The teaching strategies outlined in this chapter are based on the premise that simply giving students information about important social issues is inadequate. Students, when considering international development and co-operation issues or Canada’s responsibilities as a member of the global village, need to feel that these issues are connected to their lives and they also need to understand how ethical decisions that they make have an impact on larger international realities.

The educational literature in the fields of global education, social justice education, and moral education provide direction for effectively connecting moral issues of global importance to students’ lives and their sense of global citizenship. In describing the consensus on components of global education in Canada, Graham Pike refers to the sense of the need to engage “both heart and mind.” Global educators recognize the importance of focusing on the development of students’ attitudes and values in addition to their acquisition of skills and knowledge. As Pike states, global educators:

- seek to encourage caring attitudes towards other people and other species; concern for the plight of the disadvantaged, for the poor and the oppressed; and they emphasize the need to challenge and expand insular views of the world. (Pike, 2000).

Similar pedagogical approaches can be seen in the field of social justice education. The authors of *Teaching for Diversity and Social Justice*, outline five principles for social justice education:

1. Balance the emotional and the cognitive components of the learning process.

2. Acknowledge and support the personal (the individual student’s experience) while illuminating the systemic (the interactions among social groups).

3. Attend to social relations within the classroom.

4. Utilize reflection and experience as tools for student–centered learning.

5. Value awareness, personal growth, and change as outcomes of the learning process (Adams, 1997).

In developing these principles for social justice education, the authors draw on a diverse body of literature including laboratory and inter-group education, cross–cultural and international training, experiential education, ethnic studies, feminist pedagogies, critical pedagogy, social identity development models, and cognitive development theory. The strategies outlined in this chapter demonstrate the teachers’ awareness of and attempts to enact these five principles.

In the field of moral education there are many, often competing, approaches including character education, values clarification, cognitive developmentalism, and the ethic of care. Katherine Simon, whose research grows out of her work with the Coalition of Essential Schools, explores
these approaches to provide a context for her own ethnographic study of how what she refers to as “moral and existential issues” are addressed within the core subjects of standard high school curricula. Simon acknowledges that she is influenced by John Dewey’s belief that schools can and should connect the great inquiries of humanity to the curiosity of students. Her study explores the many missed and avoided opportunities for raising moral and existential issues through the curriculum but also reveals how teachers can invigorate their classrooms by raising morally complex issues that are at the heart of intellectual inquiry. She calls for further research that would result in the development of curricula that are based on “the questions and curiosities that truly engage students’ passions”:

The point would not be to create curricula that are “relevant” in the most narrow or immediate sense of the term, but to create curricula that help students connect their own lives to the great traditions of human inquiry and to ongoing social needs and dilemmas. (Simon, 2001)

The teachers, whose work is profiled in this chapter, have not shied away from raising complex moral issues with their students and, as a result, their classrooms are places where students can consider important social issues of global importance in a manner that connects these issues to their own lives.

**Strategy 1: Deconstructing “Race”**

*Reflections on the Strategy Applied*

This strategy was used in a grade 11/12 science course. We chose the activities in this strategy to focus both on a concrete example of the social construction of scientific knowledge and on the dilemma of acknowledging the fact that “race” is no longer considered a valid scientific category but continues to have considerable social power. This particular group of students had already done work on the social construction of scientific knowledge and this shaped their response to the questions around science and to the creation of a timeline on the history of the scientific understanding of the term “race.” A group of students who did not have this background might have far more questions about this material or might find that it was too removed from their preconceptions of science as simply factual.

The class was somewhat “racially” and ethnically diverse but we imagine that this strategy would work differently in a more diverse class. One major challenge faced in designing the strategy was in thinking about the class activities in connection with Activity Sheet 1. In the instructions for this activity, we suggest that the students form into small “racial” groups based on their own understandings of what groups exist in Canada today. On the one hand, we felt that this was an important part of the strategy because it allows students to acknowledge their own and other people’s “racial” categorizations and how this both does and does not refer to important aspects of their identity. On the other hand, we were concerned that this might reinforce the concept of “race.” Would it push students to identify “racially” even if they did not want to do so? Due to time constraints during the field test we did not actually have the students form “racial” groups but we did tell them about this aspect of the strategy and asked for their feedback. Many wrote about how problematic they thought forming “racial” groups might be. They were concerned about people feeling “left out” especially if they were in a category of one. A district science co-ordinator who was present during the field test also commented on the
The students’ engagement with this material was clear from their insightful responses to the questions we posed. When we asked what “racial” groups they could identify in Canada today, they named a number of different groups but also challenged their own and their peers’ responses. For example “Asians” was named as a “racial” group and then later “Chinese”; one student asked whether this meant that “Koreans” should be named as a separate group? Similarly one student named “Jews” as a racial group and several students protested that they were a religious/cultural group. When this was discussed further there was an acknowledgement that historically Jews had been seen as a racial group. This prompted another student to add “Muslims” to the list of “racial” groups? As the list of groups expanded, several students commented on the problematic nature of the list since there were no obvious criteria for deciding who would be considered a “racial” group. This reinforced our opening discussion with the students about the purpose of the strategy as an exploration of the fact that while racial categorization was not scientifically valid, it remained socially powerful. One student who is Jewish from Morocco said that if we had formed “racial” groups she would have placed herself in the “African-Canadian” group because Morocco is in Africa. The complexity and ambiguity of racial classification seemed very clear to the students. The teacher told us that in the days after the field test the students continued to discuss the question of “racial” grouping and the impact of the timeline on the scientific understanding of “race.”

**Learning Expectations**

- Demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community.

- Communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills.

- Explain how different “racial” groups define their citizenship and identify the beliefs and values reflected in these definitions.

**You Will Need**

- Activity Sheets 1 to 8 (included in the Steps at Glance section)
- Teacher Notes for Debriefing What is Science? (included in the Steps at Glance section)

**Steps at a Glance**

**Step 1**

- Ask students to write a definition of “race” in their notebook. Have them share this definition with one other student in the class and come up with a new definition that represents the best ideas in both definitions.

**Step 2**

- Record all the definitions provided by the student pairs. Debrief the factors on which the definitions for what constitutes a racial category are based, for example, skin colour, texture of hair, shape of nose, and so on. Explain that while “race” is no longer considered a
legitimate scientific category in such disciplines as biology and anthropology, it continues to have significant social power and impact on our lives.

Step 3
- Ask students to list the “racial groups” that are commonly talked about in Canada today. Ask students to break up according to the “racial groups” to which they feel they belong or in which they are seen as belonging by other people. Each group should answer the questions on Activity Sheet 1. If the teacher and students feel uncomfortable with breaking up into racial groups, the teacher can ask students to answer the questions individually or in random groups. Debrief with the whole class. If there are “racial groups” named by the class at the beginning of this step who are not represented in the class, consider what might be answers to the questions on Activity Sheet 1 from the perspective of members of this group. This activity requires that a respectful and inclusive classroom environment has already been established; the teacher should be cautious about undertaking this activity if it is likely to isolate any student.

Your Racial Group
(Activity Sheet 1)

1. Are there “positive” stereotypes about your group? Are there “negative” stereotypes about your group?

2. How do these stereotypes affect you?

3. What are real commonalities among people in your group?

4. What are real differences among people in your group?

5. What are the advantages that come from being a part of your group?

6. What are the disadvantages that come from being part of your group?

7. Are there times when you do identify as a member of this group and other times when you do not identify as a member of this group? What influences you in each situation?

Step 4:
- Ask students individually to write a definition of “science practice” and of “a scientific fact” by completing the following sentences:
  A. Science is...
  B. The practice of science involves...
  C. The work of a scientist is to...
  D. A scientific fact is...

- Ask students to form into groups of three or four and to compare their individual definitions and then to see if they can come to some agreement within their groups. One way to record the class discussion is to post four pieces of chart paper—one with each of the sentences A-D
and to complete each sentence based on the class discussion. Additional questions that can be discussed with the whole class are:
⇒ How do we know anything with certainty?
⇒ Under what conditions do we believe or trust information?
⇒ How might the body of scientific knowledge (“facts”) change?
⇒ What factors might influence the methods of science?
⇒ Read to the class this quotation by Stephen Jay Gould (1981):

Science, since people must do it, is a socially embedded activity. It progresses by hunch, vision, and intuition. Much of its change through time does not record a closer approach to absolute truth, but the alteration of cultural contexts that influence it so strongly. Facts are not pure and unsullied bits of information; culture also influences what we see and how we see it. Theories, moreover, are not inexorable inductions from facts. The most creative theories are often imaginative visions imposed upon facts; the source of imagination is also strongly cultural.

Teacher Notes for Debriefing What is Science?

When students are to define science their answers might show as much variety as would be found among a group of scientists who are asked this question. Goldstein and Goldstein state that three features characterize science:
1. It is a search for understanding, for a sense of having found a satisfying explanation of some aspect of reality.
2. The understanding is achieved by means of statements of general laws or principles—laws applicable to the widest possible variety of phenomena.
3. The laws or principles can be tested experimentally.
   (Goldstein, M. & Goldstein, I. F., 1978.)

Science is a body of knowledge and a method for generating that knowledge (sometimes called facts). The body of knowledge changes as scientists accumulate new evidence and the methods used will depend on many factors including the status of the scientists.

Scientific knowledge might change when new evidence or new data is gathered from new experiments; when new scientists present an opposing theory; or when new technology/equipment that allows data to be found and or looked at in a different way.

Different scientists might have different lenses through which they view data. Money or funding might be more or less available for research. Some topics for research fall into and or out of favour or fashion, for example, human cloning.

One might contend science is about understanding the world, experimentation, and collecting and analyzing data or about ideas. Further, it is about power, politics, and asking a question. It is also about money and getting funding in order to do ones research. There is support for the idea that there is a “method” of science. Most scientists do something that involves theory, experimentation, data collection, and analysis and drawing conclusions, but depending on the area of science under investigation, the actual method varies greatly. Science is a socially constructed and culturally determined practice.
Step 5

- Using a jigsaw strategy, engage students in an inquiry into the history of the scientific understanding of the term “race.” Divide the class into home groups with six students (one for each worksheet) in each group. In home groups, students share any information that they already have about when the concept of “race” was first developed. Each member of the home groups joins one of the six expert groups with a reading about the history of the concept of “race.” (See Activity Sheets 2–7). In expert groups, students should read and discuss the worksheet and prepare to teach this material to their home group. Students reform into home groups and teach each other the material that they had. Using all of this information, each home group should create a timeline for the history of the scientific understanding of the term “race.” In debriefing the timelines, discuss the continued impact of the concepts of “race” from earlier scientific work.

**Earlier Categories of “Race”—Linnaeus**
(Activity Sheet 2)

Swedish naturalist Carolus Linnaeus, in his work *Systema Naturae* of 1758, divided *Homo sapiens* into four basic varieties:

- *Americanus* (people indigenous to the Americas)
- *Europaeus* (Europeans)
- *Asiaticus* (Asians)
- *Afer* (Africans)

Linnaeus used the concept of the four humors to describe these racial groups. This concept, popular in ancient and medieval Europe, suggested that a person’s temperament was the result of a balance of the four fluids—blood, phlegm, yellow bile, and black bile. Depending on which of the four substances dominated, a person could be sanguine (blood dominates), sluggish (phlegm dominates), choleric/prone to anger (yellow bile dominates), or melancholic/sad (black bile dominates). Linnaeus described his four racial groups as follows:

- Indigenous Americans—red, choleric and upright. These people are ruled by habit.
- Europeans—white, sanguine, muscular. These people are ruled by custom.
- Asians—pale yellow, melancholy, stiff. These people are ruled by belief.
- Africans—black, phlegmatic, relaxed. These people are ruled by caprice.

Despite the negative descriptions of some people in these groups, Linnaeus did not view his categories as hierarchically organized.

**Earlier Categories of “Race”—Blumenbach**
(Activity Sheet 3)

Johann Friedrich Blumenbach, a German naturalist who wrote a book entitled *On the Natural Variety of Mankind* published in 1795, developed a classification for human beings. He associated each group with a particular geographic area. His categories were:
Blumenbach introduced the term “Caucasian” to describe whites; he took the term from an area around Mount Caucasus and stated that this area produced “the most beautiful race of men.” In fact, physical beauty was used by Blumenbach as a criterion for ranking human groups. Using this criterion, Blumenbach created a pyramid with Caucasians at the top representing the ideal form, two lines of departure from this ideal ended in the two least attractive human groups, that is Asians on one side and Africans on the other side. American Indians were an intermediary group between Europeans and Africans and Southeast Asians were an intermediary group between Europeans and Asians.

However, Blumenbach did assert that all humans were members of the same species. He was opposed to the slave trade and worked to abolish it.

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**Earlier Categories of “Race”—Morton**

*(Activity Sheet 4)*

Samuel George Morton was an American anthropologist who believed in polygenesis, that is, the idea that each “race” was created separately. As a result, he saw each “race” as being fixed, intrinsically different from the other races, and incapable of being changed. Morton also believed that intelligence is linked to brain size and ranked the races (in intelligence, personality traits and morality) according to skull size. In *Crania Americana* published in 1839, he outlined his racial categories:

- Europeans whom he described as the Caucasian race were the most intelligent

- Asians who he referred to as Mongolians were described as “ingenious, imitative and highly susceptible of cultivation (that is learning)”

- Native Americans were described as child-like in their intellectual capacity and incapable of abstract reasoning. They were also described as “crafty, sensual, ungrateful, obstinate and unfeeling.”

- Africans were described as the least intelligent race that could be “joyous, flexible and indolent” but had a great talent for music and acute senses.

In the United States, Morton’s writings were used to justify the idea that the Constitution did not apply to enslaved Africans or to Native Americans. By the middle of the 1800s, the idea that some “races” are superior to others had become conventional wisdom supported by science.
Earlier Categories of “Race”—Davenport  
(Activity Sheet 5)

Charles Davenport was a biologist who was impressed by the ideas of Francis Galton. Galton was an English mathematician who coined the term “eugenics”—a Greek word meaning good in birth or noble in heredity—to describe attempts at “race betterment” by encouraging more births from those groups considered superior and fewer from those considered inferior.

In 1904 Davenport established the Station for Environmental Evolution at Cold Spring Harbor on Long Island in New York. In 1910 he established the Eugenics Record Office where researchers studied human heredity and tried to prove that social traits such as pauperism, criminality, and prostitution were inherited.

In 1911 he published a popular textbook, Heredity in Relation to Eugenics, for use in college and high school biology classes. In this text he advocated such measures as restrictions on Jewish immigrants from Russia and southeast Europe in order to preserve the morality and health of American citizens.

Earlier Categories of “Race”—Boas  
(Activity Sheet 6)

Franz Boas was an anthropologist who challenged much of the scientific community of his day on the idea that some racial groups were superior to other groups. He immigrated to the United States because of the discrimination he experienced as a Jew in Germany. In the United States he was particularly troubled by the situation of African-Americans.

In 1905 he asked Andrew Carnegie, an industrialist who donated money to various projects, to fund an “African Institute” which would educate the public about African civilizations in order to counter racist stereotypes of African-Americans. He also hoped that this institute would undertake studies of the contemporary situation of African-Americans. Boas was unable to secure funding for this institute.

Boas actively encouraged African Americans to become anthropologists in order to include multiple perspectives in the discipline. One of his students was Zora Neale Hurston, an African-American woman who traveled through the southern United States tracing the folklore of African-Americans.
Contemporary Categories of “Race”—Not a Scientific Concept
(Activity Sheet 7)

Contemporary scientists view the concept of “race” as a meaningless scientific category. As biologist Ruth Hubbard has written: “Demographers, politicians, and social scientists may want to continue using ‘race’ to sort people, but as a biological concept it has no meaning” (Hubbard, 1995).

A study done by geneticist Richard Lewontin in 1972 demonstrated that despite obvious physical differences between people from different areas, the vast majority of human genetic variation occurs within populations, not between them, with only six percent accounted for by traditional racial categories (Shreeve, 1994).

Physiologist Jared Diamond has pointed out that while racial identity is based on visible physical characteristics, the division of human beings into groups based on other factors would yield very different categories. (Diamond, 1994) For example, based on the presence or absence of a gene, such as the sickle–cell gene that confers resistance to malaria, Yemenites, Greeks, New Guineas, Thai and Dinkas would be in one “race” and Norwegians and Xhosas, a black South African group to which Nelson Mandela belongs, would be in another. Based on the retention into adulthood of the enzyme lactase, which allows people to digest milk, northern and central Europeans, Arabians, a West African group known as the Fulani would be one “race” (who do have the enzyme) and southern Europeans, aboriginal Australians and Americans and most other African Blacks would be in another “race” (who do not have the enzyme).

The Human Genome Project has established that there is no biological or genetic basis for the concept of “race.”

Step 6

- Provide students with Activity Sheet 8—Articles 1 and 2 of the UNESCO Declaration on Race and Racial Prejudice adopted on November 27, 1978 (the full text is available at www.unesco.org). Have students read over these two articles and brainstorm ways of talking about human groups that respects their human differences without using any notions of “race.” How can we acknowledge racial prejudice without reinforcing the concept of “race?”
UNESCO Declaration on Race and Racial Prejudice. Adopted November, 1978
(Activity Sheet 8)

Article 1
1. All human beings belong to a single species and are descended from a common stock. They are born equal in dignity and rights and all form an integral part of humanity.
2. All individuals and groups have the right to be different, to consider themselves as different and to be regarded as such. However, the diversity of life styles and the right to be different may not, in any circumstances, serve as a pretext for racial prejudice; they may not justify either in law or in fact any discriminatory practice whatsoever, nor provide a ground for the policy of apartheid, which is the extreme form of racism.
3. Identity of origin in no way affects the fact that human beings can and may live differently, nor does it preclude the existence of differences based on cultural, environmental and historical diversity nor the right to maintain cultural identity.
4. All peoples of the world possess equal faculties for attaining the highest level in intellectual, technical, social, economic, cultural and political development.
5. The differences between the achievements of the different peoples are entirely attributable to geographical, historical, political, economic, social and cultural factors. Such differences can in no case serve as a pretext for any rank-ordered classification of nations or peoples.

Article 2
1. Any theory which involves the claim that racial or ethnic groups are inherently superior or inferior, thus implying that some would be entitled to dominate and eliminate others, presumed to be inferior, or which bases value judgements on racial differentiation, has no scientific foundation and is contrary to the moral and ethical principles of humanity.
2. Racism includes racist ideologies, prejudiced attitudes, discriminatory behaviour, structural arrangements and institutionalized practices resulting in racial inequality as well as the fallacious notion that discriminatory relations between groups are morally and scientifically justifiable; it is reflected in discriminatory provisions in legislation or regulations or discriminatory practices as well as in anti-social beliefs and acts; it hinders the development of its victims, perverts those who practise it, divides nations internally, impedes international co-operation and gives rise to political tensions between peoples; it is contrary to the fundamental principles of international law and, consequently, seriously disturbs international peace and security.
3. Racial prejudice, historically linked with inequalities in power, reinforced by economic and social differences between individuals and groups, and still seeking today to justify such inequalities, is totally without justification.
**Strategy 2: World History of Racism in Minutes**

*Reflections on the Strategy Applied*

The second school that we worked with is located downtown Toronto. The staff has worked very hard to develop an integrated curriculum that enables students to engage in ethical decision-making, peaceful conflict resolution, and to develop a global perspective. As one example of how this focus is infused into the curriculum, one teacher has developed math activities that are congruent with Ministry expectations but that use content focused on social justice issues. The students are not only learning about mathematics but are also learning that it can have important applications in addressing real social concerns. Recently some students commented on the types of activities suggested in their regular textbook, such as graphing their favourite foods, and wondered about the purpose of engaging in such “useless activities.”

One concern of the staff is to ensure that as students become critical thinkers and develop a healthy skepticism of what they see/hear in the mass media they do not become cynical. The staff is aware that much of what the students are learning at school is very difficult and “emotionally heavy” material. They do not want students to come away from their studies with a sense that the world is irredeemably a “bad” place. The staff works very hard to ensure that students are involved in many enjoyable and positive activities throughout the year and that they get the message that life is good. In the curriculum the work of social activists such as Ghandi is studied, particularly the idea of being the change that one wants to see in the world. Also, the students are given an opportunity to study the difference that individuals and collective actions can make on issues of global importance and are encouraged and given time to take part in social action that makes a difference in society. There is an outreach program in which students do community service at various community groups and social agencies throughout the city. They also do fundraising and last year, for example, raised $2,400 for women’s shelters. This is a remarkable achievement for a program with sixty-five students.

One of the strategies that the staff have used to deepen students’ understanding of world history and to provide them with a background for more sophisticated studies of current events is the World History of Racism in Minutes (WHORM). This is a dramatic simulation that was originally developed by Tim McCaskell for the Toronto Board of Education’s Race Relations residential camps for students. In these settings, WHORM took place over a three-hour period and took students through a dramatic simulation of world history from original hunting-gathering cultures to a look at the contemporary world. The activity promotes tolerance and respect for the many diverse cultures in Canada and around the world.

The school has adapted WHORM so that it is done over the entire school year. WHORM starts with the big bang and moves through the evolution of life including humans, the development of various cultures, interactions among cultural groups including trading, the development of empires, and the growth of democracy. Students have sufficient time in role as members of a community that they are able to develop costumes and other props that are specific to their place and time. The teachers’ motivation for using WHORM was their own memories of a history curriculum in which material was learned in largely unrelated segments that did not provide a sense of the “big picture.” In addition, they felt that the starting point of the mandated curriculum for grade seven history, that is contact between Indigenous People and Europeans in Canada, was racist and pedagogically problematic since it did not provide students with a context for this contact. It also provided an opportunity for teachers to introduce snapshots of Canadian
individuals and organizations and the role(s) that they have played in resolving issues of global importance.

At the school, students participate in WHORM through four full days of simulation throughout the school year. Once the simulation on European expansion has been completed the mandated history curriculum is also introduced. The major challenges the staff have faced are recruiting volunteers (often parents or teacher candidates) to help on simulation days and finding support from such organizations as the Ontario Arts Council for guest artists to work with students on props and costumes before each simulation. The teachers are aware of the need to create a safe space in which students feel comfortable presenting their work to their peers and this enables students to engage in the simulation with considerable ease. Over the four years that the school has used WHORM, teachers have developed more in-depth scenarios for the time periods so that students have a better understanding of historical developments from the point of view of women and the poor in the various societies.

Teachers at the school feel that the hard work involved in doing WHORM is worth the effort since the students learn a great deal from the experience. Students often refer to their increased understanding of the background to current world events and parents have commented on their children’s improved general knowledge of world history. Former students returning to visit the school and comparing themselves to high school peers from other grade seven/eight programs have remarked on their deeper knowledge of an historical continuum and their sense of the relationship between history and current world issues.

The strategy being presented here is an adaptation of what is done at the school that could be used in a regular classroom over a shorter period of time.

**Learning Expectations**

- Identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts.

- Demonstrate an ability to organize information effectively

- Demonstrate an ability to contribute to a positive climate in group settings.

**You Will Need**

- Masking tape to mark out the continents on the floor of a large open area
- Six Geographic Activity Sheets for each of the four time periods (Activity Sheets 1-24, included in the Steps at Glance section)
- Questions for Debriefing the Simulation Worksheet (included in the Steps at Glance section)

**Steps at a Glance**

**Step 1**

- Use masking tape to create an outline of the continents on the floor of a large open area such as a gymnasium. Have all the students stand in Africa. Explain that millions of years ago, the human species developed in Africa and that some groups of humans migrated from Africa to other parts of the world.
Step 2

- Divide students into six groups and have them move to the locations on the world map indicated in the first set of six Geographic Activity Sheets.

A. Geographic Activity Sheets for Hunter/Gatherer Groups
(Activity Sheets, 1 – 6)

Geographic Activity Sheet 1: A Hunter/Gatherer group in the Middle East (Tigris and Euphrates River Valley)
**Climate:** hot, dry, some rain. More rain at the mouth of the delta.
**Geography:** flat flood plain of fertile land with desert beyond leading up to arid mountains. The river mouth delta is marshland.
**Flora:** Along the rivers there are lush grasslands, palms and root vegetables.
**Fauna:** herd animals, lions, desert animals such as antelope, hippos, crocodiles, fish, birds, snakes, and insects
**Dangers/Hardships:** Annual river flooding, predators, diseases, sand storms, locusts, and drought

Geographic Activity Sheet 2: A Hunter/Gatherer group in Meso America
**Climate:** hot, rainy
**Geography:** mountains and volcanoes inland, plains by the sea, oceans on either side
**Flora:** jungle plants, vines, flowers, nuts and berries
**Fauna:** snakes, large cats such as jaguars, insects, birds, armadillos, fish
**Dangers/Hardships:** earthquakes, volcanoes, predators, hurricanes

Geographic Activity Sheet 3: A Hunter/Gatherer group in South Asia (India-Indus River)
**Climate:** hot, annual monsoon season brings heavy rain followed by a dry season
**Geography:** big valley with mountains around it, marshlands at the river mouth
**Flora:** grasslands, fruits, nuts, root vegetables, legumes
**Fauna:** grazing animals, bears, tigers, goats, antelopes, birds, fish
**Dangers/Hardships:** flooding, predators, disease, earthquakes

Geographic Activity Sheet 4: Hunter/Gatherer group in Africa (Niger River)
**Climate:** sub tropical all year round
**Geography:** hilly up river to an ocean, side plain and marsh
**Flora:** from grasslands up river to rainforest with fruits, nuts and tubers by the ocean
**Fauna:** herd animals, predators, hippos, snakes, insects, apes, birds, large cats, pigs, and elephants
**Dangers/Hardships:** predators, disease, poisonous creatures, alligators, drought

Geographic Activity Sheet 5: Hunter/Gatherer group in China (Yellow River)
**Climate:** hot summers and cold winters with snow
**Geography:** hilly and dryer up river, flat coastal plain
**Flora:** grasslands and coniferous forests
**Fauna:** herd animals and predators, birds, moose, elk, buffalo, wolves, horses, fish, bears,
**Dangers/Hardships:** predators, winter cold, earthquakes, flooding, dust storms

Geographic Activity Sheet 6: Hunter/Gatherer group in Europe (Greece)
**Climate:** temperate, mild wet winters, warm summers
**Geography:** hilly land, caves, valleys, lots of islands, volcanoes

**Flora:** forested valleys, fruits, nuts, wild grapes, olives, and herbs

**Fauna:** goats, horses, bears, deer, wolves, fish, birds, pigs

**Dangers/Hardships:** predators, volcanoes, storms from the sea

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**Step 3**
- Using the information outlined in these worksheets, each group develops two tableaux, one that shows people obtaining food and another that shows people facing various dangers. Tableaux are images that students create using their bodies. They remain frozen in place but use their facial expressions and body language to communicate what is happening. Students should be encouraged to make their tableaux dramatically interesting by placing people at various levels.

**Step 4**
- After each group has been given time to prepare their tableaux, present them, one group at a time. Allow sufficient time for discussion and debriefing after each presentation so that all of the students understand the differences and similarities in life for hunters/gatherers around the world. Before tableaux are shared it is important to emphasize that there are many messages contained within a single image and that observers may bring interpretations that are somewhat different from the intended message of the group members.

**Step 5**
- Repeat this process for: the development of civilizations using Activity Sheets 7 through 12. Students are instructed to create a skit that will show the social hierarchy of their civilization and the major accomplishments. They may wish to use a narrator to help describe what is being presented. Each group presents their skits in turn while the other groups act as audience.

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**B. Geographic worksheets for the rise of civilizations**

(Activity Sheets, 7 – 12)

**Geographic Activity Sheet 7: Middle East (5,000 BCE to 1000 ACE)**

**Developments:** Invention of the wheel, alphabet, cuneiform script, mathematical theories of cubes and square roots. Domestication of sheep, goats, pigs, cattle and the cultivation of wheat and barley.

**Cities/Architecture:** Creation of cities with temples and palaces. Babylon one of the wonders of the world. At this period, this is the richest, most developed parts of the world.

**Population:** Peasants work the land and pay tribute to their rulers.

**Geographic Activity Sheet 8: Americas (5,000 BCE to 1000 ACE)**

Cities/Architecture: Riches areas are Mayan cities in Central America. Great temple pyramids built to the gods.

Population: In the north and south, people mix hunting with agriculture.

Geographic Activity Sheet 9: India (5,000 BCE to 1000 ACE)

Developments: Huge irrigation systems. Learned to make cotton clothes and domesticate animals. Decimal system of counting, calculates the value of pi, and discovers the earth rotates on its axis. Sanskrit language used in religious ceremonies.

Cities/Architecture: Architects build great palaces and temples.

Population: Peasants work the land and pay tribute to their rulers. Emperor Ashoka united all of India for the first time. His laws are carved on the top of pillars topped with four lions.

Geographic Activity Sheet 10: Africa (5,000 BCE to 1000 ACE)

Developments: In Egypt, advanced civilization builds pyramids. First boat invented. Irrigation systems developed to grow grains and vegetables. Calendar and mathematics developed. Paper made from papyrus reeds and knowledge written down. Complex religious system developed by philosophers/priests. Complicated percussion systems of music.

Cities/Architecture: Great palaces and temples built.

Population: Nomadic people in the south tend great herds of cattle on the plains. In the West, camels are used to cross the Sahara desert.

Geographic Activity Sheet 11: China (5,000 BCE to 1000 ACE)

Developments: Lunar calendar developed. Beautiful objects of copper, bronze, glass, jade, and porcelain are created. Gunpowder (used for fireworks) and paper money invented. During the Han dynasty, a rudder for ships, and map-making techniques are developed. It is established that the year has 365.25 days.

Cities/Architecture: The Great Wall is the largest example of architecture in the world (the only human-made object visible from a satellite above the earth). It is 2,000 miles long, 25 feet high and topped with a paved road.

Population: Peasants work the land and pay tribute to their rulers.

Geographic Activity Sheet 12: Europe (5,000 BCE to 1000 ACE)

Developments: From people in the Middle East, Europeans learn how to grow wheat. Greeks hold the first Olympics (776 BCE). In the north, people mix agriculture and hunting. In the south, along the Mediterranean, several advanced civilizations developed, beginning with the first European civilization on the island of Crete. Astronomy, philosophy, geometry, and the study of history are developed. Athens in 5th Century BCE experiments with limited democracy.

Cities/Architecture: Romans build huge cities and establish empire that covers most of Europe, North Africa, and the Middle East.

Population: Peasants produce most of the wealth and pay tribute to their rulers.

Step 6
- Using Worksheets 13 through 18, students located in the various geographic regions engage in trade with each other. (In the original simulation at the race relations camps a
variety of crackers and cookies were used to represent trading goods. CityView uses oranges. Teachers can use either of these or may want to use various denominations of coins.

C. Geographic Worksheets for the Development of Trade and the Rise of Empires
(Activity Sheets 13 – 18)

Geographic Activity Sheet 13: Middle East (1000 ACE to 1300 ACE)

Developments: Baghdad is the center of Islamic civilization. Known for its wealth, scholarship, artists, scientists, and traders. Writings of Plato, Aristotle, and other Greek philosophers are translated into Arabic and preserved since most writings have been lost in Europe.

Trade: You control important trade routes between Europe, India, and China. You demand that Europeans pay in African gold for goods brought from China and India. Ships sail from African coast through Indonesia and China.

Choose two traders to travel to Europe, India, Africa, and China and barter your goods. Remember to get a good price because your goods are superior.

Geographic Activity Sheet 14: Americas (1000 ACE to 1300 ACE)

Developments: Aztec empire rules over Mexico. Huge pyramids built to the gods. Mathematics and astronomy discovered earlier by the Mayans are further developed. In South America, Inca Empire unites what today is most of Peru, Bolivia, Ecuador, and Colombia. Roads and cities are spread throughout the empire. People united using the national language of Quechua. Kings are considered gods and a strong army ensures that peasants pay regular taxes.

Trade: Some trade between people of North and South.

Geographic Activity Sheet 15: India (1000 ACE to 1300 ACE)

Developments: Islam has been established as a major religion in the North of India. There are several great dynasties that trade with their fellow Muslims in the Middle East. Southern India is dominated by strong Hindu kingdoms that continue their traditions. Northern and Southern kingdoms are often at war over territory. Great advances in science, mathematics, and architecture.

Trade: People form all over the world want to buy your silks, spices, and fine manufactured goods. European goods are generally not valued but you will trade with Europeans for African gold. Chinese good are considered equal to your goods.

Choose two traders to bargain for those who want your silks and spices.

Geographic Activity Sheet 16: Africa (1000 ACE to 1300 ACE)

Developments: The new religion of Islam has spread across Northern Africa and trade is well developed across the Sahara desert and along the East African coast. The great university of Timbuktu is founded and Al Bakri has written the first geography text of Africa.

Trade: The Mail Empire is the world’s leading producer of gold and you trade constantly with Europe, which needs the metal for coins and luxury goods. You also trade with India and China.

Choose two traders to go to Europe to trade your goods. Remember that yours are more valuable.
**Geographic Activity Sheet 17: China (1000 ACE to 1300 ACE)**

**Developments:** The Sung dynasty rules China, which is one of the most developed parts of the world. A system of roads and canals makes trade and travel easy. China is the only country in the world to use paper money. The basis of the economy is still the peasants who work the land and pay taxes. Feeling that China is the center of the world. The Great Wall keeps Mongol invaders from the North in check.  
**Trade:** People from all over the world come to you to buy silks, spices, and fine manufactured goods. You don’t value European goods but will trade for a good price in gold and silver. Indian goods are the only ones equal to yours.  
Choose two traders to bargain for those who want your silks, spices, and manufactured goods. Remember that your goods are more valuable than those of the Europeans.

**Geographic Activity Sheet 18: Europe (1000 ACE to 1300 ACE)**

**Developments:** The Roman Empire has collapsed and Europe has broken down into small states. All these states are Christian and loyal to the Pope in Rome but war constantly with one another. The economy is based on the Feudal system—the majority of people are peasants and pay part of their crops to their Lords who in turn pay taxes to the king or queen. Most people are very poor. Only nobility can afford the expensive luxury goods imported from India and China.  
**Trade:** You trade with Africans for gold and travel across the Middle East to buy spices, silks, and manufactured goods from India and China with your African gold.  
Choose two traders to travel to the Middle East, India, China, and North Africa to barter for goods.

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**Step 7**

- Student groups use the Activity Sheets 19 through 24 and develop skits illustrating interactions among people in the various geographic areas during the period 1500 ACE to 1820 ACE. Using the Geographic Worksheets as templates and resources such as the John Haywood *Atlas of World History* teachers may wish to develop worksheets for later periods up to the present.

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**D. Geographic Activity Sheets for the Further Development of Trade and Empires (Activity Sheets, 19 – 24)**

**Geographic Activity Sheet 19: Middle East (1500 ACE to 1820 ACE)**

The Turks have created a strong empire that extends across the Middle East to Eastern Europe and North Africa. Although the Turks are not Arabs they share the religion of Islam and continue traditions of architecture, scholarship and science. The Turks are often at war with Christian Europe and their armies advance as far as Vienna. However they concentrate on their land empire and the Mediterranean, allowing European traders to increase their influence along the African and Arabian coasts.
By 1600 ACE the Turkish empire was fighting on two fronts, Europe and Persia. Although the empire’s decline had begun, it would continue to be a powerful force in the Middle East for another three hundred years. The Turks lose their North African colonies and much of their foothold in Europe as Greece wins independence. European traders begin to dominate the Mediterranean and Arabian seas with their new weapons and strong navies. The Turkish empire becomes more conservative as it attempts to resist change.

**Geographic Activity Sheet 20: Americas (1500 ACE to 1820 ACE)**

Spain has conquered the great empires of Peru and Mexico. The god–kings have been killed and many great pyramids have been pulled down and cities destroyed. European diseases, previously unknown in these areas, spread through the native populations and millions die. The Spanish begin to ship out billions of dollars of gold back toward Spain. The Europeans in America drive back the native peoples and set up European style societies of their own. The British colonies in the United States become independent while Canada remains part of the British Empire. By the end of this period, most of South and Central America is also independent of Spain.

In both North and South America it is the descendants of the Europeans who control society. In South America the original inhabitants become peasants. In North America the native people continue to resist but are pushed back and many die of the new diseases from Europe. The slave trade continues until 1807 and slaves support the plantations growing cotton and sugar across America. Most of the slaves now have become Christians so the slave owners need a new excuse to keep them enslaved. They develop the idea that Black people are inferior and are destined to be slaves. Most Europeans in America feel that they are bound to rule the world.

**Geographic Activity Sheet 21: India (1500 ACE to 1820 ACE)**

At the beginning of this period Akbar is the Moghul emperor of India. Islam is the official religion but other religions are tolerated and the arts and sciences thrive. Christian missionaries arrive on the coast of India in 1542 and are allowed to preach and mix with the Indian people. The Indians allow Europeans to establish trading posts along the coast.

As the Moghul empire collapses, India breaks up into small states, which are often at war with one another. The British take advantage of the situation, and by allying with one group after another, they take over state after state and soon control most of the country. The British rule India with the help of a new elite of Indians. British rule opens the doors to imports of cheap machine–made cotton cloth, but finished Indian cloth cannot be sold in Britain. This destroys the famous Indian textile industry. People are thrown out of work and must return to the land to farm, causing great poverty and famine.

**Geographic Activity Sheet 22: Africa (1500 ACE to 1820 ACE)**

At the beginning of this period Africa continues to develop strong centres of wealth and culture. Cairo becomes a centre of commerce and learning for the new Turkish empire that extends over most of the north. Ethiopia has also emerged as a strong empire uniting much of the northeast. The Congo basin is under the rule of Alfonso 1 who is recognized as head of state by European monarchs. He tries to negotiate an end to the slave trade that is beginning on the coasts of his
country. Swahili trading cities such as Lamu, Mombassa and Malindi are now important trading ports on the east coast of Africa. When Portuguese fleets arrive with cannons, the cities cannot defend themselves.

The French invade the coast of Algeria. The Dutch establish a colony at Capetown that is taken over by the British who also establish a colony on the coast of Sierra Leone. Only in the interior do the African empires continue to thrive. The Ethiopian empire is now bigger and stronger than ever and defeats attempts by the Europeans to take it over. In the south, the Zulus unite under King Shaka. Egypt also wins its independence from Turkey.

The slave trade continues with European, Arab and African kings growing rich by selling slaves sent to the Americas. Millions of people are shipped out of Africa with many of them dying on the brutal cross Atlantic journey. Parts of Africa are severely depopulated and its economy ruined.

**Geographic Activity Sheet 23: China (1500 ACE to 1820 ACE)**

After a brief rule by the Mongols, these invaders are defeated and the Ming dynasty is established. The new dynasty is very suspicious of foreigners of all kinds and the European traders who find their way as far as China are not welcome. Life in the countryside continues as it always has, with the peasants paying taxes to the landlords who pay their taxes to the Emperor. China remains one of the most developed and richest societies on earth in the early part of this period.

In the mid 1600s a new dynasty, the Manchu, overthrows the Mings and takes over China. They expel Christian missionaries and tighten their control of foreign trade. The economy and the arts flourish and the empire expands again.

China exports silks, porcelain, medicines and tea but does not want European manufactured goods. The Europeans must pay in silver and gold. In order to get some of their money back the Europeans begin to sell opium grown in Turkey and India to the Chinese. Millions of Chinese become addicted to it.

**Geographic Activity Sheet 24: Europe (1500 ACE to 1820 ACE)**

European science is now catching up with the rest of the world. The Europeans use such Chinese inventions as gunpowder, the compass and printing to build cannons, develop better systems of navigation and improve communication. Europe begins to divide along religious lines. The north has become Protestant and the south is largely Catholic. The many religious wars help to develop European skill at warfare and arms production. There is also a great deal of persecution of religious minorities such as Jews and Muslims. The gold and silver that Europe gets from the Americas can be used to finance bigger and stronger armies and navies to buy goods from India and China.

With the wealth of world trade pouring in, Europe is now developing faster. European science also develops. In the natural sciences, animals are divided up into different species. This leads to the idea that there are different species, or races of people as well. Some are seen as fit to think and rule while others are seen as fit only for manual work. In order to get cheap labour for their
new American plantations, the Europeans expand the slave trade. Millions of Africans are kidnapped and taken across the Atlantic.

Step 8
- Use the Questions for Debriefing the Simulation Activity Sheet to discuss students’ responses to and learning from the simulation. Each geographic group can meet to discuss the questions and then the teacher can debrief with the whole class.

Questions for Debriefing the Simulation

1. How did it feel to play the various roles that you played? How did it feel to belong to different groups at different periods? How did it feel to be powerful? How did it feel to be powerless?
2. What did you learn about the accomplishments of your continent that you didn’t know before?
3. What kinds of stereotypes might have developed as a result of the trading process?
4. Are any of the stereotypes that you saw developed in the simulation are still current in Canada today?
5. According to the simulation, why are certain parts of the world now so much richer than others? How does this lead to stereotyping?
6. Can we change stereotypes without changing the inequalities of wealth and power that exist in the world?

Strategy 3: Facing History and Ourselves
Reflections on the Strategy Applied

The context for the third teaching strategy is secondary school west of Toronto. In this case, a history and social studies teacher applies a pedagogical approach developed by “Facing History and Ourselves” (FHAO). This is an American non-profit educational organization that focuses on the history of the Holocaust as a case study of racism, anti-Semitism, violence, obedience to authority, conformity, power, and the dismantling of the democratic process. FHAO focuses on the values of civic thinking and action and the dangers of indifference. The FHAO approach uses the tools of the humanities—inquiry, analysis, and interpretation—to promote students’ understanding of differing perspectives, competing truths, and the need to go beyond simple answers to complex issues, both historical and contemporary. Teachers introduce materials and strategies that will complicate students’ thinking and encourage them to be self-reflective about their own thinking processes. However, self-reflection is not an end in itself; it is hoped that students will move from thought to judgment and then to active participation in civic life. (Facing History and Ourselves National Foundation, 1994).
This strategy was field tested in a grade 10 Canadian History course but could easily be employed in the grade 10 Civics course as the activities demonstrate the role of informed, active and purposeful citizens. The questions about the students’ neighbourhoods are especially effective in engaging students and making their own world and surroundings a legitimate aspect of course content. The sampled stories taken from Canadian and world history are all stories in which issues of social justice have been addressed and students are able to identify issues, strategies, and tactics that they can apply in becoming active citizens.

The biggest challenge in implementation of this strategy was covering the historical content given the fact that the students’ engagement with the questions prolongs the time that is needed “to cover” the period of time being studied. A strong indication that the strategy met the learning expectations was that the students’ response to questions posed to them was not simply straightforward responses but often new and thought-provoking questions. The teacher has observed that some students became more aware of and active in their community after these activities. If he used this strategy in the Civics course, he would add a project that allows students to respond to and/or participate in issues that occur in their neighbourhood as an opportunity to apply effective approaches to civic action studied in the activities.

Teachers need to be cautious about sentiments that are expressed regarding neighbourhoods and newcomers because students might have been affected by stereotypes themselves or are developing guilt as a result of newly acquired perspectives and information about the hurt and pain they have or might have inflicted upon others. The sampled content can also cause anger in students, as the injustices towards women, African Canadians, and the environment are explored. Teachers might find that when they use this strategy in the context of a Canadian history curriculum, students question the rationale since the connection between their understanding of their local community and the larger history are not immediately apparent. It is therefore important that the teacher provides time for students to re-examine their neighbourhoods after the historical content has been studied and debriefed.

**Learning Expectations**

- Describe fundamental beliefs and values associated with democratic citizenship.
- Summarize the rights and responsibilities of citizenship with the global context.
- Describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist.
- Determine their own sense of responsibility in relation to these opportunities for involvement.

**You Will Need**

- Activity Sheets 1 and 2 (included in the Steps at a Glance section, below)
- TV/VCR; films in the Steps at a Glance section, below, that teachers may choose to use

**Steps at a Glance**

**Step 1**

- Ask students to answer the questions on their neighbourhood from Activity Sheet 1 and discuss their answers as a whole class
Your Neighbourhood
(Activity Sheet 1)

1. Write down the name of your street and describe your neighbourhood.

2. What impact does your neighbourhood have on your identity?

3. How is your neighbourhood perceived by other people?

4. How are these perceptions of your neighbourhood formed?

5. How do perceptions of your neighbourhood affect your attitudes and actions?

6. Have you and/or other people in the neighbourhood challenged perceptions held by others about the neighbourhood? If so, what did you do or what have you seen or heard others do?

Step 2
- Show the film *Journey to Justice* (directed by Roger McTair, produced by Karen King Chigbo–National Film Board # C9100077). This film depicts the stories of six individuals involved in the Canadian civil rights movement as it concerns equity for African Canadians. Ask students to consider the connection between their answers to the questions in Activity Sheet 1 and the experiences of the six people depicted in the film.

Step 3
- Ask students to answer the questions on new arrivals to their neighbourhood on Activity Sheet 2 and discuss their answers as a whole class.

New Arrivals to Your Neighbourhood
(Activity Sheet 2)

1. What happens when new people arrive in your neighbourhood?

2. Are there any words/labels that individuals or groups of people have been called when they arrive in your neighbourhood?

3. Have you ever taken part in labeling? If so, what has been the impact on others?

4. Have you ever been the newcomer to a neighbourhood who has been labeled?

5. What is the possible impact of newcomers into neighbourhoods?
Step 4
- Make an overhead of a photograph of Nellie McClung and/or Agnes McPhail and show it to the class without revealing the women’s identities. Ask students for any responses to the photographs. What labels might they use to describe who these women were? Reveal the identities of the women and ask students if the women conform to their perception of feminists. What is the impact of the label “feminist?” What are possible definitions for a feminist? What difficulties might these women have faced as “new arrivals” in the political arena of the Canada of their time?

Step 5
- Introduce author Helen Fein’s concept of “universe of obligation” (Fein, 1979). This is a term she uses to describe the circle of individuals and groups “toward whom obligations are owed, to whom rules apply, and whose injuries call for amends.” Ask students to write their own name in the center of a piece of paper and to write the names of individuals and groups who they include in their “universe of obligation” around their name. Students share their responses with three other students in the class and try to see if there are any commonalities in the categories of people included in various “universes of obligation,” for example, family members, close friends, neighbours, and so on. In debriefing the group discussions, the teacher can record these commonalities and discuss any instances where a student included someone outside these commonalities in their particular “universe of obligation.”

Step 6
- Show the film Rape: A Crime of War (directed by Shelley Saywell, National Film Board #9196097). This film includes sensitive material and teachers need to consider the age and maturity of the class before using it. Provide students with information about Louise Arbour (<http://gos.sbc.edu/a/arbour.html> and <http://www.peacemagazine.org/0004/arbour.htm>) who in her role as a judge on the International Court of Justice lobbied to include rape as a crime of war in the prosecution of war criminals. Students are asked to chart who Louise Arbour might include in her “universe of obligation.” As another example of an expanded concept of “universe of obligation,” teachers can screen the film The Greenpeace Years (directed by Shelley Saywell, National Film Board # 9191123). Students can chart the “universe of obligation” of the founding members of Greenpeace.

Step 7
- In small groups, discuss what factors enable people to expand their “universe of obligation.” Create a chart that represents this expanded “universe of obligation” and share with the whole class.
References