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| **Activity 2: Canada’s Role in the International Community** |

# Activity: How has Canada’s international role evolved from a militaristic approach to a humanistic approach?

Time: 225 minutes (Three 75-minute periods)

## Description

## Students will understand what role Canada plays in the international community both during times of global conflict and cooperation. They will examine how Canada’s reaction has adapted over time to fit the changing political climate. They will use be examining this change from the method adopted after World War II, primarily a militaristic approach, to the current humanistic approach and understand why this shift occurred. Students will use critical thinking skills to evaluate the reasons behind the shift and how the various factors within Canada shape its international response.

*Connection to Culminating Activity*

Students will understand how Canada participates in the International community through two examples (one from the past and one from the present). They will use the factors influencing decision making to then decide how their group would react to the situation at hand. This ability to consider a position, research and present it will prepare the students to argue for their country or organization during the simulation giving them the tools to consider when deciding on a stance.

## Strand(s) and Expectations

Strand:

Participation in the International Community

Overall Expectations:

Evaluate the role of Canada and Canadians in the international community

Specific Expectations

Explain how Canada tries to settle its external conflicts

Strand:

Power, Influence and the Resolution of Differences

Overall Expectations:

Evaluate Canada’s role and influence in international relations

Specific Expectations

Evaluate the nature and quality of Canada’s influence within selected world and regional organizations

Strand:

Methods of Political Inquiry and Communication

Overall Expectations:

Communicate knowledge, opinions and interpretations about events, issues, and trends relating to politics and citizenship using a variety of forms of communication

Specific Expectations

Express opinions, understandings, arguments and conclusions as appropriate for different audiences and purposes using a variety of styles and forms

## Planning Notes

* Teacher to reflect on their own personal views on Canada as a peacekeeping nation and the history behind its choices
* Teacher to also be mindful of any students from Japan, Haiti or any similar country and present the situation with utmost class, dignity and fairness
* Teacher to ensure that the appropriate number of handouts are photocopied prior to class (Appendix 1-3)
* Teacher to ensure that a computer lab is booked for the second & third period
* Teacher to ensure that a projector and screen is available for the third class period

## Prior Knowledge Required

* Students will have an understanding of power and sovereignty within a nation and how they impact upon a state’s ability to respond to an international conflict
* Students will have an understanding of Canada’s domestic and foreign policy (from prior unit)
* An understanding of the various organizations Canada is a part of (e.g. NORAD, NATO)
* Grade 10 History understanding of Canada’s role during World War II
* Students will know how to use the program “Prezi”

## Teaching/Learning Strategies

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| *Minds On*  1. Teacher to brainstorm with the class the following question:  *- How is Canada currently perceived by the world?*  2.Discuss with students the possible reasons behind their beliefs (i.e. where does it stem from?  *Action*  1. Teacher to role-play the following scenario (APPENDIX 1):  *We have travelled back in time to the year 1942. We are in the middle of another World War. My name is Louis Slotin and I am from Winnipeg, Canada. I have been asked to join the Manhattan Project and assist the United States to build an atomic bomb. We need the help of Canada as it is the only place in the world that has access to a Uraniam mine from the Northwest Territories. We need to know if you will help us.*  Adapted from: (Rose, 2005)  2. As a class, work together to consider the scenario from a particular focus that contributes to Canada’s response. Factors include:  “Actions of Other Countries” – what are the attitudes of surrounding countries  “Civil Society” – the population, grassroots organizations  “Geography” – what are the realities of the country (size, climate, resources)  “History” – what is the traditional stance, Canada’s reputation  “Ideology” – what is the ideology of the party in power  “National Economy” – what are the economic interests of Canada at the time  “Military” – what power and influence does the military play  Adapted from: (Public District School Board Writing Team, 2002)  3. Ask students to read the article on the Manhattan Project (APPENDIX 2). Here students will learn that Canada decided to abandon their nuclear interests. Discuss with students the reasons why this may be the case.  Questions for Discussion:  *-Who were the main players in this article?*  *- Summarize what the article states about Canada’s involvement in providing Uranium.*  *- What might have happened if Canada had decided not to participate?*  *- What other conclusions can you reach about why Canada initially participated in the project and later decided not to pursue nuclear weaponry*  *- In your opinion, did Canada make the right choice to stop pursuing this?*  *- Suppose the government brought up the idea of pursuing nuclear weapons today, how would Canada react?*  4. Teacher to prepare a short lecture on Canada’s increasing peacekeeping role.  Recommended resources:  (UN Peacekeeping Project, 2007)  (McCluskey, CBC News In Depth: Canada's Military, 2005)  (McCluskey, CBC News In Depth: Canada's Military, 2003)  Questions for Discussion:  *- Why did Lester B. Pearson decide to shift the focus of Canada’s contribution to international crises?*  *- Do you believe Canada has upheld its “peacekeeping” role?*  5. Current Event – Haiti (Computer Lab Time)  Students will receive an article outlining the recent events in Haiti (Appendix 3). The students will be separated into seven groups using numbered heads. Each group will be in charge of one factor that contributes to Canada’s decision-making process. They must research their factors’ point of view on the issue and argue for or against the following question:  *What role should Canada play in Haiti, a militaristic or peacekeeping? Why?*  6. Presentations: Students will have to argue their reasons with a 3-minute Prezi slideshow to the rest of the class.  (Note: sample Prezi’s can be found here: <http://prezi.com/explore/page/2/?search=canada%20in%20haiti>)  *Consolidation*  1. Students will decide, individually, how they believe Canada has responded and if they believe it should be any different. They will write a 250-word response answering the following questions:  *- Has Canada responded appropriately? If yes, how so? If not, what can they do?*  *- How can they plan to bring forth change on this issue in their (a) school or (b) community*  2. Teacher to collect these responses the following day | Assessment *For*, *As*, and *Of* Learning Strategies and Tools  AfL  Diagnostic  AfL  AaL  Teacher observations  Anecdotal comments  Class discussion  Graphic organizer  AfL  AaL  Students submit individual reflections for teacher feedback  Teacher anecdotal comments |

## Accommodations

* Needs of ELL students kept in mind and support provided as necessary
* Allow students with reading or comprehension difficulties to collaborate with peers who are strong readers
* Students who have a hard time verbally responding will have the opportunity to write down their answers prior to having to share with the class
* Ensure through class discussions that students understand the steps and expectations for every task prior to commencing work on them
* Accommodations made for students with visual and mobility disabilities

## Resources

Electronic

1. UN Peacekeeping Project. (2007). *United Nations Association in Canada.* Retrieved 2011, from Peace and Security: http://www.unac.org/peacekeeping/en/un-peacekeeping/fact-sheets/canada-and-un-peacekeeping/
2. Nwazota, K. (2005). *The Online NewsHour: Tracking Nuclear Proliferation.* Retrieved 2011, from PBS Network: http://www.pbs.org/newshour/indepth\_coverage/military/proliferation/countries/canada.html
3. McCluskey, P. (2003, Oct). *CBC News In Depth: Canada's Military.* Retrieved Feb 2011, from CBC News: http://www.cbc.ca/news/background/cdnmilitary/peacekeeping.html
4. McCluskey, P. (2005, Jun). *CBC News In Depth: Canada's Military.* Retrieved Feb 2011, from CBC News: http://www.cbc.ca/news/background/cdnmilitary/shrinking\_military.html
5. Public District School Board Writing Team. (2002). *Course Profiles.* Retrieved Feb 2011, from Curriculum Services Canada: http://www.curriculum.org/csc/library/profiles/12/canadian\_p.shtml
6. Rose, T. (2005). *CBC News: Analysis and Viewpoint.* Retrieved Feb 2011, from Canadian Broadcasting Corporation: http://www.cbc.ca/news/viewpoint/vp\_rose/20050805.html

Print

1. Bennett, B. (2008). *Beyond Monet: The Artful Science of Instructional Integration.* Toronto: Bookation Inc.
2. Ontario Ministry of Education. (2003). *Think Literacy: Cross-Curricular Approaches Grades 7-12.* Toronto: Ministry of Education.

**Appendices**

Appendix 1 – What Should Canada Do?

Appendix 2 – The Manhattan Project Article

Appendix 3 – Crisis in Haiti Article

**Appendix 1**

What Should Canada Do?

*We have travelled back in time to the year 1942. We are in the middle of another World War. My name is Louis Slotin and I am from Winnipeg, Canada. I have been asked to join the Manhattan Project and assist the United States to build an atomic bomb. We need the help of Canada as it is the only place in the world that has access to a Uraniam mine from the Northwest Territories. We need to know if you will help us.*

Below are factors that generally influence a country’s response to international crises.

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| **Factors** | **Canada’s response** |
| *Actions of Other Countries*  What are the attitudes of surrounding countries |  |
| *Civil Society*  The population, grassroots organizations |  |
| *Geography*  What are the realities of the country (size, climate, resources) |  |
| *History*  What is the traditional stance, Canada’s reputation |  |
| *Ideology*  What is the ideology of the party in power |  |
| *National Economy*  What are the economic interests of Canada at the time |  |
| *Military*  What power and influence does the military play |  |

Adapted from CPW 4U Course Profile: (Public District School Board Writing Team, 2002)

**Appendix 2**

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| spacer | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | ESOURCES | Posted: May 2, 2005 | | | | | spacer | spacer | spacer | | **Canada**  anada's Flag | | spacer | | In 1945, Canadian officials revealed that they had participated with the United States in the Manhattan Project, America's venture to build its first atomic bomb. According to the Bulletin of Atomic Scientists, the Canadian government provided uranium from its mines in the Northwest Territories -- uranium many believe the United States used to fuel the atomic bombs that destroyed Hiroshima and Nagasaki, Japan in 1945.  ap of CanadaCanada's participation in the Manhattan project was critical since the country was one of only two places outside Nazi-controlled Europe -- the other was the Belgian Congo -- with known natural deposits of uranium.  Throughout the 1940s, as Canada helped fuel American bombs, the country carried out its own extensive weapons research, focused on finding the most efficient ways to produce plutonium. By the end of World War II, according to the Canadian Coalition for Nuclear Responsibility, Canada's NRX reactor housed at Chalk River, Ontario, earned a reputation as the most efficient plutonium-processing reactor in the world.  After its revelation in 1945, Canada chose a different path than the other major Manhattan project partner Britain, deciding not to construct its own atomic bomb. The government turned over control of its Chalk River reactors to the National Research Council for civilian energy production.  "We have not manufactured atomic bombs; we have no intention of manufacturing atomic bombs," Canadian Minister of Reconstruction C.D. Howe told the House of Commons on Dec. 5, 1945.  Secretly, however, Canada continued to provide plutonium from Chalk River and uranium to Britain and the United States to fuel their weapons programs, according to author Gordon Edwards in the book, Canada and the Nuclear Arms Race.  At the height of Canadian nuclear production from 1948 to 1959, Canada exported an estimated 12,000 tons of uranium, according to Gordon. And, in his 1966 book Canada's Nuclear Story, Wilfrid Eggleston estimated the Canadians built 517 uranium rods during that time.  Canada has also been associated with U.S. nuclear weapons in other ways. Although the country pledged to refrain from building a nuclear bomb, it did acquire U.S. nuclear warheads for use in its weapons systems, according to John Clearwater a former civilian analyst with Canada's Department of National Defence.  According to Clearwater, from 1963 to 1984 Canada was a nuclear power since its weapons systems at home and at bases in West Germany were equipped with U.S. nuclear warheads. Clearwater estimates, according to the Bulletin of Atomic Scientists, that "at the height of Canadian nuclear deployments, the greatest number of weapons which could have been available to Canada would have been between 250 (low estimate) and 450 (high estimate)."  In 1968, Canada did begin to remove nuclear weapons systems from its bases, leading then Canadian Prime Minister Pierre Trudeau, in his famous speech before the U.N. General Assembly in 1978, to hail Canada as, "not only the first country with the capability to produce nuclear weapons that chose not to do so, we are also the first nuclear-armed country to have chosen to divest itself of nuclear weapons."  But, it was not until 1984 that Canada was completely free of nuclear weapons, according to Clearwater.  Though Canada was one of the first countries to sign the nuclear Non-Proliferation Treaty in July 1968, the country has come under fire for providing India with the reactor India used to produce the plutonium that fueled its first nuclear bomb explosion in 1974.  **-- Compiled by Kristina Nwazota for the Online NewsHour** |   Source: (Nwazota, 2005) |

**Appendix 3**

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# Magnitude 7.0 earthquake slams Haiti



AFP/Getty Images

This image, obtained from Twitter, purportedly shows destroyed buildings on January 12, 2010 in Port-au-Prince after a huge earth quake measuring 7.0 rocked the impoverished Caribbean nation of Haiti, toppling buildings and causing widespread damage and panic, officials and AFP witnesses said

Joseph Guyler Delva, Canwest News Service · Tuesday, Jan. 12, 2010

PORT-AU-PRINCE -- A major earthquake struck the capital of impoverished Haiti on Tuesday, toppling many buildings and burying hundreds, possibly thousands, of people under the rubble, witnesses said.

The magnitude 7.0 quake, whose epicenter was inland and only 16 km from Port-au-Prince, sent panic-stricken people screaming into the streets as a cloud of dust and smoke from falling buildings rose into the sky.

As offices, hotels, houses and shops collapsed, people were screaming “Jesus, Jesus” and running in all directions. The gleaming white presidential palace lay in ruins, its domes fallen on top of flattened walls.

Bloodied and dazed survivors gathered in the open and corpses were pinned by debris.

The United Nations said a large number of its personnel in Haiti were unaccounted for after a five-story building at the headquarters of the U.N. mission collapsed.

“The whole city is in darkness. You have thousands of people sitting in the streets with nowhere to go,” said Rachmani Domersant, an operations manager with the Food for the Poor charity. “There are people running, crying, screaming.”

In the hillside neighborhood of Petionville, Domersant said he saw no police or rescue vehicles.

“People are trying to dig victims out with flashlights,” he said. “I think hundreds of casualties would be a serious understatement.”

U.N. officials said normal communications had been cut off and the only way to talk with people on the ground was via satellite phone.

Haiti is the poorest country in the Western Hemisphere and has a history of destructive natural disasters. Some 9,000 U.N. police and troops are stationed there to maintain order.

The quake, followed by aftershocks, prompted a tsunami watch for parts the Caribbean but this was later canceled.

U.S. President Barack Obama said his “thoughts and prayers” were with the people of Haiti and pledged immediate aid.

The United States would provide both military and civilian disaster assistance to the Caribbean country, Secretary of State Hillary Clinton said at the start of a speech on Asian relations in Honolulu, Hawaii.

Her husband, former U.S. President Bill Clinton, who is the U.N. special envoy for Haiti, also pledged assistance. The Inter-American Development Bank said it would provide $200,000 in immediate emergency aid.

The World Bank, which said its local offices were destroyed but that most staff were accounted for, plans to send a team to help Haiti assess damage and plan a recovery.

U.N. peacekeeping chief Alain Le Roy said the main U.N. building in Port-au-Prince had collapsed.

“We don’t know how many people were in the building,” he told reporters.

Le Roy’s deputy Edmond Mulet said 200 to 250 people work in the building during normal hours. Since the earthquake struck after 5 p.m. local time — after working hours — it was not clear how many people would have been there.

There were more houses destroyed than standing in Delmas Road, a major thoroughfare in Port-au-Prince, another Food for the Poor employee said.

“Within a minute of the quake ... soil, dust and smoke rose up over the city, a blanket that completely covered the city and obscured it for about 12 minutes until the atmospheric conditions dissipated the dust,” Mike Godfrey, who works for USAID, told CNN.

Experts said the quake’s epicenter was very shallow at a depth of only 6.2 miles (10 km), which was likely to have magnified the destruction.

Dale Grant, a U.S. Geological Survey geophysicist in Golden, Colorado, told Reuters there had been no quakes this large in Haiti for more than 200 years.

“There were two major quakes there in 1751 and 1770 but, since then, there has not been a quake of this magnitude,” Grant said.

Speaking to CNN from Port-au-Prince, Ian Rogers of the charity Save the Children said he could hear cries of anguish and mourning rising up from around the city in the darkness.

Homes and buildings built on hillsides had come crashing down along with earth and rubble.

“All the roads currently are blocked,” Rogers said.

The Hotel Montana in Port-au-Prince, where many foreigners stay, suffered at least some minor damage.

A group of 12 U.S. students from Lynn University in Florida were visiting Haiti with Food for the Poor and some were able to send text messages to say they were fine, said the charity’s spokeswoman Kathy Skipper.

The powerful quake was felt in southeastern Cuba, about 160 miles (257 km) from the epicenter. Cuban authorities evacuated coastal residents because of the initial tsunami threat.

“I was seated on the terrace and I thought my chair had slid out from under me but I realized it was an earthquake,” said Eduardo Machin, a resident of the coastal city of Santiago de Cuba. “It was very strong.”

Sailors at the U.S. naval base at Guantanamo Bay in eastern Cuba felt the quake but there was no damage to the base or the detention camp where the United States holds 198 foreign terrorism suspects, said Chief Petty Officer Bill Mesta.

“It just shook a number of the buildings,” Mesta said.

Cruise Line Royal Caribbean said initial reports indicated there was no damage to its Labadee beach resort on Haiti’s north coast. No ships were in port when the quake hit, the line’s spokeswoman Cynthia Martinez said.

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