



Change the World... How? (WebQuest)

LESSON 5—CAPP

PRESCRIBED LEARNING OUTCOMES

Skills and Processes 1

Students will:

- communicate effectively in written and spoken language or other forms of expression.
- demonstrate an ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments.
- gather relevant information from appropriate sources.
- assess the reliability currency and objectivity of evidence.
- assess the influence of mass media on public opinion.
- develop, express and defend a position on an issue, and explain how to put ideas into action.

Skills and Processes 2

Students will:

- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others.
- demonstrate appropriate research skills, including the ability to:
 - develop pertinent questions about a topic, an issue or a situation
 - collect original data.
 - use a range of research tools and resources.
 - compile and document task-specific information from a wide variety of print and electronic sources.
 - evaluate and interpret data for accuracy, reliability and point of view.
- recognize connections between events and their causes, consequences and implications.

Social Issues 2

Students will:

- recognize the importance of both individual and collective action in responsible global citizenship.
- identify and assess social issues facing Canadians.

Political Issues 2

Students will:

- describe and assess Canada's participation in world affairs.
- identify and assess political issues facing Canadians.

Ministry mandated integration of information technology skill development in all the curricular areas is also satisfied by this project's activities.

INTRODUCTION

You are a young person who would like to make a difference in today's world. That's natural. When we watch TV, read the newspaper, and look around ourselves even in our daily lives, we see things that distress us; violence, poverty, injustice, sexism, racism, you name it, there are problems in this world, and we would all like to see some real changes. The problem is how to get things rolling. Everyone seems to have their own interests and focuses. People are really busy these days! How can we get people to work together on a local, provincial, national or even global scale to bring about progressive change?

Of course you may have heard about celebrities who speak up on certain issues. You may know about people in your province or city who have cleverly pursued an issue to help change come about. These people are fairly rare. What really gets change happening is groups of ordinary people working together in an organized and inspired way to learn about, understand, and develop plans about issues; and who then start acting to bring about change. The key is working together, what union activists call solidarity, and this is possible today more than ever before.

One of the greatest tools available to activists today is the internet. Never before in the history of the world has there been such a resource for information and communication available to so many people who are working to improve our world. Instead of isolated individuals or groups trying to solve a problem, now we have access to experts and veterans of past struggles. We find solidarity all around the world for the issues we care about. Also the voices of youth are a driving force in activism especially now in the world of organizing on the internet.

When we use the Internet for our research we must be careful because many people post their personal opinions or only know a sliver of the whole story. In the following WebQuest, you will use the power of teamwork and the abundant resources on the Internet to learn all about activist strategies. Each person on your team will learn one piece of the puzzle and then you will come together to get a better understanding of the topic. You will notice a theme among all these campaigns: regular people trying to enact change. Join them, it is your opportunity to participate as a world citizen. Welcome to this activist world.

THE QUEST

What is the best strategy for enacting change in this world? How can a regular citizen make a difference? Your group will explore three popular strategies for mass campaigns. Strikes and other union actions, boycotts, and international "shame" campaigns. You will then develop a plan for a campaign about an issue you care about. Watch out world!

THE PROCESS AND RESOURCES

In this WebQuest you will be working together with a group of students in class. Each group will answer the task or quest(ion). As a member of the group you will explore Webpages from people and groups all over the world who care about problems in our world today. Because these are real Webpages we're tapping into, not things made just for schools, the reading level might challenge you. Feel free to use the online Webster dictionary or one in your classroom.

You'll begin with everyone in your group getting some background before dividing into roles where people on your team become experts on one part of the topic.

Phase 1—Background: Something for Everyone

Use the Internet information linked below to answer these basic questions:

1. What is a union?
2. What is a boycott?
3. What is an international "shame" campaign?

Be creative in exploring the information so that you answer these questions as fully and insightfully as you can.

- Just do it! Boycott Nike!
<http://www.geocities.com/athens/acropolis/5232/>
Website about the NIKE boycott. Includes updates and accomplishments.
- The International Labour Solidarity Website
<http://www.labournet.org/>
Website that helps co-ordinate international solidarity for workers and strikes.
- Free the Children International
<http://www.freethechildren.org/>
Great homepage about the campaign against child labour.

Phase 2—Looking Deeper from Different Perspectives

INSTRUCTIONS

1. Individuals or pairs from your larger WebQuest team will explore one of the roles below.
2. Read through the files linked to your group. If you print out the files, underline the passages that you feel are the most important. If you look at the files on the computer, copy sections you feel are important by dragging the mouse across the passage and copying/pasting it into a word processor or other writing software.
3. Note: Remember to write down or copy/paste the URL of the file you take the passage from so you can quickly go back to it if you need to prove your point.

4. Be prepared to focus what you've learned into one main opinion that answers the "Big Quest(ion)" or task based on what you have learned from the links for your role.

BOYCOTTS

Use the Internet information linked below and other sites you may find with a browser or by following boycotts:

1. What is a boycott? How does it work?
2. Explain how the Nestle boycott worked and whether or not it was successful.
3. What is the focus of the NIKE boycott?
4. What other boycotts are there going on?
5. How did the Montgomery bus boycott have a long term lasting effect?

– Infact homepage

<http://www.infact.org/>

Home Page of Infact, a national grassroots corporate watchdog organization.

– Why boycott Nestle? Risks of artificial feeding

<http://www.geocities.com/heartland/8148/nestle.html>

Website with many links about the Nestle baby formula boycott, includes history of the boycott.

– Yes! The Nestle boycott is on!

<http://www.infactcanada.ca/newsletters/spring95/boycott.htm>

Article about the nestle boycott, clear and concise.

– The Montgomery bus boycott page

<http://socsci.colorado.edu/~jonesem/montgomery.html>

Historical site about the famous Montgomery bus boycott, including links and a teacher/lesson guide.

– Clean Clothes Campaign Europe

<http://www.cleanclothes.org/index.htm>

Excellent site about the anti-sweatshops campaign. Links, resources, details about urgent appeals, NIKE boycott etc.

– Boycott Nike Home Page

<http://saigon.com/~nike/>

The title says it all! Homepage, links, updates, urgent reports.

– Global Exchange Nike Campaign

<http://globalexchange.org/economy/corporations/nike/protests.html>

Articles about protests that took place at the opening of a NIKE store in San Francisco!

INTERNATIONAL "SHAME" CAMPAIGNS

Use the Internet information linked below, and other sites you may find with a browser or by following links, to answer these questions specifically related to international campaigns:

1. Explain the main purpose behind the 'Free the Children' campaign.
2. What are sweatshops and why is there a campaign to prevent this type of workplace?
3. What is the link between the conditions of the NIKE workers and the students in your school?

4. How many different people or groups can you find out are working on the “Sweatshops” campaign?
5. Explain how sanctions against the apartheid regime in South Africa were a part of a historically successful international “shame” campaign.
 - Blood, Sweat and Shears, the campaign against sweatshops
<http://www.corpwatch.org/feature/sweatshops/>
Facts and information about the anti-sweatshop campaign
 - Nike must stop exploiting my students!
<http://www.corpwatch.org/feature/sweatshops/students.html>
Article about how teens in North America are used as unwitting advertising agents for NIKE.
 - NIKE demonstration results
http://www.summersault.com/~agj/clr/alerts/nike_demo_resul.html
Personal account of a demonstration inside a mall.
 - A tribute to international solidarity support
<http://www.anc.org.za/ancdocs/history/aam/symposium.html#Katjavivi>
A tribute given to the support by the international community that helped bring about the end of the apartheid system in South Africa.
 - Anti-apartheid and solidarity movements
<http://www.anc.org.za/ancdocs/history/aam/>
A site about the struggle for freedom in South Africa. We can see how international pressure paid off!

UNIONS, STRIKES, AND SOLIDARITY

Use the Internet information linked below and other sites you may find with a browser or by following links, to answer these questions specifically related to unions, strikes, and solidarity:

1. What is a union?
 2. How does a strike work? Are they usually successful? Why or why not?
 3. What is the point of international solidarity? Do we need it here in Canada?
 4. Do unions have anything to do with workers your own age?
 5. What is a current strike, lockout, or other action going on TODAY? Explain this issue to your group.
- Campaign for Labour Rights
<http://summersault.com/~agj/clr/index.html>
Campaign for Labour Rights mobilizes grassroots activism throughout the United States for campaigns to end sweatshop abuses and child labour.
 - UFCW child labour campaign
<http://www.ufcw.ca/pubs/clabour/index.htm>
United Food and Commercial Workers union links and information about child labour.
 - Youth, work and unions
<http://www.clc-ctc.ca/youth/unions.html>
Canadian Labour Congress website about youth, work and union issues, explains various aspects of organizing. Also includes many links.

- Washington Alliance of Technology Workers
<http://www.washtech.org/organize.php3>
Homepage of WASHTECH, the union busy organizing the high-tech workers in the Seattle area.
- Women organizing to defend their rights!
<http://www.fiet.ch/commerce/Walmart2.htm>
Website describing the campaign for the defense of worker's rights in Wal-Mart—overview of the global scope of the anti-Wal-Mart campaign.
- May Day on the web!
<http://www.mayweek.ab.ca/>
A site with information and history about May Day, the international workers' holiday.
- Comprehensive labour directory
<http://www.xpdnc.com/>
Fantastic site of information and links, including a glossary of terms and a labour history index.
- Labour start, where trade unionists start their day
<http://www.labourstart.org/>
Great site of updated campaigns and organizing. Check it out!
- Trouble at work, a place to seek help
<http://www.troubleatwork.org.uk/>
A site with information, links and advice for people having trouble with their workplace.

Phase 3—Debating, Discussing, and Reaching Consensus

You have all learned about a different aspect of the many common activist strategies. Now group members come back to the larger WebQuest team with expertise gained by searching from one perspective. You must all now answer the task/quest(ion) as a group. Each of you will bring a certain viewpoint to the answer: some of you will agree and others disagree. Use information, pictures, movies, facts, opinions, etc. from the Webpages you explored to convince your teammates that your viewpoint is important and should be part of your team's answer to the task/quest(ion). Your WebQuest team should write out an answer that everyone on the team can live with.

Phase 4—Real World Feedback

You and your teammates have learned a lot by dividing up into different roles and learning from websites about different campaigns and strategies. Now's the time to put your learning into action!

1. As a group, brainstorm ideas about problems in the world that bother you. Decide which of these problems you would most like to work on and see real change. Do not focus on one of the campaigns you have researched in Phase Two.
2. Give background information that shows you understand your chosen topic/problem/issue. This could be backed up by Internet or print-based research, or could be your original work that you explain thoroughly.

STATE THE TASK/QUEST(ION) AND YOUR GROUP'S ACTION PLAN

3. Develop a plan for your campaign. Make sure to be specific in terms of your actions. Please address these questions specifically:
 - a) How will you attract people to act with you for your cause?
 - b) How will you know your activism is successful?
 - c) What are your short-term, mid-term and long-term goals for the action?
 - d) What sacrifices will be required of you in terms of time, money or other resources for the action to be successful?
4. Have each person on the team take an active role in this development of the campaign. Divide up the work so that one person doesn't experience burnout or frustration. You will present your action plan to the class. If you have done a good job, the other students may want to join the campaign or help you find more people with that concern! See how the dream grows? You may want to write letters together to government or business... or start petitions, or link with someone else working on the same issue on the other side of the world... or develop resources for others... the possibilities are limited only by your imaginations and the depth of your commitment to this issue you have chosen.
5. Report as a group as your teacher advises you. Perhaps you will be required, to present in front of the class, present "your issue" in a web site format, link your campaign to your school's website, or submit it in print format to your teacher. A further idea would be to submit your ideas and work to the webmaster of a site related in some way to your issue of choice. The teacher must receive a copy of this submission.

CONCLUSION

So you have finished your project. Is it possible for an individual to make a difference in today's world? Is it easy? Is it worth it? When you start to understand a topic as broad or complex as activist strategies you may realize that when you only know part of the picture, you only know part of the picture. Now you all know a lot more. Nice work. You should be proud of yourselves! How can you use what you've learned to see beyond the black and white of a topic and into the grayer areas? What other activist strategies could still be explored? Remember, learning never stops.

WebQuest Marking Rubric for Change for “Change the World...How?” Group Work

	Beginning 1	Developing 2	Accomplished 3	Inspiring and exemplary 4	Score
Presentation of campaign topic	Basic idea there but unfocussed and not original	Original idea presented somewhat incomplete	Very interesting, clearly presented, original	Immediately captures imagination of audience, clear and original	
Supporting information and originality	Vague or sketchy background information	Gives information that is accurate but perhaps not broad	Interesting and relevant information from a variety of sources	Original ideas, great variety of background resources, support position cleverly	
Well organized	Elements are related to each other, but scattered	Organized and fairly clear	Very well organized	Organization of presentation is inspiring to reader/audience	
Format/grammar/spelling	Errors in spelling/grammar/writing style inhibit reader or listener's understanding	Some errors, or style might occasionally distract reader/listener	Clear, mostly correct, only minor errors that don not distract reader/listener	No discernible errors, punchy, clear and gripping writing/speaking style	
Finding appropriate (international?) person to report to or ask questions of or collaborate with	Formulated a basic question/consultation to ask but didn't find anyone to send it to	Found/identified someone to communicate with and have successfully developed a question/consultation for them	Found a relevant person to communicate with and have communicated a topical, thoughtful, and well-developed question/consultation	All of the “accomplished level’s achievement, plus a useful response from this person has added to your project and is used in your presentation	