




Why Become Involved in Internationalism?

Students describe motives for countries to participate in internationalism.

Instructional Support


A number of possible tasks are provided in this suggested activity. It is not intended that you work through all of the tasks, but rather select those tasks and resources that will best meet the learning needs of your students. The focus should be on ensuring that students have the background and support to be successful with the skill that is the focus for assessment (explain motives for internationalism).

Setting the Context for Learning

- Show students the video [Girl Who Silenced the UN for 5 Minutes](#) or a similar video/source of your choice where an individual's actions/words raise UN awareness regarding an important global issue.
- Engage students in a discussion about the power of having a place where representatives of many countries can hear a single voice and discuss issues of international importance.
- Link the video and the discussion to the theme of international issues and international organizations. As work in Related Issue 3 progresses, encourage students to consider the following questions:
 - Why would Canada want to interact with other countries?
 - Why should we, as Canadians, care about other countries?
- Let students know that as they work through their inquiry over the next several classes, they will be working on the skills that they need in order to be successful with the [Summative Assessment Task: Committing to Internationalism](#) .
- Share the assessment task and the [assessment task rubric](#)  with students. Point out the different parts of the task, and let students know that they will be working on the various parts of the task as the classes proceed. In particular, you may wish to address the "communicate information" focus for assessment criteria at this point in the task so that students may begin developing their brochure or web page.
- The language of the assessment task rubric is clarified through the formative assessment opportunities provided for each suggested activity. The boldfaced descriptive words in the rubric are also clarified in the [Summative Assessment Task Rubric Glossary](#) .

Explain Motives for Internationalism

Note: Not only will the motives for internationalism be discussed in class, they are also very clearly laid out in the authorized resource. Share with students strategies for gathering information from their textbook; e.g., index, table of contents, chapter headers.

- Discuss with students the motives for participating in internationalism, including economic stability, self-determination, peace and security, and humanitarianism.
- Share with students examples of international actions and ask students to consider the possible corresponding motives for international involvement (see the [International Actions and Motives for Involvement chart](#) ). Students should be able

to explain the reasoning that they used to determine which motive most likely led to the action.

- Discuss with students possible motives why a country might choose not to participate in internationalism. While Canada actively participates on the world stage, other countries make conscious decisions to opt out of international affairs. Explore the reasons that explain why a country's context may lead it to not participate in international affairs. For example, remind students of Japan's isolationist policies during the Edo period, which students would have been introduced to in Grade 8. Modern examples include Switzerland's renowned policy of neutrality and China's highly regulated interactions with other countries. Each of these countries had purposeful reasons for choosing not to participate in internationalism; encourage students to examine the reasons from the perspective of these countries.
- As students begin to complete the first part of the summative assessment task, explain motives for internationalism, remind them that when using detailed information, summarizing is important. Model for students, using a small section of the textbook, how to extract the pertinent details and how they can put these details in their own words.
- Provide suggestions to assist students in organizing their explanation of motives. For example, students could organize the information according to the categories listed in the summative assessment task.

Formative Assessment

Throughout this suggested activity, you will support students in achieving the following skill that is the focus for assessment:

- [explain motives for internationalism](#)

The following formative assessment opportunity is provided to help students unpack and develop the focus skill for assessment. Feedback prompts are also provided to help students enhance their demonstration of the focus skill for this activity. Formative assessment support is not intended to generate a grade or score.


Formative Assessment: Assessment for Learning Opportunity

Explain Motives for Internationalism



Involve students in *peer coaching* to provide and receive feedback about the significance of the motives and examples of why countries would want to be involved in international affairs. Ask students to explain how they know what parts have been well done and what needs further attention. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.

Feedback Prompts:

- Did I provide enough information to help the reader understand motives for internationalism?
- Did I provide information that is correct and focused on the topic?
- Are my examples specifically connected to the particular motive?

These feedback prompts can be posted on an interactive white board or bulletin board, or incorporated into a feedback tool that can be copied for student use. Samples of tools created for a similar skill within a different formative assessment context may be found in the [Social Studies 20-4 Formative Assessment Summary](#) .

Linking to the Summative Assessment Task

- As students explain motives for internationalism through the suggested activity *Why Become Involved in Internationalism?*, they will have completed the first portion of the [Summative Assessment Task: Committing to Internationalism](#) .
- Students should consult the assessment task and the [assessment task rubric](#)  to ensure that they have provided the information required.
- Encourage students to use feedback received through the formative assessment opportunity to make enhancements to their work in progress.
- If necessary, continue to use the feedback prompts from the formative assessment opportunity to coach students toward completion of a quality product.

Suggested Supporting Resources

Textbook References

Student Basic Resource—McGraw-Hill Ryerson, *Understanding Nationalism*:

- Pages 202–206 What Motivates Nations and Nation–States to Become Involved in International Affairs?
- Pages 210–211 How Do the Motives of Nations and Nation–States Shape Their Responses to the Rest of the World?
- Pages 214–217 What Are Some Understandings of Internationalism?
- Pages 266–270 What Are Some Contemporary Global Issues?
- Pages 271–272 Internationalism and Poverty
- Page 276 Internationalism and Climate Change
- Page 278 Internationalism and Human Rights
- Page 279 Internationalism and Conflict
- Page 280 How Effective Is Internationalism in Addressing Contemporary Global Issues?

Teaching Resource—McGraw-Hill Ryerson, *Understanding Nationalism*:

- Reproducible 3.9.4 Nation–States and Involvement in International Affairs
- Reproducible 3.9.6 Possible Responses to International Affairs
- Reproducible 3.9.7 Reading Photographs
- Reproducible 3.9.8 Picturing Internationalism
- Reproducible 3.9.9 How Canada's Involvement with Other Countries Affects Me and My Community
- Reproducible 3.10.1 How Canada's Foreign Policy Decisions Affect My Life

Web Resources

Web Links for Online Sources:

- LearnAlberta.ca: [Perspectives on Nationalism](#) – Section 03: How can the work of organizations affect the global community?
- [Canadian International Development Agency website](#)
- Department of Finance Canada website—section: [International Issues](#) (for teachers)
- European Commission website—section: [Environment, International Issues](#) (for teachers)
- Foreign Affairs, Trade and Development Canada—section: [International Trade](#) (for teachers)

Knowledge and Employability Studio (Social Studies):

- [20-4.3: Internationalism—Understanding Internationalism](#) 

Videos:

- YouTube.com website: [Girl Who Silenced the UN for 5 Minutes](#)
- LearnAlberta.ca:
 - [Why Canada Fights: Afghanistan \(Series: urc: The Underground Royal Commission Investigates\)](#)
 - [Belonging: The Search for Acceptance \(Jean Vanier: A Canadian Inspiring the World\)](#)
 - [East Timor: Case Studies in International Aid](#)
 - [In the Company of Fear](#) (Peace Brigades International using "protective accompaniment" in Colombia)
 - [CBC News The National: Karen Refugees: Fleeing Burma's Forgotten War](#)
 - [No End in Sight](#) (Iraq and internationalism)

Distributed Learning/Tools4Teachers Resources:

- LearnAlberta.ca: [Social Studies 20-2 Module 4: Nations Pursuing Internationalism](#)

Critical Challenges:

- LearnAlberta.ca:
 - [The Motives for International Involvement](#)
 - [National Interests and Internationalism](#) (A. Propose a foreign policy response to a particular global challenge or opportunity from a designated perspective.)
 - [Modelling the Tools: Analyzing a Situation](#)
 - [Support Material: Justifying My Choice](#)
 - [Modelling the Tools: Creating Persuasive and Effective Visuals](#)