

Social Studies

Social Studies 30 – 1, 30 -2 Curriculum Map

Perspectives on Ideology

Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology? (30-1)

Related Issue 4: Should my actions as a citizen be shaped by an ideology? (30-2)

Resources Included: *Canada in Context, The Canadian Encyclopedia, CultureGrams, Historica Canada, World History in Context, Global Issues in Context, Canadian Encyclopedia, Government of Canada, LearnAlberta, Academic OneFile, CBC News in Review, Curriculum Video on Demand, 2Learn.ca*

Betty-Lou Ayers

On Behalf of THE ALBERTA LIBRARY

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Social Studies 30-1

Perspectives On Ideology

Overview

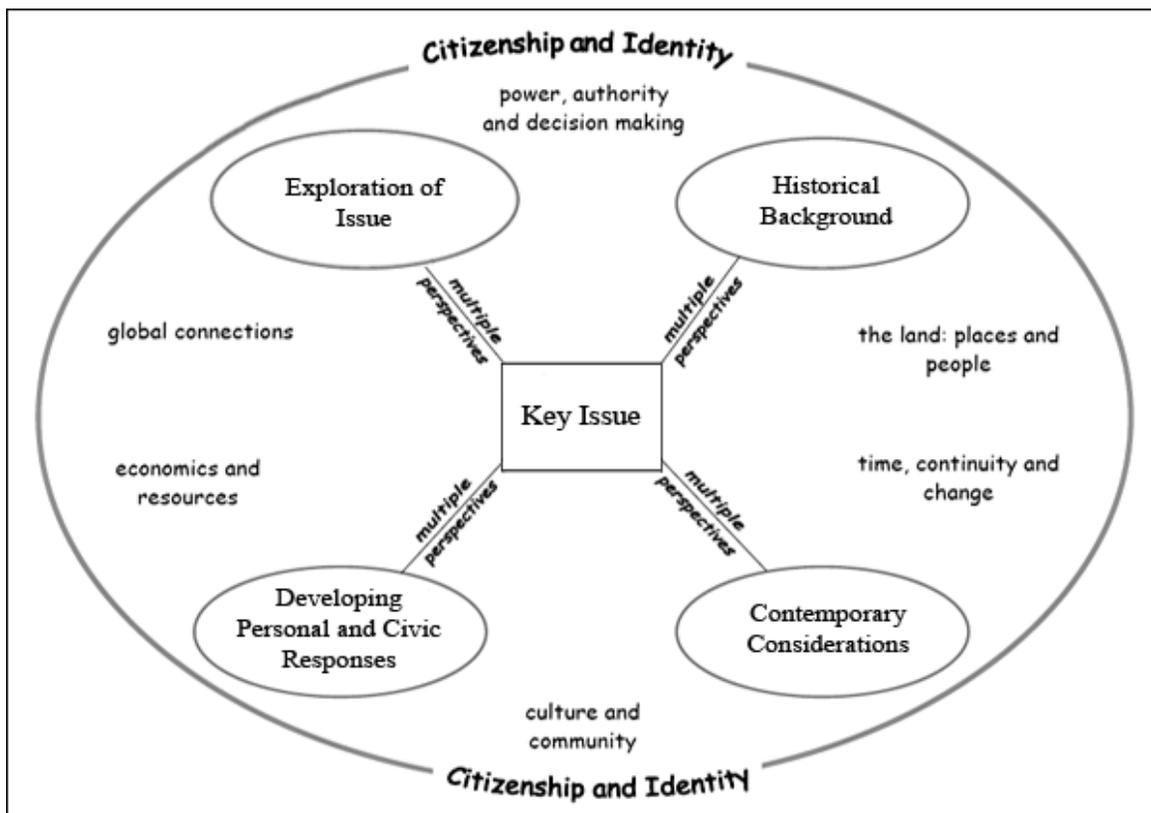
Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues

Rationale

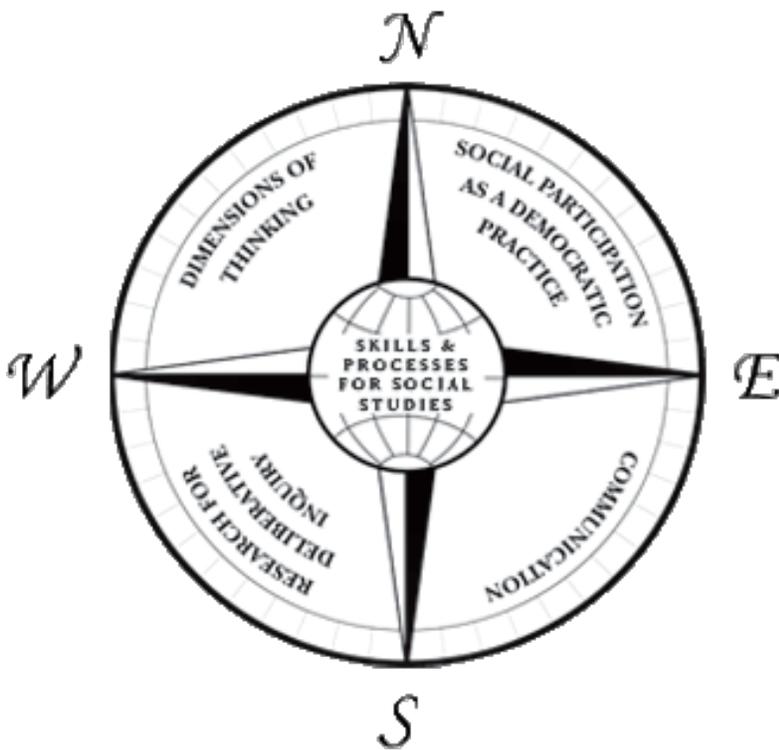
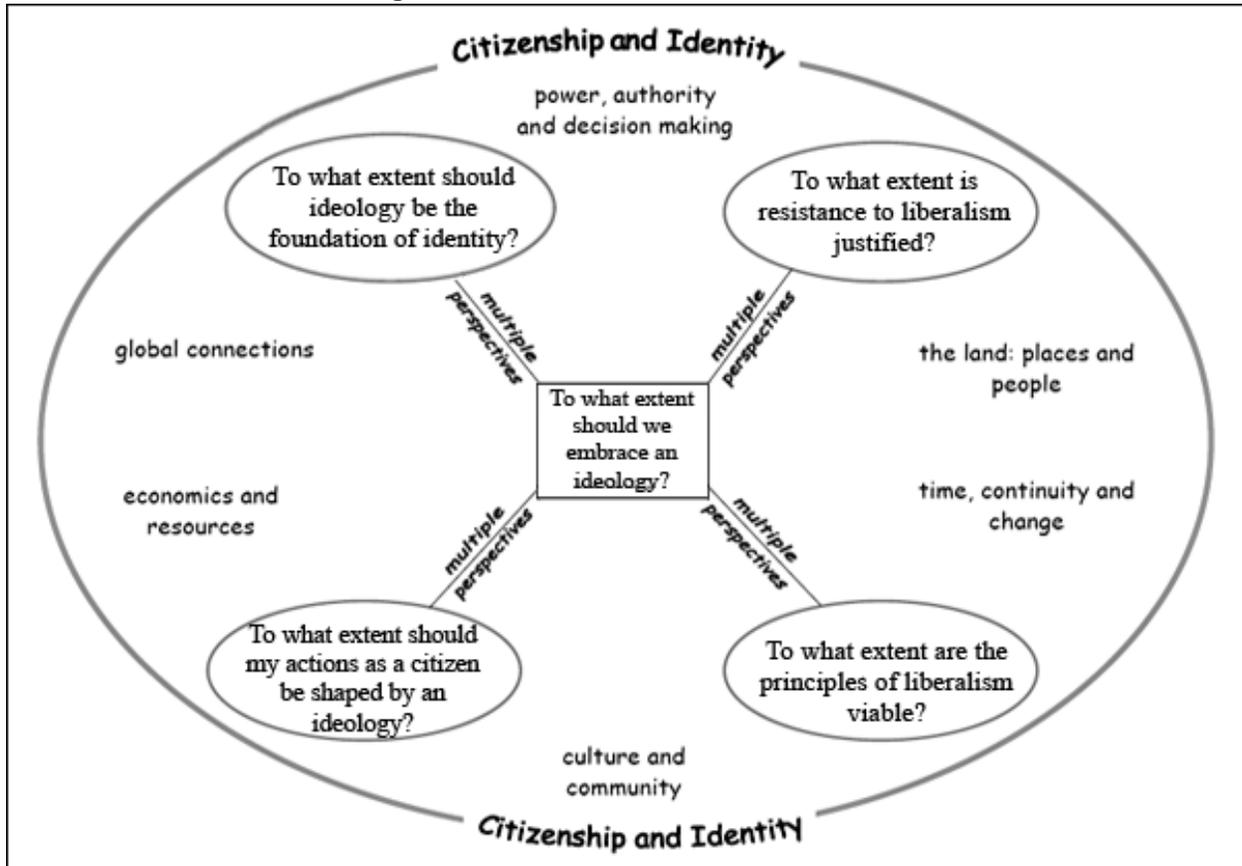
The principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible citizens. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
1. To what extent should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.
2. To what extent is resistance to liberalism justified?	Students will assess impacts of, and reactions to, principles of liberalism.
3. To what extent are the principles of liberalism viable?	Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
4. To what extent should my actions as a citizen be shaped by an ideology?	Students will assess their rights, roles and responsibilities as citizens.

Senior High School Social Studies Course Organizer



Social Studies 30-1 Course Organizer



Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-1.

Dimensions of Thinking	
critical thinking and creative thinking	evaluate ideas and information from multiple sources
historical thinking	analyze multiple historical and contemporary perspectives within and across cultures
geographic thinking	analyze the impact of physical and human geography on history
decision making and problem solving	demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that enhance personal and community well-being
Research for Deliberative Inquiry	
research and information	develop, express and defend an informed position on an issue
Communication	
oral, written and visual literacy	communicate effectively to express a point of view in a variety of situations

media literacy	assess the authority, reliability and validity of electronically accessed information
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Skills & Processes For Social Studies 30-1

The following skills and processes are outcomes to be achieved by the end of Social Studies 30-1. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol ➤.

Dimensions of Thinking

Students will:

S.1 - develop skills of critical thinking and creative thinking:

- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- predict likely outcomes based on factual information
- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- synthesize information from contemporary and historical issues to develop an informed position
- evaluate the logic of assumptions underlying a position
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

S.2 - develop skills of historical thinking:

- evaluate ideas and information from multiple sources
- analyze connections among patterns of historical change by identifying cause and effect

relationships

- compare similarities and differences among historical narratives
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- discern historical facts from historical interpretations through an examination of multiple sources
- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
- ➤ demonstrate an understanding of how changes in technology can benefit or harm society-in the context of the present, the future and various historical time periods
- ➤ use current, reliable information sources from around the world

S.3 - develop skills of geographic thinking:

- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information, using historical maps
- develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- assess the impact of human activities on the land and the environment
- assess how human interaction impacts geopolitical realities
- ➤ use current, reliable information sources from around the world, including online atlases

S.4 - demonstrate skills of decision making and problem solving:

- demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
- develop inquiry strategies to make decisions and solve problems
- generate and apply new ideas and strategies to contribute to decision making and

problem solving

- ➤ describe a plan of action to use technology to solve a problem
- ➤ use appropriate tools and materials to accomplish a plan of action

Social Participation as a Democratic Practice

Students will:

S.5 - demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
- participate in persuading, compromising and negotiating to resolve conflicts and differences
- interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
- demonstrate leadership during discussions and group work
- respect the needs and perspectives of others
- collaborate in groups to solve problems

S.6 - develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- demonstrate leadership by engaging in actions that enhance personal and community well-being
- acknowledge the importance of multiple perspectives in a variety of situations

Research for Deliberative Inquiry

Students will:

S.7 - apply the research process:

- develop, express and defend an informed position on an issue

- reflect on changes of perspective or opinion based on information gathered and research conducted
- draw pertinent conclusions based on evidence derived from research
- demonstrate proficiency in the use of research tools and strategies to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
- develop, refine and apply questions to address an issue
- select and analyze relevant information when conducting research
- ➤ plan and perform complex searches, using digital sources
- ➤ use calendars, time management or project management software to assist in organizing the research process
- ➤ generate new understandings of issues by using some form of technology to facilitate the process
- ➤ record relevant data for acknowledging sources of information, and cite sources correctly
- ➤ respect ownership and integrity of information

Communication

Students will:

S.8 - demonstrate skills of oral, written and visual literacy:

- communicate effectively to express a point of view in a variety of situations
- use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen respectfully to others
- use a variety of oral, visual and print sources to present informed positions on issues

- ➤ apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues
- ➤ use appropriate presentation software to demonstrate personal understandings
- ➤ compose, revise and edit text
- ➤ apply general principles of graphic layout and design to a document in process
- ➤ understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
- ➤ apply principles of graphic design to enhance meaning and engage audiences

S.9 - develop skills of media literacy:

- ➤ assess the authority, reliability and validity of electronically accessed information
- ➤ evaluate the validity of various points of view presented in the media
- ➤ appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- ➤ analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification
- ➤ demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

Key Issue: To what extent should we embrace an ideology?

Key Outcome: Students will understand, assess and respond to the complexities of ideologies.

Related Issue 4 (30-1)

To what extent should my actions as a citizen be shaped by an ideology?

General Outcome

Students will assess their rights, roles and responsibilities as citizens.

Specific Outcomes: Values and Attitudes

Students will:

- 4.1 - appreciate the relationship between citizenship and leadership
- 4.2 - exhibit a global consciousness with respect to the human condition and world issues
- 4.3 - accept responsibilities associated with individual and collective citizenship

Specific Outcomes: Knowledge and Understanding

Students will:

- 4.4 - explore the relationship between personal and collective worldviews and ideology
- 4.5 - explore how ideologies shape individual and collective citizenship
- 4.6 - analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy)
- 4.7 - analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples)
- 4.8 - evaluate the extent to which ideology should shape responses to contemporary issues
- 4.9 - develop strategies to address local, national and global issues that demonstrate individual and collective leadership
- 4.10 - explore opportunities to demonstrate active and responsible citizenship through individual and collective action

Social Studies 30-2

Understandings Of Ideologies

Overview

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

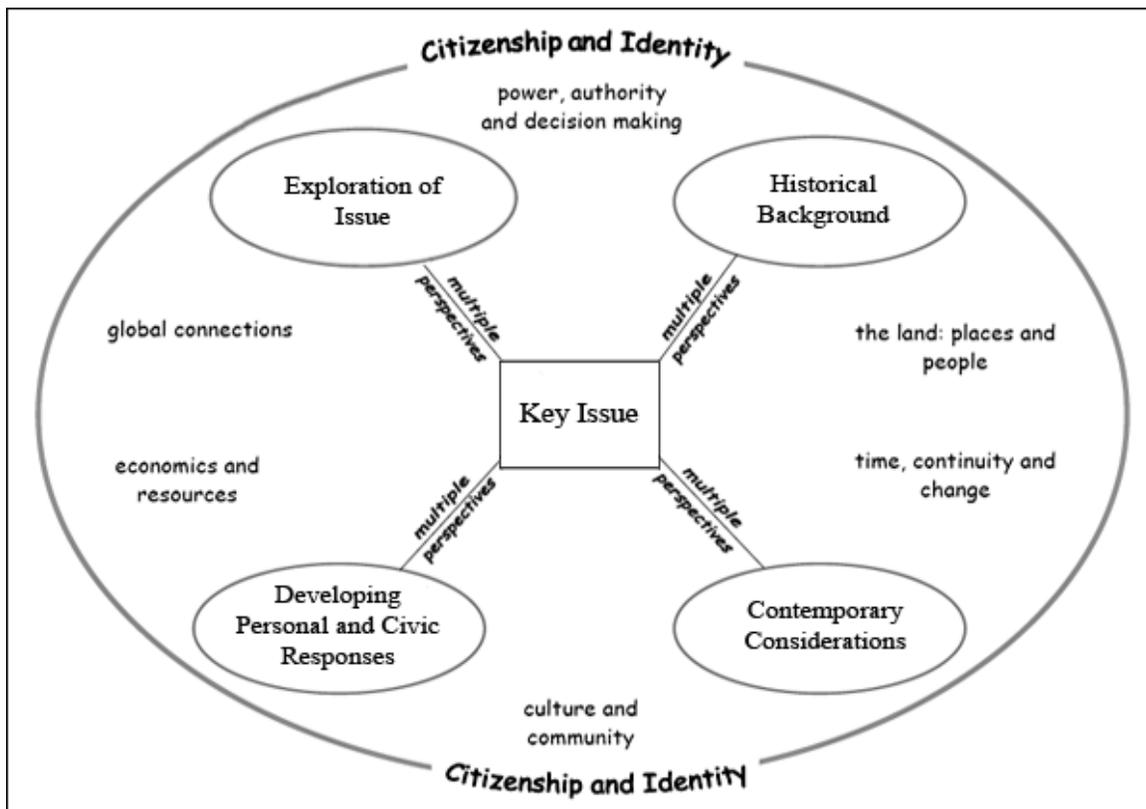
Rationale

Democratic and capitalist societies are founded upon the key values of individualism and liberalism. Active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. An awareness of the evolution of ideologies is key to comprehending and responding to local, national and global issues.

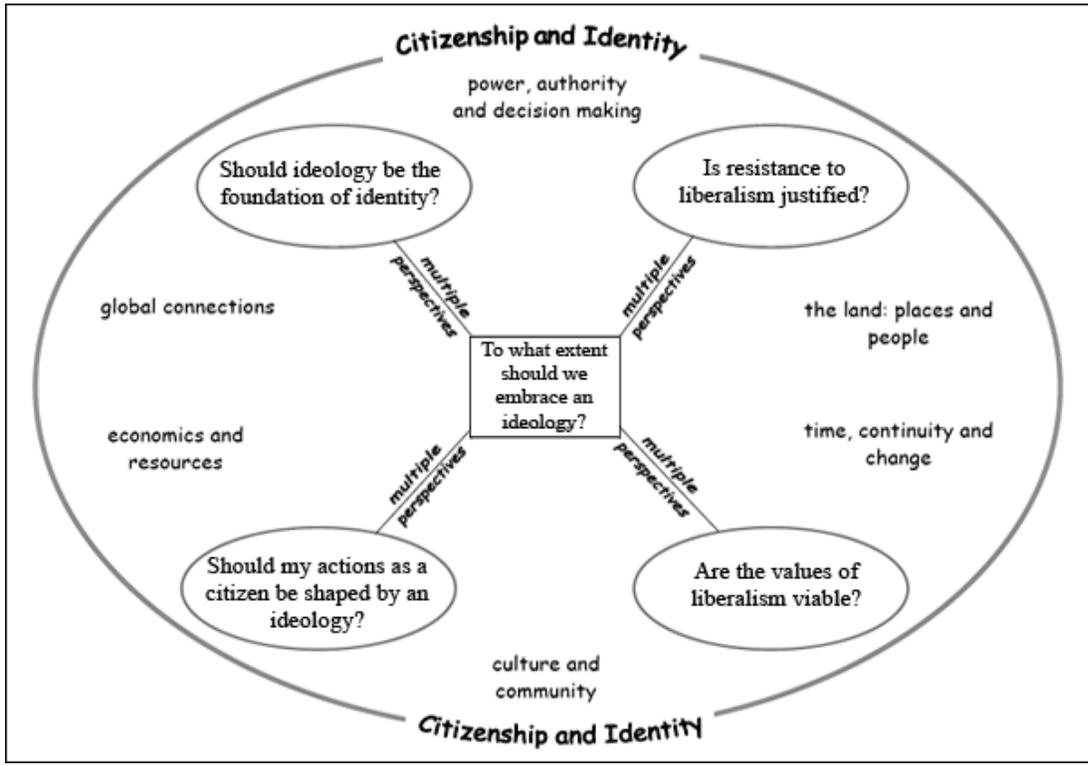
Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
1. Should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.
2. Is resistance to liberalism justified?	Students will understand impacts of, and reactions to, liberalism.
3. Are the values of liberalism viable?	Students will understand the extent to which the values of liberalism are viable in a contemporary world.
4. Should my actions as a citizen	Students will understand their rights, roles and

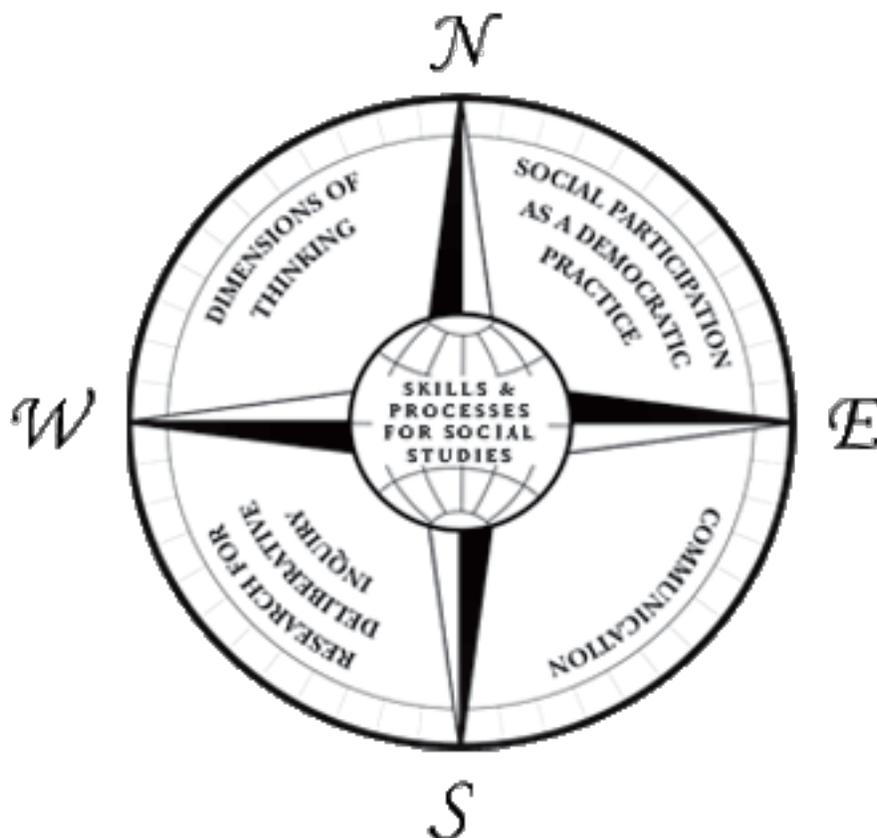
be shaped by an ideology?	responsibilities as citizens.
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Senior High School Social Studies Course Organizer



Social Studies 30-2 Course Organizer





Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-2.

Dimensions of Thinking	
critical thinking and creative thinking	analyze ideas and information from multiple sources
historical thinking	understand diverse historical and contemporary perspectives within and across cultures
geographic thinking	analyze the ways in which physical and human geographic features influence world events
decision making and problem solving	demonstrate skills needed to reach consensus, solve problems and formulate positions

Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that enhance personal and community well-being
Research for Deliberative Inquiry	
research and information	develop, express and defend an informed position on an issue
Communication	
oral, written and visual literacy	communicate effectively to express a point of view in a variety of situations
media literacy	assess the authority, reliability and validity of electronically accessed information

Skills & Processes For Social Studies 30-2

The following skills and processes are outcomes to be achieved by the end of Social Studies 30-2. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol .

Dimensions of Thinking

Students will:

S.1 - develop skills of critical thinking and creative thinking:

- analyze ideas and information from multiple sources
- determine relationships among multiple sources of information
- determine the validity of information based on context, bias, sources, objectivity,

evidence or reliability

- suggest likely outcomes based on factual information
- evaluate personal assumptions and opinions
- determine the strengths and weaknesses of arguments
- identify seemingly unrelated ideas to explain a concept or event
- analyze current affairs from a variety of perspectives
- identify main ideas underlying a position or issue

S.2 - develop skills of historical thinking:

- understand diverse historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- compare and contrast historical narratives
- identify and describe the impact of significant historical periods and patterns of change on society today
- understand the difference between historical facts and historical interpretations
- compare alternative historical narratives
- develop reasoned arguments supported by historical and contemporary evidence
- ➤ describe how changes in technology can benefit or harm society
- ➤ use current, reliable information sources from around the world

S.3 - develop skills of geographic thinking:

- analyze the ways in which physical and human geographic features influence world events
- draw conclusions from maps and other geographic sources
- locate, gather, interpret and organize information, using historical maps
- assess the impact of human activities on the land and the environment

- ➤ use current, reliable information sources from around the world, including online atlases

S.4 - demonstrate skills of decision making and problem solving:

- demonstrate skills needed to reach consensus, solve problems and formulate positions
- use inquiry processes to make decisions and solve problems
- apply ideas and strategies to contribute to decision making and problem solving
- ➤ describe a plan of action to use technology to solve a problem
- ➤ use appropriate tools and materials to accomplish a plan of action

Social Participation as a Democratic Practice

Students will:

S.5 - demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding
- consider the points of view and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness in groups to solve problems

S.6 - develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
- promote and respect the contributions of team members when working as a team

- cooperate with others for the well-being of the community

Research for Deliberative Inquiry

Students will:

S.7 - apply the research process:

- develop and express an informed position on an issue
- develop conclusions based on evidence gathered through research of a wide variety of sources
- use research tools and methods to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- revise questions on an issue as new information becomes available
- select relevant information when conducting research
- cite sources correctly to respect the ownership and integrity of information
- ➤ use calendars, time management or project management software to assist in organizing the research process
- ➤ plan and perform searches, using digital sources
- ➤ generate understandings of issues by using some form of technology to facilitate the process

Communication

Students will:

S.8 - demonstrate skills of oral, written and visual literacy:

- communicate effectively in a variety of situations
- engage in respectful discussion
- use a variety of oral, visual and print sources to present informed positions on issues

- ask respectful and relevant questions of others to clarify viewpoints on an issue
- make respectful and reasoned comments on the topic of discussion
- ➤ use technology to compose, revise and edit text
- ➤ employ technologies to adapt information for context (situation, audience and purpose)

S.9 - develop skills of media literacy:

- ➤ assess the authority, reliability and validity of electronically accessed information
- ➤ analyze the validity of various points of view in media messages
- ➤ analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- ➤ analyze the impact of various forms of media
- ➤ demonstrate discriminatory selection of electronically accessed information

Key Issue: To what extent should we embrace an ideology?

Key Outcome: Students will understand, assess and respond to the complexities of ideologies.

Related Issue 4 (30-2)

Should my actions as a citizen be shaped by an ideology?

General Outcome

Students will understand their rights, roles and responsibilities as citizens.

Specific Outcomes: Values and Attitudes

Students will:

- 4.1 - appreciate the relationship between citizenship and leadership
- 4.2 - exhibit a global consciousness with respect to the human condition and world issues
- 4.3 - accept responsibilities associated with individual and collective citizenship

Specific Outcomes: Knowledge and Understanding

Students will:

- 4.4 - explore how ideologies shape individual and collective citizenship
- 4.5 - examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation)
- 4.6 - examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples)
- 4.7 - analyze the extent to which ideology should shape responses to contemporary issues
- 4.8 - develop strategies to address local, national and global issues that demonstrate individual and collective leadership
- 4.9 - explore opportunities to demonstrate active and responsible citizenship through individual and collective action

Related Issue 4

- To what extent should my actions as a citizen be shaped by ideology?
- Should my actions as a citizen be shaped by an ideology?

Critical Challenges:

- [What Does it Mean to be a Citizen?](#)
- [Report for Duty or Resist?](#)
- [How Integral is Leadership to Active Citizenship?](#)

A. [What Does it Mean to be a Citizen?](#) Critical Challenge

Identify the relationships among worldview, ideology and citizenship, and create a recipe card for citizenship that summarizes the essential ingredients for citizenship in a democratic society.

Citizenship/Human Rights

"[Citizenship](#)." *Britannica School*, Encyclopædia Britannica, 30 Jan. 2009. Web. 12 Mar. 2017.

"[Human rights](#)." *Britannica School*, Encyclopædia Britannica, 14 Mar. 2016. Web. 12 Mar. 2017.

"[Human Rights](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2006. Web. 12 Feb. 2017.

[Human Rights](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Feminism/Women's Rights](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Women's Rights](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[First Peoples Feminism](#)." *Gale Canada in Context*. Detroit: Gale, 2014. *Canada in Context*. Web. 13 Mar. 2017.

"[Declaration of the Rights of Man and of the Citizen](#)." *Human and Civil Rights: Essential Primary Sources*. Ed. Adrienne Wilmoth Lerner, Brenda Wilmoth Lerner, and K. Lee Lerner. Detroit: Gale, 2006. 4-6. *World History in Context*. Web. 12 Mar. 2017.

"[Weltanschauung](#) (Worldview)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 9. Detroit: Macmillan Reference USA, 2008. 77-79. *World History in Context*. Web. 12 Mar. 2017.

Website: "[Discover Canada: The Rights and Responsibilities of Citizenship \(Study Guide\)](#)." *Citizenship and Immigration Canada. LearnAlberta*. Web. 12 Mar. 2017.

Website: "[The Concept of Citizenship](#)." *Cambridge University Press. LearnAlberta*. Web. 12 Mar. 2017.

Website: "[Citizenship](#)." *Stanford Encyclopedia of Philosophy. Britannica School, Encyclopædia Britannica*. Web. 12 Mar. 2017.

Website: "[Citizenship](#)." *The History Learning Site. Britannica School, Encyclopædia Britannica*. Web. 12 Mar. 2017.

Perspectives on Citizens and Citizenship

[The first duty of every citizen must be to work.](#)

(Program of the National Socialist German Workers (Nazi) Party, February 24, 1920)

The first duty of a citizen is to keep his mouth open.

(Gunter Grass, Nobel Prize-winning German author)

My country, right or wrong; if right, to be kept right; and if wrong, to be set right.

(U.S. Senator Carl Schurz, 1872)

[Citizenship refers to a person's legal status, to whether or not, for example, one is entitled to reside in a specific country and, in modern times, carry its passport.](#)

David M. Ricci, in *Good Citizenship in America* (New York, NY: Cambridge University Press, 2004), p. 7

Every good citizen makes his country's honor his own, and cherishes it not only as precious but as sacred. He is willing to risk his life in its defense and is conscious that he gains protection while he gives it.

(U.S. President Andrew Jackson)

Citizenship requires more than just obeying a country's laws and perhaps helping to make them. Citizenship requires, in addition, virtuous behavior. It obliges citizens to use their political resources and skills to participate well, that is, to maintain not just effective laws but also a decent state.

David M. Ricci, in *Good Citizenship in America* (New York, NY: Cambridge University Press, 2004), p. 8

B. [Report for Duty or Resist?](#) Critical Challenge

Website: "[Google News](#)." *LearnAlberta*. Web. 12 Mar. 2017.

The Web site contains breaking news stories from a variety of international sources. Users may subscribe to news alerts on topics of their choice.

The following sample accounts reflect events in March 2017:

["Belarus wanted to tax its unemployed 'parasites.' Then the protests started."](#) *The Washington Post*. March 10, 2017.

["Relief camp in China swells as thousands flee conflict in Myanmar."](#)

Reuters. March 10, 2017.

[Turkey Referendum: Clashes as Dutch expel minister](#). BBC News. March 12, 2017.

[3 die in protests after South Korea President removed from office](#). *CNN*. March 11, 2017

[Native Americans take oil pipeline protests to the Whitehouse](#). *Reuters*. March 10, 2017.

[Italy Protests: EU leader's visit sparks violence](#). BBC News. March 11, 2017.

General Reference:

["Political Protest"](#). *The Canadian Encyclopedia*. Toronto: Historica Canada, 2006. Web. 22 Feb. 2017.

[Environmental Issues Protests](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

[Russian Ukraine Conflict](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary

sources, and biographies.

Judge the actions

Examples of actions/activists could include the following:

Humanitarian Crisis

Myanmar (2008)

[Burma \(Myanmar\) Uprisings](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

"[Burma \(Myanmar\) Uprisings](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*. Web. 13 Mar. 2017.

"[Burma \(Myanmar\) Uprisings](#)." *Worldmark Modern Conflict and Diplomacy*. Ed. Elizabeth P. Manar. Vol. 1: 9/11 to Israeli-Palestinian Conflict. Detroit: Gale, 2014. 93-100. *Global Issues in Context*. Web. 13 Mar. 2017.

"[Myanmar: The Agony of a People](#)." *History Behind the Headlines: The Origins of Conflicts Worldwide*. Ed. Sonia G. Benson, Nancy Matuszak, and Meghan Appel O'Meara. Vol. 2. Detroit: Gale, 2001. *Global Issues in Context*. Web. 13 Mar. 2017.

"[Burma/Myanmar](#)." *Encyclopedia of Genocide and Crimes Against Humanity*. Ed. Dinah L. Shelton. Vol. 1. Detroit: Macmillan Reference USA, 2005. 129-133. *Global Issues in Context*. Web. 13 Mar. 2017.

Contemporary Examples

[Refugees](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

[European Migrant Crisis](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

Antiwar Movements

Vietnam War protests

"[Vietnam-Era Antiwar Movement](#)." *History in Dispute*. Ed. Robert J. Allison. Vol. 2: American Social and Political Movements, 1945-2000: Pursuit of Liberty. Detroit: St. James Press, 1999. *Global Issues in Context*. Web. 13 Mar. 2017.

"[Antiwar Movement: Was the Vietnam Era Antiwar Movement Successful?](#)" *History in Dispute*. Ed. Robert J. Allison. Vol. 2: American Social and Political Movements, 1945-2000: Pursuit of Liberty. Detroit: St. James Press, 2000. 3-10. *Global Issues in Context*. Web. 13 Mar. 2017.

"[Vietnam-Era Antiwar Movement](#)." *History in Dispute*. Vol. 6. St. James Press, 2000. *Global Issues in Context*. Web. 13 Mar. 2017.

Canadian Antiwar protests (2007, Afghanistan and Iraq)

"[The Long March of the Canadian Peace Movement](#)." *Canadian Dimension*, vol. 42, no. 3, May/Jun2008. *Academic OneFile*. Web. 2 Jan. 2018.

"[Whatever Happened to Anti-War Protests?](#)" *Maclean's*, vol. 120, no. 19, 21 May 2007, pp. 16-17. *Academic OneFile*. Web. 2 Jan. 2018.

Contemporary examples

"[Canadians protest American entry ban](#)." *Globe & Mail* [Toronto, Canada] 31 Jan. 2017: A4. *Global Issues in Context*. Web. 13 Mar. 2017.

"[War on Wall Street: a new protest movement, with Canadian ties, is taking shape, and spreading](#)." *Maclean's* 17 Oct. 2011: 36+. *Global Issues in Context*. Web. 13 Mar. 2017.

"[Veering off script: William and Kate's gritty Canadian tour unleashed politics, protest--and decidedly unroyal bear hugs](#)." *Maclean's* 17 Oct. 2016: 42. *Global Issues in Context*. Web. 13 Mar. 2017.

"[Protest rookies; Five Canadians share their experience demonstrating for the first time, and the issues that inspired them to get out and march](#)." *Globe & Mail* [Toronto, Canada] 17 Feb. 2017: L4. *World History in Context*. Web. 13 Mar. 2017.

Pro-democracy Movements

[Democracy Movements](#): *Global Issues In Context*: Topic/definition page contains links to featured content, global viewpoints, reference, images, news, audio, videos, websites, magazine articles, academic journals, primary sources, and biographies.

Aung San Suu Kyi

"[Aung San Suu Kyi](#)." *Encyclopedia of World Biography*. Detroit: Gale, 1998. *Global Issues in Context*. Web. 13 Mar. 2017.

"[Aung San Suu Kyi](#)." *Governments of the World: A Global Guide to Citizens' Rights and Responsibilities*. Ed. C. Neal Tate. Detroit: Macmillan Reference USA, 2006. *Global Issues in Context*. Web. 13 Mar. 2017.

CBC News in Review: [Burma and the Great Awakening](#) (May 2012). Web. 21 Mar. 2017.

Article: "[Aung San Suu Kyi's Ultimate Test](#)." *Harvard International Review*, vol. 37, no. 5, Fall 2016, p. 28. *Academic OneFile*. Web. 2 Jan. 2018.

Article: "['The Lady' takes power ... finally; But will the generals really let her take away their rich legacy?](#)" *Spectator* [Hamilton, Ontario] 1 Apr. 2016: A13. *Global Issues in Context*. Web. 13 Mar. 2017.

Article: "[The Lady and the Rohingya](#)." *New York Times* 17 Jan. 2017: NA(L). *Global Issues in Context*. Web. 13 Mar. 2017.

Article: "[Myanmar's astute foreign policy, the challenge of Egyptian democracy, resurgence of the far-right, war in Niger Delta would serve nobody, Guyana's oil bonanza](#)." *Christian Science Monitor* 24 Sept. 2016. *Global Issues in Context*. Web. 13 Mar. 2017.

Article: "[Press freedom in Myanmar is under attack again - and Aung San Suu Kyi isn't doing anything about it](#)." *Washington Post* 6 Feb. 2017. *Global Issues in Context*. Web. 13 Mar. 2017.

Ukraine Election Protests (2004)

"[Ukraine](#)." *Britannica School*, Encyclopædia Britannica, 3 Feb. 2017. Web. 20 Mar. 2017.

Scroll down to the portion entitled: "The Orange Revolution and the Yushchenko Presidency."

["The back-to-Moscow election? Whoever wins, the Orange Revolution is now officially over."](#) *Maclean's* 15 Feb. 2010: 22+. *World History in Context*. Web. 20 Mar. 2017.

["Bloodless orange; Ukraine."](#) *The Economist* 13 Feb. 2010: 17(US). *World History in Context*. Web. 20 Mar. 2017.

["Is the age of democracy over? Twenty years ago, Francis Fukuyama forecast the final triumph of liberal democracy and the 'end of history'. As pro-democracy movements falter from Ukraine to China, he revisits his thesis--and asks if history has a few more surprises to spring."](#) *Spectator* 13 Feb. 2010: 14+. *World History in Context*. Web. 20 Mar. 2017.

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Rights, Roles and Responsibilities

2Learn.ca Links:

[Apartheid Museum](#)

Learn about apartheid in South Africa by clicking on Permanent Exhibition. You will get a virtual tour of the museum.

[The Boat](#)

'The Boat' is an interactive graphic novel about escape after the Vietnam War. It will take about 20 minutes to explore the full novel, including the sidebar additions.

[Citizenship and Immigration Canada: Making A Difference Video](#)

"Citizenship is not just about numbers. It's about people. Watch how Citizenship and Immigration Canada is making a difference." [site]

[Darfur is Dying](#)

"Darfur is Dying is a viral video game for change that provides a window into the experience of the 2.5 million refugees in the Darfur region of Sudan. Players must keep their refugee camp functioning in the face of possible attack by Janjaweed militias. Players can also learn more about the genocide...

[Darfur Eyewitness: Brian Steidle](#)

Brian Steidle offers graphic photographs and testimony of the violence in Darfur along with a brief story about his visit to this region devastated by civil war.

[PBS Frontline: On Our Watch](#)

This eight chapter report covers the situation in Darfur, moving through the past five years to tell the story of UN and global inaction during the 21st century's first genocide.

[Photo Essay: The Rights of the Child \(1\)](#)

Through images, this slide show outlines the articles contained in the first part of the Convention on the Rights of the Child.

[Photo Essay: The Rights of the Child \(2\)](#)

Through images, this slide show outlines the articles contained in the second part of the Convention on the Rights of the Child.

[Sudan in Crisis: The Darfur Tragedy](#)

This site has a detailed summary of the crisis in Darfur including key facts,

timelines, and an interactive country map.

[TED Lesson: Martin Luther King](#)

This TED lesson takes a look at Martin Luther King, Jr.'s pivotal speech "I have a dream". Watch the video, then try the questions in Think and Dig Deeper for more information and further resources.

[TED: What does it mean to be a refugee?](#)

This video explains what the term 'refugee' means? Learn about those who are Internally Displaced Persons and others that are referred to as refugees. So, what does 'refugee' really mean?

[Two Billion Miles](#)

This is a media-rich, interactive exploration of the difficulties facing refugees. "Follow in the footsteps of migrants and refugees as they face the hardships of months on the road. Choose your route and make tough decisions in this interactive video story, featuring real footage from extraordinary..."

[Virtual Canadian Charter of Rights and Freedoms](#)

"Explore the Charter of Rights and Freedoms and the Canadian Constitution in this unique interactive area. The Charter is translated into many languages, reflecting Canada's diversity. To view an image, click and select it from the list below. Use the special Zoomify tool to zoom in, zoom out and..."