

***Related Issue 3: Should internationalism be pursued?  
Reducing Poverty***

**Specific Outcome**

3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)

**SKILLS AND PROCESSES FOR SOCIAL STUDIES 20-2**

<ul style="list-style-type: none"> <li>• <b>S.1 develop skills of critical thinking and creative thinking:</b></li> </ul>	<ul style="list-style-type: none"> <li>• analyze ideas and information from multiple sources</li> <li>• suggest likely outcomes based on factual information</li> <li>• evaluate personal assumptions and opinions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>S.4 demonstrate skills of decision making and problem solving:</b></li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate skills needed to reach consensus, solve problems and formulate positions</li> <li>• use inquiry processes to make decisions and solve problems</li> <li>• apply ideas and strategies to contribute to decision making and problem solving</li> <li>• describe a plan of action to use technology to solve a problem</li> </ul>
<ul style="list-style-type: none"> <li>• <b>S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</b></li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences</li> <li>• make meaningful contributions to discussion and group work</li> <li>• consider the points of view and perspectives of others</li> </ul>
<ul style="list-style-type: none"> <li>• <b>S.6 develop age-appropriate behavior for social involvement as responsible citizens contributing to their community:</b></li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community</li> </ul>
<ul style="list-style-type: none"> <li>• <b>S.7 apply the research process:</b></li> </ul>	<ul style="list-style-type: none"> <li>• develop and express an informed position on an issue</li> <li>• develop conclusions based on evidence gathered through research of a wide variety of sources</li> </ul>
<ul style="list-style-type: none"> <li>• <b>S.8 demonstrate skills of oral, written and visual literacy:</b></li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of oral, visual and print sources to present informed positions on issues</li> <li>• make respectful and reasoned comments on the topic of discussion</li> <li>• use technology to compose, revise and edit text</li> <li>• employ technologies to adapt information for context (situation, audience and purpose)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>S.9 develop skills of media literacy:</b></li> </ul>	<ul style="list-style-type: none"> <li>• analyze the impact of various forms of media</li> </ul>

This assigned could take up to a week, depending on the amount of research you do for the students ahead of time. Also, the students' familiarity with multi-media technology like Photo Story can impact your timeline. As this assignment expects students to use

technology to share information through the creation of a commercial, you will need access to computers with appropriate network access and software.

## **LESSON OPENER**

Show You Tube Clip: Third World Debt – Cancel It!

<http://www.youtube.com/watch?v=DwHW9RLuKIg>

- Discuss the commercial, including a discussion on
  - their impressions of the commercial
  - World Bank, UN (international organizations involved with reduction of poverty – review of Social 10)
  - our role in the reduction of poverty (refer to RI 4 in Social 10)
- Introduce the assignment below
- Arrange students into groups
  - In order to help facilitate the sharing of information, it is recommended that you have students create a file sharing program, like Google Docs (see note below).

## **ASSIGNMENT**

(Student Assignment Sheet is attached at bottom)

- Students should look at a minimum of three examples of attempts to reduce poverty in developing nations
  - (note: you may want to have students do the research on their own, or you may want to provide examples. It is recommended that you have several examples so that groups are looking at different case studies. Also you may want to include examples of failures along with successes so that students can see pros and cons)
- As a class, create a criteria that outlines what a successful program looks like
  - could include issues like:
    - the number of people affected
    - the long-term sustainability of the program – including resources/funding, is it self-sustaining
    - does it meet the needs of the local people
    - can it be applied in a variety of regions

*(You can decide if you want to create these criteria before or after students look at the case studies. It is placed afterwards in this outline as the ability for students to reflect on what they have read might help them to create better criteria.)*

- On their own or in small groups, students evaluate the case studies they have looked at and rank each according to the criteria created in class and explain their ranking by referring to the criteria and examples from the case study
- Decide what approach they feel the G8 nations should take in the reduction of poverty:

- Students need to decide if large scale projects like those supported by the World Bank are the best approach, or do micro-projects at the local level work better at long term alleviation of poverty
- Student will create a 30-60 second commercial directed towards the G8 that includes their action plan.
  - Commercials will use images, text and music in a way that will convey their opinion in an effective way.

***\*The last three bullets are what will be evaluated in the rubric attached to the student assignment sheet.***

### **A short list of organizations that are attempting to reduce poverty:**



**World Bank - Reducing Poverty, Sustaining Growth: What works, what doesn't and why**

<http://info.worldbank.org/etools/reducingpoverty/cases-SearchTOC.html>

*"Nearly 100 cases representing most economic and social sectors served to illustrate and analyze successful and not so successful attempts to take poverty reduction initiatives to scale. They have been used as learning material in global dialogues, presented and discussed at the conference, and incorporated into post conference publications."*

\*This is a great site for teachers to start at. You can click on thematic or regional case studies, then go to the summaries, which are often only a few pages long.



**United Nations – Millennium Development Goals** <http://www.un.org/millenniumgoals/>

*"The eight Millennium Development Goals (MDGs) – which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world's countries and all the world's leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world's poorest."*



**Ashoka: Innovators for the Public** <http://www.ashoka.org/>

*"Ashoka is the global association of the world's leading social entrepreneurs—men and women with system changing solutions for the world's most urgent social problems. Since 1981, we have elected over 1,800 leading social entrepreneurs as Ashoka Fellows, providing them with living stipends, professional support, and access to a global network of peers in more than 60 countries."*



**DATA:** <http://www.data.org/>

*"DATA is an advocacy organization dedicated to eradicating extreme poverty and AIDS in Africa."*



**CARE:** <http://care.ca/>

*"CARE Canada's mission is to serve individuals and families in the poorest communities in the world. Drawing strength from our global diversity, resources and experience, we promote innovative solutions and are advocates for global responsibility."*



**KIVA -** <http://www.kiva.org/>

**"Kiva's mission is to connect people through lending for the sake of alleviating poverty. Kiva is the world's first person-to-person micro-lending website, empowering individuals to lend directly to unique entrepreneurs in the developing world."**



**World Vision:** <http://www.worldvision.org>

*“World Vision is a Christian humanitarian organization dedicated to working with children, families and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice.”*

(\*note, this might be a good time to discuss the difference between government, non-government and religious organizations)

## **TEACHER HINTS**

- Although students have discussed the responsibility of individuals and nations in Social Studies 10, this assignment can assist students in formulating their opinions regarding the overarching related issue: **Should internationalism be pursued?** This is because students will hopefully be exposed to both positive and negative outcomes of international involvement in the reduction of poverty.
- Students should have a good understanding of international debt, including the HIPC (Heavily Indebted Poor Countries Initiative) – this may have been covered in Social 10.
  - o Some sources to help you give this information to your students include:
    - IMF Summary of HIPC  
<http://www.imf.org/external/np/exr/facts/hipc.htm>
    - Global Issues site: HIPC is not working  
<http://www.globalissues.org/TradeRelated/Debt/HIPC.asp>
    - BBC article on G8 debt reduction efforts  
[http://news.bbc.co.uk/2/hi/uk\\_news/4639485.stm](http://news.bbc.co.uk/2/hi/uk_news/4639485.stm)  
<http://news.bbc.co.uk/2/hi/business/2645499.stm>
    - CATA foreign aid policy failure article  
<http://www.cato.org/pubs/pas/pa-273.html>
- As they will be creating a commercial directed to the G8, they will need a bit of background on what the G8 is. ([http://www.g8.utoronto.ca/what\\_is\\_g8.html](http://www.g8.utoronto.ca/what_is_g8.html))

### Sample commercials

- One Campaign – Make Poverty History  
<http://www.youtube.com/watch?v=xVTN0jskXXg&feature=related>
  - o Make Poverty History – Bono  
[http://www.youtube.com/watch?v=Eih\\_ybKdVXU&NR=1](http://www.youtube.com/watch?v=Eih_ybKdVXU&NR=1)
  - o Make Poverty History – Click  
[http://www.youtube.com/watch?v=gFfIIW\\_xQq4&feature=related](http://www.youtube.com/watch?v=gFfIIW_xQq4&feature=related)

### Resources

- Global Issues website – this site has a variety of links criticizing the global debt crisis, including an article giving some background information on debt:  
<http://www.globalissues.org/TradeRelated/Debt/Causes.asp>
- Suggested reading: “The End of Poverty”, “CommonWealth” – Jeffery Sachs
- Google Docs - Online file sharing programs like Google Docs help to end the excuse, “My partner isn’t here and everything is on their account.” To set up a Google Docs account, students can create a Google account (many of them might already have them), then go to tools and find Google Docs. They then create a file and invite collaborators. This then opens the document to all who have been invited to share information. As students do their work, they can save it on the Google Docs file and all the collaborators can then see it right away.  
For an easy to understand summary, go to Common Craft: Google Docs in Plain English <http://www.commoncraft.com/video-googledocs>
- Tutorial for Photo Story  
[http://itdp.providence.edu/Help/Photo\\_Story/Franken.wmv](http://itdp.providence.edu/Help/Photo_Story/Franken.wmv)

## STUDENT ASSIGNMENT SHEET

### *Social Studies 20-2*

#### ***Related Issue 3: Should internationalism be pursued?***

The issue of international involvement in global issues is not an easy one to answer. What role should the world be playing in solving a problem like poverty. In the world today there are almost 3 billion people living on less than \$2/day (2007 UN Human Development Report). Yet most Canadians are amongst the top 10% wealthiest people in the world.

In grade 10 you looked at how we should be responding to globalization. Now you are to look at the international efforts being made, and evaluate if the international approach is the best way to solve these problems.

Your assignment will be to look at a variety of case studies that look at the efforts of international organization working to reduce poverty in developing nations.

#### PART ONE

As a class, you will be creating a criteria to evaluate different international efforts. You will then rank the case studies you have been given according to the class criteria. In your ranking of your case studies, you will need to refer to the criteria and use examples to justify your ranking

#### PART TWO

Now that you are familiar with efforts to reduce poverty, you are now expected to make recommendations to a powerful international organization – the G8. Your commercial

should be between 30-60 seconds. A good tool to use for the creation of your commercial is Photo Story.

Your commercial should include information on what solutions or actions are best. This means you need to evaluate what the best approach would be. Would it be better for the G8 to support or create major international organizations that can pool their resources, or is the support of small-scale, local efforts more effective?

In order to get the attention of the G8 leaders, your commercial will also need to produce an emotional response. Use images and music that will help you to emphasize your ideas to be more persuasive.

### RUBRIC

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Poor</b>
Evaluation of case studies	Student clearly explains the ranking of each case study and justifies it with references to the criteria established AND examples from the case study.	Student ranks each case student with general explanations. Justification is relevant, but may be incompletely developed.	Explanations are minimal and incomplete. Justification is marginally relevant; examples, if present, are incomplete.
Explanation of G8 solution to alleviate poverty in developing nations	Explanations are thorough and comprehensive. Solutions are insightful and confident. Student demonstrates a perceptive understanding.	Explanations are general and straightforward. Solutions are valid and appropriate. Student demonstrates an acceptable understanding.	Explanations may be marginally relevant, but do not clearly explain the solutions. Student demonstrates a negligible understanding.
Commercial – Quality of Information	Information is clearly and precisely presented. One or more convincing arguments are presented.	Information presented is accurate, but general. Adequate arguments are presented.	Presentation of information is unclear or disorganized. Arguments or ideas are difficult to determine.
Commercial – Quality of stylistic choices (this includes creativity, use of images)	Precise and effective stylistic choice contribute to the creation of a convincing voice. Student demonstrates confident use of appropriate technology	Basic stylistic choices create a voice that is matter of fact. Student demonstrates acceptable but basic use of appropriate technology	Ineffective or inappropriate stylistic choices adversely affect intended audience. Student demonstrates faltering or confused use of appropriate technology