%E2%80%99s-syria-policy-2016">http://www.russia-direct.org/opinion/what-expect-russia%E2%80%99s-syria-policy-2016</a> ; <a href="https://www.theguardian.com/world/2016/oct/27/military-build-up-along-russias-border-no-cause-for-alarm">https://www.theguardian.com/world/2016/oct/27/military-build-up-along-russias-border-no-cause-for-alarm</a>					

Political Group Info Sheet: USA		Adapted from <a href="http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126">http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126</a>	
<b><u>Political + Government:</u></b>		<b><u>Economy + Trade:</u></b>	
<b><u>Name:</u></b> United States of America		<b><u>Economic System</u></b>	Regulated Liberal Capitalism
<b><u>System Type</u></b>	Federal Presidential Republic	<b><u>GDP and Growth Rate</u></b>	\$18 trillion, 2.6% growth
<b><u>Leader/Head of State</u></b> President Barack Obama		<b><u>Main population center</u></b>	New York, Los Angeles, Chicago
<b><u>Ethnic groups:</u></b> 80% Caucasian, 12% African American, 8% Rest		<b><u>Natural Resources</u></b>	Abundant
<b><u>Languages:</u></b> 80% English, 13% Spanish		<b><u>Energy sources</u></b>	75% FFuels, 10% Nuclear, 15% Renewable
<b><u>Religions:</u></b> 76% Christian, rest a mix of different global religions		<b><u>Surplus or Deficit</u></b>	Deficit
<b><u>Allies:</u></b> The USA's major allies are the NATO countries. The United States also has formal diplomatic relations with all countries except for Bhutan, North Korea, Syria, and Taiwan.		<b><u>Trade blocs/associations /agreements/partners:</u></b> NAFTA, WTO, Individual free trade agreements with Australia, Bahrain, Canada, Chile, Colombia, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Israel, Jordan, Korea, Mexico, Morocco, Nicaragua, Oman, Panama, Peru, and Singapore	
<b><u>Enemies:</u></b> North Korea, Syrian Government, animosity to Russia, Iran		<b><u>Other Notes:</u></b> In the process of ratifying the Trans-Pacific Partnership - though despite her support for it earlier, Hillary Clinton has come out against the proposed deal. If passed, it will reduce trade barriers and strengthen intellectual property rights between 12 Pacific Rim	
<b><u>Other Notes:</u></b> The USA has an ongoing dispute with Russia over Sovereignty in the Arctic and the stewardship of the northwest passage.		<b><u>Military + Security:</u></b>	
<b><u>People + Population:</u></b>		<b><u>Milit. Organizations:</u></b> 2nd largest active military in the world - Army, Navy, Air Force, Special Forces	
<b><u>Total Pop., growth rate</u></b>	324 million, 0.81% growth	<b><u>% GDP spent on Defense</u></b> 4.35%	
<b><u>Standard of Living</u></b>	High - #8 on Human Development Index	<b><u>Border type</u></b>	Secure - Land with Mexico, Canada
<b><u>Human Rights:</u></b> Generally well protected and legislated. Protection of civil rights relatively new.		<b><u>Internal conflict</u></b>	Minimal
<b><u>Humanitarian Concerns:</u></b> Increasing police brutality, especially against minorities. Widespread access to guns continues to be an issue leading to high number of gun related deaths. Also criticized for strategies used in the war on terror, such as the extent of government surveillance and the use		<b><u>Nuclear Capabilities</u></b> Advanced - 4670 Nuclear Warheads	
<b><u>Environmental Standouts:</u></b> Generally seen as being behind the curve in minimizing the use of fossil fuels. Significant amount of politicians deny the existence of human causes of climate change.		<b><u>Notes:</u></b> Overall a robust and modern military. Capable of unmanned aerial targeted bombing using drones, as well as pinpointed ground missions using special forces. Heavily involved in the global war on terror since the attacks on New York on September 11th, 2001.	
<b><u>Conflict/Challenges/Issues:</u></b>			
<b><u>Ongoing Issues:</u></b>			
1. Political Gridlock - Difficult to pass laws in congress.			
2. Increasing nationalistic/isolationist sentiment.			
3. Increasing xenophobia, especially against minorities from middle eastern countries.			
4. Heavily involved in global war on terror using drone technology and special forces missions, such as that on Osama Bin Laden.			
5. Initiated the war in Iraq that created the power vacuum that allowed ISIS to grow. Because of this, is often criticized for both starting the war, and for leaving the region too early.			
<b><u>Position on Syria</u></b> (students fill in):			
<b><u>Potential Options on: Foreign Policy, Sanctioning, and/or Intervention</u></b> (students fill in):			

<b>Political Group Info Sheet: EUROPEAN UNION</b>		Adapted from <a href="http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126">http://model-un-munst.stafford.high.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=18450428&amp;gid=3699126</a>	
<b><u>Political + Government:</u></b>		<b><u>Economy + Trade:</u></b>	
Name: <b>European Union</b>		<b><u>Economic System</u></b>	Mixed economies with clear capital influence
<b><u>System Type</u></b>	Parliamentary Union (Representative)	<b><u>GDP and Growth Rate</u></b>	16.27 trillion, 1.9% (2015)
<b><u>Leader/Head of State</u></b> Jean-Claude Juncker		<b><u>Main population centres</u></b>	Numerous
<b><u>Ethnic groups:</u></b> Diverse		<b><u>Natural Resources:</u></b> Coal, natural gas, petroleum, iron, precious metals, sulfur, copper, fish, agriculture (174.1 million hectares cultivated)	
<b><u>Languages:</u></b> Diverse		<b><u>Energy sources:</u></b> FFuels (44.7% ), Nuclear (29.4%), Renewables (25.5%)	
<b><u>Religion:</u></b> Diverse: Christian, Muslim, Judaism, Athiest		<b><u>Surplus or Deficit</u></b>	Deficits
<b><u>Allies:</u></b> 28 Member States		<b><u>Trade blocs/associations /agreements/partners:</u></b> They are the	
<b><u>Enemies:</u></b> Brexit Proponents & Isolationists		trade bloc...	
<b><u>Other Notes:</u></b> Russia seen as an economic rival			
		<b><u>Military + Security:</u></b>	
<b><u>People + Population:</u></b>		<b><u>Milit. Organizations</u></b>	Army, Navy, Air Force
<b><u>Total Pop., growth rate</u></b> 510 M residents -- +0.25%		<b><u>% GDP spent on Defense</u></b>	1.37% (203.143 Billion Euros in 2015)
<b><u>Standard of Living</u></b>	Relatively good to excellent (globally)	<b><u>Border type</u></b>	Open borders within the Euro-zone
<b><u>Human Rights</u></b>	Constitutional recognition; The Hague	<b><u>Internal conflict:</u></b> Minimal; political disagreements betw. member states are solved in a variety of ways, including arbitration by Euro Parliament.	
<b><u>Humanitarian Concerns:</u></b> Yes - mainly refugee status		<b><u>Nuclear Capabilities</u></b>	France & U.K. only (and NATO)
<b><u>Environmental Standouts:</u></b> seasonal risks to migrants (winter) & refugees (Mediterranean access)		<b><u>Notes:</u></b> Although most NATO countries are in the E.U. not all E.U. countries are in NATO. Also, there is no unified command or coordination between member states.	
-----Note: Each Group may not exhibit each trait-----			
<b><u>Conflict/Challenges/Issues:</u></b>			
<b><u>Ongoing Issues:</u></b>			
1. Political & military concern with the Russia/Ukraine situation			
2. Internal disputes about access of refugees through the Eurozone from Italy, Greece			
3. Turkey is applying to enter E.U. - there is debate about whether to accept them			
4. Brexit anger by the non British governments			
5. Expanding trade deals with Canada, USA, China			
<b><u>Position on Syria</u></b> (students to fill):			
1. Refugees should receive humanitarian aid (closer to home is generally viewed as better than in Europe)			
2. Germany accepting many refugees (internal German opposition to this) - other nation-states are reluctant			
3.			
4.			
5.			
<b><u>Potential Options on: Foreign Policy, Sanctioning, and/or Intervention</u></b> (students to fill):			
1.			
2.			
3.			
4.			
5.			
6.			



## **Brave Space: Creating a Learning Environment to Tackle Difficult and Controversial Ideas**

Discussing difficult questions such as those surrounding the war in Iraq and Syria is bound to elicit a wide range of opinions. Expressing an opinion, especially in the face of opposition, is daunting and has the potential to make students feel unsafe. If feeling safe means feeling comfortable and one's opinions not being challenged, it is impossible to create a safe learning space while encouraging dissent, debate and critical thought about these controversial issues. Shifting the language, expectations and ground rules from a focus on safety to a focus on bravery allows for deeper thinking and learning to occur. Valour Canada encourages teachers to share, add to, and invite discussion about, the following Brave Space Ground Rules:

### **Brave Space Ground Rules:**

1. Controversy with civility
  - Controversy is a natural outcome of dealing with difficult issues in a diverse group.
  - Expect to encounter viewpoints that differ from your own.
  - It is ok to engage in discussions where people hold conflicting opinions; stating a differing opinion is not an attack on another person.
  - Being 'civil' involves honestly trying to understand an opposing viewpoint and treating people with opposing viewpoints the way you would like them to treat you.
  - Consider how you might challenge another person's viewpoint, but be respectful at the same time.
2. Own your impact and your intentions
  - Your intentions and impact on others matters and whether you mean to or not, you may cause other participants to feel uncomfortable.
  - If you feel impacted by another participant, consider bringing up the reasons why so that it can be a learning opportunity for everyone around.
  - Challenge yourself by choice: you are encouraged to share and to participate openly in discussion, however, it is acknowledged that sometimes learning happens internally. If you are not actively participating, ask yourself why. Is it because you hold a viewpoint that differs from the group? Are you fearful of people's reaction? Are you struggling to articulate your thoughts in a way that makes sense? Be attentive to the reasons behind your action or inaction.

Source and further reading:

[https://sty.presswarehouse.com/sites/stylus/resrcs/chapters/1579229743\\_otherchap.pdf](https://sty.presswarehouse.com/sites/stylus/resrcs/chapters/1579229743_otherchap.pdf)

**Note that for the Ottawa Treaty Exercise, all representatives are moderate; there will not be any representation of extremist groups in any discussions.**

**Note Sheet- Treaty Groups:** Fill in this sheet as other countries talk, then use this to help you create a Treaty Document.

	<b>Concerns/Position on Syria</b>	<b>Cooperation opportunities/ Non-agreements/Other</b>	<b>Potential Options</b> (policy, sanction, intervention, etc.)
<b>Assad's Syria</b>			
<b>Syrian Rebels/ FSA</b>			
<b>Turkey</b>			
<b>Kurds</b>			
<b>Iraq</b>			
<b>Russia</b>			
<b>USA</b>			
<b>EU</b>			

<Example> **Model Ottawa Treaty – Resolutions to end the War in Syria** <Example>

**Sponsors:** Canada, EU

**Participants:** Syria (Assad), Syria (Rebels/FSA), Kurds, Turkey, Iraq, Russia, US, EU

**Signatories:** Turkey, EU, \_\_\_\_\_, \_\_\_\_\_, ....

### **The Special Committee on The Syrian Civil War,**

Reminding the countries present at today's conference that the War in Syria has and continues to take the lives of countless innocent people,

Reaffirming the need for a swift end to the hostilities and bloodshed,

Stressing the need for a coordinated humanitarian effort to aid and assist the people in Syria and to stem the flow of refugees out of the country,

### **Canada and the European Union present the following resolution:**

1. Ensures the quickest possible route for peace within Syria, a policy of \_\_\_\_\_  
\_\_\_\_\_ and sanctions of \_\_\_\_\_  
against the \_\_\_\_\_ government as well as against \_\_\_\_\_ in  
order to stop the fighting as soon as possible.
2. Addresses the previous resolution passed by the UN to \_\_\_\_\_  
\_\_\_\_\_.
3. Restores the state of the Syrian people after the devastation caused by this war, \_\_\_\_\_  
will financially sponsor \_\_\_\_\_, in conjunction  
with \_\_\_\_\_, to aid \_\_\_\_\_ affected by the refugees  
\_\_\_\_\_.
5. Establishes a stable \_\_\_\_\_ government where  
\_\_\_\_\_.
6. Enables the UN to \_\_\_\_\_.
7. Gives \_\_\_\_\_.
8. \_\_\_\_\_.

9. \_\_\_\_\_.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Signed at Ottawa, Ontario, Canada, on this \_\_\_\_\_ day of November, 2016.

Amendments:

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

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

### **Rubric Building:**

In every good inquiry, formative assessment must make up part of the task work so that students become good judges of good work. Teachers should lead a discussion on the assessment of this work asking questions such as:

- What makes a good position statement?
- How do we know a good/bad decision when we hear it?
- What is an ethical view?
- What makes a good presentation?
- What are the characteristics of good public speaking?
- How do we measure a good performance?

Teachers may want to have student develop a rubric based on these questions that can be used to evaluate the students' work on the roundtable discussions research preparation.

The following is an example that can be used 'as is', or tailored by the students/teachers as time permits:

	<b>1 (weak)</b>	<b>2</b>	<b>3</b>	<b>4 (strong)</b>
<b>Introduction</b>	It's hard to understand the group's position and its overly simple			The group's position is clear and interesting
<b>Argument and Supporting.</b>	Argument is unclear or/and confusing			Argument is strong and convincing
<b>Evidence.</b>	Examples and evidence may be inaccurate (untrue), irrelevant (they don't apply to group's position), contradictory, or they come from an unreliable source			Evidence and examples are interesting, accurate, and deliberately chosen to support argument(s), and they come from a reliable source
<b>Persuasiveness.</b>	Is not persuasive			Is extremely persuasive and convincing.
<b>Conclusion</b>	May be absent or hard to discern			Has impact and/or leaves audience with something to think about
<b>Presentation and Delivery.</b>	Little evidence of practice			Rehearsal is evident and delivery is smooth
<b>Rehearsal</b>	How it is delivered (expressed) makes it hard to communicate (volume too low, speech too fast/slow, garbled, etc.)			Effective pacing, volume, clear expression
<b>Voice- pacing, volume, clarity</b>				
<b>Audience-expression, eye contact</b>	Inattentive to audience (not enough eye contact or expression)			Audience connection expressed emotion and maintained eye contact



### Links to the Alberta Social Studies Program of Studies:

At its core Valour Canada's High School Programming is, "an issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues."

In addition, Valour Canada programming:

- "Provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens"
- Encourages "recognition and respect for individual and collective identity"
- Helps to "develop [students'] sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society"
- Explores "multiple perspectives" and "concepts of citizenship and identity in the Canadian context"
- Emphasizes the "importance of diversity and respect for differences"
- Allows for engagement "in active and responsible citizenship at the local, community, provincial, national and global level"
- Fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind
- Helps to develop "the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world"
- Provides opportunities to:
  - "value the diversity, respect the dignity and support the equality of all human beings" (Values and Attitudes)
  - "thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world" (Values and Attitudes)
  - "demonstrate a global consciousness with respect to humanity and world issues" (Values and Attitudes)
  - "understand historic and contemporary issues, including controversial issues, from multiple perspectives" (Knowledge and Understanding)
  - "understand how opportunities and responsibilities change in an increasingly interdependent world" (Knowledge and Understanding)
  - "engage in active inquiry and critical and creative thinking" (Skills and Processes)
  - "engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making" (Skills and Processes)
  - "conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions" (Skills and Processes)
  - "recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world" (Skills and Processes)
  - "communicate ideas and information in an informed, organized and persuasive manner." (Skills and Processes)
- "Allow[s] students to become engaged and involved in their communities by asking questions, making connections with their local community...sharing ideas and understandings, listening to and

collaborating and working with others to design the future, empathizing with the viewpoints and positions of others, creating new ways to solve problems.”

- Explores controversial issues which are “important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments”

### **Links to Specific Grade Levels:**

\*Note: This Valour Canada high school program is aimed toward Social Studies 20-1/ 20-2, but can be used to support 10-1/10-2 and 30-1/30-2.

#### **Social Studies 10-1**

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 2.2 exhibit a global consciousness with respect to the human condition
- 2.3 accept social responsibilities associated with global citizenship
- 2.13 examine legacies of historical globalization and imperialism that continue to influence globalization
- 4.2 recognize and appreciate the importance of human rights in determining quality of life
- 4.11 develop strategies to demonstrate active, responsible global citizenship

#### **Social Studies 10-2**

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 2.2 exhibit a global consciousness with respect to the human condition
- 2.3 accept social responsibilities associated with global citizenship
- 2.12 identify legacies of historical globalization and imperialism that continue to influence globalization
- 4.2 recognize and appreciate the importance of human rights in determining quality of life
- 4.11 develop strategies to demonstrate active, responsible global citizenship

#### **Social Studies 20-1**

- 1.2 appreciate the existence of alternative views on the meaning of nation
- 1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world
- 1.4 appreciate why peoples seek to promote their identity through nationalism
- 1.5 explore a range of expressions of nationalism
- 1.7 analyze the relationship between nation and nation-state
- 1.8 analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples)
- 2.1 appreciate that nations and states pursue national interest
- 2.2 appreciate that the pursuit of national interest has positive and negative consequences
- 2.3 appreciate multiple perspectives related to the pursuit of national interest
- 2.6 analyze the relationship between nationalism and ultra-nationalism
- 2.9 analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples)
- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs
- 3.4 analyze the motives of nation and state involvement or non-involvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)
- 3.5 explore understandings of internationalism
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)
- 4.1 appreciate historical and contemporary attempts to develop a national identity

## **Social Studies 20-2**

- 1.1 appreciate that understandings of identity, nation and nationalism continue to evolve
- 1.2 appreciate the existence of alternative views on the meaning of nation
- 1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world
- 1.4 appreciate why peoples seek to promote their identity through nationalism
- 1.5 explore a range of expressions of nationalism
- 1.7 examine the relationship between nation and nation-state
- 1.8 examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution, contemporary examples)
- 2.1 appreciate that nations and states pursue national interest
- 2.2 appreciate that the pursuit of national interest has positive and negative consequences
- 2.3 appreciate multiple perspectives related to the pursuit of national interest
- 2.7 examine similarities and differences between nationalism and ultra-nationalism
- 2.10 evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples)
- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs
- 3.4 examine the motives of nation and state involvement or non-involvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)
- 3.5 explore understandings of internationalism
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)
- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)
- 4.1 appreciate historical and contemporary attempts to develop a national identity

## **Social Studies 30-1**

- 1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future)
- 1.6 explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism)
- 2.11 analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues
- 4.3 accept responsibilities associated with individual and collective citizenship
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action

## **Social Studies 30-2**

- 1.5 examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future)
- 1.6 identify themes of ideologies (nation, class, relationship to land, environment, religion)
- 2.11 examine perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues
- 4.3 accept responsibilities associated with individual and collective citizenship
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action



## Information about Valour Canada

Valour Canada is a not-for-profit organization with Canadian citizenship and military history at its core. We provide professional development opportunities for teachers and educational opportunities for students which foster a deeper understanding of who we are as a nation, in terms of our foreign policy goals and actions, and who we might become as individuals as humanitarians, military personnel, policy makers, etc.

We are an organization that believes in student engagement, academic rigour, teacher professional development, innovative teaching and learning practices, and the connection between curriculum and identity. Because of our generous donors and fundraising activities, we have the resources to create curriculum which coordinates with the provincial *Programs of Study* and to facilitate events and on-going support for schools that share our vision of education as engaging, meaningful, and transformative.

We also want to be dynamic and responsive which means gathering with and listening to our stakeholders. It is our intention to engage members of the community at large, with a particular focus on teachers. We welcome interest and are happy to set up a conversation in person or via technology at your convenience! Please contact us at:

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