

TOMORROW WE DISAPPEAR



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TOMORROW WE DISAPPEAR

Directed by Adam Weber and Jim Goldblum

2014 | USA/India | 85 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Tomorrow We Disappear* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

Described as India's "tinsel slum," the Kathputli artist colony in New Delhi is home to over 1,500 families of puppeteers, acrobats, painters and magicians. That's all about to change. When the government sells the land to private developers, traditional life is set to be razed for the city's first skyscraper. Where outsiders see the slum's rancid water and shacks, debut filmmakers Adam Weber and Jimmy Goldblum find stunning colours in death-defying performances. Whether bathed in sunlight or exploding against night skies, magnificent fire-eaters, sleight of hand magicians and glorious puppets radiate beauty in crisp, brilliant detail. But will the artists' resolve to preserve their culture overcome the push for progress? As in-fighting breaks out among colony leaders, spilling out into confrontations with developers and government, the clock ticks onwards to the bulldozing date. Gorgeous and inspiring, *Tomorrow We Disappear* is a splendid tribute to fading artistry and the tenacity of tradition. **Myrocia Watamaniuk**

Source: <http://www.hotdocs.ca>

The Filmmakers

Jimmy Goldblum began his career as an interactive director and producer. In 2008, Goldblum won the Emmy for New Approaches to Documentary for *Live Hope Love*, an interactive documentary he produced for the Pulitzer Center. Goldblum also wrote, filmed and produced *The Institute for Human Continuity*, an online narrative for the Sony Pictures' film *2012*, which is widely considered one of the most successful transmedia campaigns of all time. Additionally, CNN called his first interactive documentary, *Yearbook 2006*, "so special... the best of the best" of all Hurricane Katrina documentaries. Goldblum's projects have won an Emmy, a Webby for Best Art Project and have been featured in the *New York Times*, *Washington Post*, *Time* magazine and *USA Today*.

Adam Weber is an editor, director and writer who has worked for major film and TV studios in both New York and Los Angeles. Weber edited Michel Gondry's *Is The Man Who Is Tall Happy?* (IFC Films), an animated documentary about Noam Chomsky, which IndieWire named one of the top three documentaries of 2013. Weber was an assistant editor on Gondry's *The Green Hornet*, and previously worked as the apprentice editor on Quentin Tarantino's *Inglorious Basterds*.

Source: <http://www.twdfilm.com/partners/>

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VIEWING THE FILM WITH STUDENTS

The following three subsections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

Pre-Viewing Activities

Watch the trailer for *Tomorrow We Disappear* (<http://www.twdfilm.com/> Click on About, then Trailer & Photos). Based on the trailer, as a class, make a list of all the themes students predict may emerge in this film. Discuss how effective/affective the trailer is as a media text. What emotions does it elicit in the viewer? What aspects of the trailer make you want to watch the film?

In pairs or small groups, have students discuss everything they learned in the trailer about the setting of the film.

In pairs or small groups, ask students to think about conflict in the film, using these questions: What is the conflict? Who is it between? How are the different people/sides in the conflict represented in the movie trailer? Does the trailer encourage viewers to sympathize with one perspective in the conflict over the other? If so, which one and how? Share answers as a larger group.

Discuss the term "gentrification" with the class. Ask students how this term applies to the film. In pairs, ask students to discuss whether, in their opinion, gentrification is a good or bad process. Can they think of any examples of gentrification in their own community?

Viewing Activities

Have students complete the PBS viewing guide on documentaries (<http://www.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>). Students can revisit their completed documents as a Post-Viewing Activity.

Have students jot down three to five ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom's Taxonomy.

Have students make notes on one of the main artists in the film: Puran Bhat (puppeteer), Rehman Shah (street magician) or Maya Pawar (acrobat). Why does this person stand out? What individual perspective does he/she have about the redevelopment plans for the Kathputli Colony?

Have students make notes on how the government and the Raheja developers are represented in the film. How are their perspectives conveyed in the film? Are they represented in a positive or negative manner?

Post-Viewing Activities

Discuss with students their initial reactions to the film, the featured individuals, their art forms and their feelings about the Kathputli Colony. Did the students' feelings evolve over the course of the film? Did the film live up to their expectations after viewing the trailer?

What were students' initial perceptions of poverty in India? Did they have any ideas about poverty in India prior to watching the film? How did the film increase or change their understanding of this issue? Have students watch "Life in the Slums of Delhi, India" (<http://www.nationalgeographic.com/> Type the video's name into the search function of the *National Geographic* website.). Having listened to the stories of Kathputli residents, did these stories alter their understanding of who may live in Indian slums and what life is like for some slum residents?

Have students do a free-writing exercise based on a still image from the film project. Find images by going to <http://www.twdfilm.com/> (click on About, then Trailer & Photos). Use the following free-writing prompt: Look at the image and write whatever comes to mind based on what you see. You might describe the image in great detail, write about how it makes you feel, imagine a story behind the image, etc. Rules for free-writing: write for a set amount of time (between two and five minutes); do not stop writing; do not rush but also do not go too slowly; do not cross anything

out or fix your writing; ignore grammar and spelling rules and just allow your ideas to flow freely; if you do not know what to write, write "I don't know what to write" until another idea comes to mind.

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

Have students choose one of the events or stories from the film and write a diary entry as if they were part of the event.

Have students reflect on the art form practised by one of the artists featured in the film. Have students write a letter to one of the artists expressing what they enjoyed about that performer's artistic practice.

Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

Have students write a letter to the government as though they were a resident/artist in the Kathputli Colony, expressing their concerns about the development project and what they would like to have happen to ensure their way of life and needs are respected.

Have students make a list of the different sides of the conflict expressed in the film. What are the desires and concerns of the residents of the Kathputli Colony? What are the desires and concerns of the government? Based on the list they have compiled, have students discuss whether they agree with one side or the other more.

Act out a community meeting between Kathputli residents and the Raheja Development team to discuss the development project. Can the different parties come to an agreement about a suitable plan that will satisfy both sides?

At one point in the film, Rehman Shah, the street magician, says, "I wish I could stop the world for just a moment." Ask students if they have ever shared this feeling. Have students write a journal entry about a time when they felt they would have liked to freeze time or slow time down.

As individuals or as a class, explore the "Take Action" section of the documentary's website (<http://www.twdfilm.com>), then have a class discussion based on this research. How do students feel about the way the Kathputli residents have been treated since the documentary was made? Is making

a documentary an effective way to help the Kathputli residents? What are some other actions that have been or could be done by Kathputli residents and/or others that could help their situation?

WEBSITES AND ONLINE RESOURCES

About the Film

<http://www.twdfilm.com/>

Facebook: <https://www.facebook.com/TomorrowWeDisappear/>

Additional Resources

Arts Council England: This resource, including an excellent infographic, can be used to introduce students to the basic findings of a British study that examines how the arts benefit society in the areas of education, health and well-being, the economy and society in general.

<http://www.artscouncil.org.uk/> Type "The value of arts and culture to people and society—an evidence review" into the search function of the website.

Bring Home Stories: In "A day at Kathputli Colony," Sapna Bhatia offers her perspective on life, culture and development in Kathputli Colony, accompanied by engaging photographs. http://www.bringhomestories.com/writing_kathputli_day

Busker Central: This website introduces students to the term "busker" and the concept of street performance art more generally as a global artistic phenomenon. The website has sections on different types of street performance including magic, acrobatics and puppetry, all featured in the documentary. <http://www.buskercentral.com>

CBC News: The documentary *Slum Cities: A Shifting World* by Avril Benoit offers detailed insight into the global problem of urban slums, how they develop and who inhabits these spaces. <http://www.youtube.com/> Type "City Slums—Megacity Problems" into the search function of the website.

Delhi Development Authority (DDA): The DDA's website, published under the title of "Towards a Slum Free Delhi," explores the Kathputli Colony development project from the perspective of developers and city planners. <http://www.kathputlicolonydda.com>

National Geographic: This brief video "Life in the Slums of Delhi, India" introduces students to some of the challenging living conditions in Delhi slums. www.nationalgeographic.com/ Type the video's name into the search function of the website.

New York magazine: This longer article, titled "Is Gentrification All Bad?" by Justin Davidson explores both the positives and negatives of gentrification.

<http://nymag.com/> Type the name of the article into the search function of the website.

The Guardian: The article "We Have to Recognise the Huge Value of Arts and Culture to Society" by Peter Bazalgette, makes an argument for the relevance of arts and culture for the well-being of society.

<http://www.theguardian.com/international/> Type the article name into the search function of the website.

The Hindu: Two articles, "They No Longer Feel Safe in Their Own Homes" by Akanksha Jain, and "Juggling Lives" by S. Ravi, explore the use of force in trying to compel residents to leave the Kathputli Colony.

<http://www.twdfilm.com/> Find links to these articles on the documentary's website under Take Action.

The Independent: In the article "Delhi's Famed Kathputli Colony of Street Artists Is Under Threat from Developers," journalist Andrew Buncombe writes about the cultural significance of the Kathputli Colony as it is on the cusp of change. Use Google to search the title of the article.

Time magazine: The short article, "The World's Largest Community of Street Performers Is About to Be Torn Apart" by Nilanjana Bhattacharya, supports perspectives raised in the documentary. Use Google to search the title of the article.

Vimeo: The short video "Understanding Gentrification" provides a basic introduction to the concept. <https://vimeo.com/> Type the title of the video into the search function of the website.

Various Links for Lesson Plan Ideas, Media Awareness, Critical Literacy and Documentary Films

Center for Media Literacy: A US website which provides resources for making, understanding and criticizing media. <http://www.medialit.org>

Media Awareness: A Canadian non-profit media education and Internet literacy resource library. <http://www.media-awareness.ca>

NFB: Valuable education resources for the classroom. <http://www.nfb.ca>

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

Before viewing the film: What do you already know about India? What issues do you expect to find in a film about poor artists in India? After viewing the film: How did the film fit with or differ from your expectations?

In the film, Maya Pawar, the acrobat, says that while she will be sad to leave the Kathputli Colony, "We all need to move forward and not look back. The world is moving fast and we need to keep up with it." Do you think that the pace of progress today is moving at the right speed? Are there any problems with keeping up with the modern world?

How might the experience of Kathputli residents featured in the film differ from other people in India who experience poverty and/or live in slums?

Have you ever seen a street performance? Have you ever gone to a busker festival? Are street performers respected in Canada? Are they different from the performers seen in the film?

People who work in the arts and culture industry in many countries make less money than many other professions. Do you think that society supports the arts enough? What value do artists of all kinds add to society?

What is the significance of the title of this film? Do you agree with the belief, frequently expressed in the film, that if the Kathputli Colony ceases to exist in its current form that the artists will "disappear"?

Based on what you have seen in the film, can you describe the living conditions in the Kathputli Colony? Are these living conditions positive, negative or a bit of both? Explain your answer.

Based on what you have seen in the film, can you describe the relationships between community members in the Kathputli Colony? Are these relationships positive, negative or a bit of both? Explain your answer.

The documentary presented various perspectives on the development plans for the Kathputli Colony. Do you agree with any particular perspective offered in the film? Why?

What kinds of actions did the Kathputli residents in the film take to advocate for their rights and their cause? In your opinion, which of these actions was the most effective? Can you think of other ways the Kathputli residents could draw attention to their cause or have their concerns heard?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"I want to have a video made of my house. That way, after they have torn all of this down, I'll still have a memory of it."* Puran Bhat
2. *"A man can be in a bad mood, and I can change that by making him smile."* Rehman Shah
3. *"We may not have wealth, but if we're poor in our souls, we're all artists in our souls as well."* Rehman Shah
4. *"Until now we've been living in a place that's not our own. We know that this land is not ours; it's government land. But our people think they've built solid, finished homes, so it's theirs now. They think they own it. They don't realize it can be torn down at any moment. That it can all crumble."* Maya Pawar
5. *"If something is precious, you shouldn't let it die. Whatever has life in it will die in time. This is fate. Nothing else."* Rehman Shar
6. From a letter to the government: *"Our way of life, our culture, and our art will not fit into flats. In our colony, there are artists who own stilts as tall as 15 feet. How will these fit in a flat? Some of our puppets are 10 feet tall. Our musicians have kettle drums that weigh 150 pounds. We make statues, big and small, with wood. We have people who make toys with soil. We have bhopa and bhopi who make large Rajasthani paintings. For the last 50 years we have performed in Indian festivals abroad and raised the prestige of our country."* Puran Bhat
7. *"All we want is for you to remember us, to keep our art alive."* Puran Bhat
8. *"These [designs] are small things, but they're from the heart. Every man works from his heart. It's just a door, but whatever his thoughts were, he put them into his work. He worked hard, and he made it. Every tile has its own story."* Puran Bhat
9. *"It'll be sad when we leave here. I spent my whole childhood here. But we all need to move forward and not look back. The world is moving fast and we need to keep up with it."* Maya Pawar
10. *"What do I wish for my family? Do whatever you want. Get a normal job, work in an office, do whatever you want. Just don't forget your art and culture. Don't forget who we are."* Puran Bhat
11. *"If I could tell my son one thing, it would be this: 'Son, you aren't anyone's slave. Do this work and eat. This art is a gift from our elders. It will give you opportunities and poverty, it will give you the good and the bad. It's not something you show everyone, but those who care about the past watch this ... And if you don't want to do it one day, then don't.'" Rehman Shah*
12. *"When we were children, we thought for sure we would be children forever. But now I've grown up. And I can see how fast this world moves. I wish I could stop the world for just a moment."* Rehman Shah

CULMINATING ACTIVITY: DEBATING BOTH SIDES OF THE ISSUE

Students watching *Tomorrow We Disappear* learn about a conflict between poor artists in New Delhi who have been living in a particular place and way for generations, and city developers who have a new vision for the Kathputli Colony where these residents live.

Divide students into groups of between six and eight. Each group will prepare a debate about the proposed fate of the Kathputli Colony, the temporary relocation strategy and the final development plan.

In each group, some students will represent colony residents and some will represent the developers and government officials. Colony residents may choose to argue about the details of the proposed plan or argue that a different development solution should be agreed upon for the Kathputli Colony.

Present the debates in front of the class. Have the class vote on which groups of debaters offers the most convincing arguments.

ACTIVITY RUBRIC: DEBATING BOTH SIDES OF THE ISSUE

Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Understanding the different perspectives presented in the film	Student demonstrates limited understanding of the perspective he/she is representing in the debate	Student demonstrates some understanding of the perspective he/she is representing in the debate	Student demonstrates good understanding of the perspective he/she is representing in the debate	Student demonstrates exceptional understanding of the perspective he/she is representing in the debate	/5

Thinking and Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Ability to evaluate the quality of information needed to make a persuasive argument	Student needs to improve in the selection of information upon which to base his/her argument	Student chooses satisfactory information upon which to base his/her argument	Student chooses considerably strong information upon which to base his/her argument	Student chooses exceptionally relevant information upon which to base his/her argument	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Applying logic in a debate	Student begins to craft an argument but has significant gaps in logic	Student crafts a satisfactory argument but may have some gaps in logic	Student crafts considerably strong logical arguments	Student crafts exceptionally strong logical arguments	/5

Communication

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Quality of communication	The student has considerable difficulty presenting information orally	The student has some challenges presenting information orally	The student presents information orally in a clear manner	The student presents information orally in an exceptionally clear manner	/5

Comments:

Total: _____/20

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Languages	<ul style="list-style-type: none"> • listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. • use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. • generate, gather and organize ideas and information to write for an intended purpose and audience. • use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 9–12 English	<ul style="list-style-type: none"> • listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. • use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. • generate, gather and organize ideas and information to write for an intended purpose and audience. • draft and revise their writing, using a variety of literary, informational and graphic forms and stylistic elements appropriate for the purpose and audience. • use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 10–12 Media Arts	<ul style="list-style-type: none"> • demonstrate an understanding of the critical analysis process by examining, interpreting, assessing and reflecting on media art works. • demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural and community values and their awareness of those values. • demonstrate an understanding of the sociocultural and historical contexts of media arts. • demonstrate an understanding of responsible practices associated with producing, presenting and experiencing media art works.
Grade 9–12 Visual Arts	<ul style="list-style-type: none"> • demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating and reflecting on various art works. • demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect both social and personal values.
Grade 12 Canadian and World Issues	<ul style="list-style-type: none"> • analyze the causes and effects of economic disparities around the world. • compare the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global geographic issues. • analyze the impact of selected global trends on people and environments at the local, national and global level.
Grade 12 World Geography: Human Patterns and Interactions	<ul style="list-style-type: none"> • explain the influence of social, political, cultural, economic and environmental factors on human environments and activities. • analyze the environments of urban areas to determine the effects on them of large-scale rural-to-urban migration. • analyze various types of regional economies to determine the causes of regional economic disparities. • assess the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them.

Grade 12 World Geography: Urban Patterns and Interactions	<ul style="list-style-type: none"> • explain how social, political, cultural, environmental and economic processes shape urban places. • analyze and compare the characteristics of major urban systems in different parts of the world. • describe the influence of social, cultural, political, environmental and economic factors on the development of urban settlements in different parts of the world. • assess various ways of managing urban change in selected world regions. • analyze various proposed solutions to typical problems of large urban areas.
Grade 11 World History Since 1900: Global and Regional Perspectives	<ul style="list-style-type: none"> • analyze the relationship between the individual and those in authority in various societies since 1900. • demonstrate an understanding of the variety of cultural expressions throughout the world since the beginning of the 20th century. • describe key changes in the structures and activities of everyday life since 1900. • describe major features of economic life since 1900.
Grade 12 World History: The West and the World	<ul style="list-style-type: none"> • analyze a variety of types of communities that have evolved since the 16th century. • assess various types of interactions that have occurred among diverse peoples and cultures, and the impact of these interactions, since the 16th century. • analyze different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared. • assess the range and diversity of concepts of citizenship and human rights that have developed since the 16th century. • describe diverse social structures and principles that have guided social organization in Western and non-Western societies since the 16th century.
Grade 12 Adventures in World History	<ul style="list-style-type: none"> • analyze how people throughout history have dealt with conflict and maintained peace. • explain how and why societies have changed from rural to urban. • describe types of group membership and their influence on both individuals and society. • compare the roles and functions of individuals and groups in different societies and at different times. • compare political systems and processes that have been involved in the exercise of power and authority throughout history.
Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • assess, record, analyze, and synthesize information gathered through research and inquiry. • demonstrate an understanding of how identity is socially constructed and internalized, and of the impact of social norms and stereotypes. • demonstrate an understanding of the dynamics of power relations in various social contexts. • demonstrate an understanding of the impact individual action can have on equity, social justice and environmental issues, and of how the media can create awareness of these issues. • demonstrate an understanding of how social activism can be used to support equity and social justice objectives.
Grade 12 Equity and Social Justice: From Theory to Practice	<ul style="list-style-type: none"> • explore topics related to equity and social justice, and formulate questions to guide their research. • assess, record, analyze and synthesize information gathered through research and inquiry. • demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice. • analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization. • assess the impact of media and popular culture on equity and social justice issues. • analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues. • evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice. • demonstrate an understanding of how personal values, knowledge and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns.

Grade 12 World Cultures	<ul style="list-style-type: none"> • explore topics related to world cultures and/or cultural groups, and formulate questions to guide their research. • assess, record, analyze and synthesize information gathered through research and inquiry. • communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry and communication skills. • demonstrate an understanding of the elements and functions of culture and of the nature of cultural influence. • analyze how cultural identities are socially constructed, preserved, transmitted and transformed. • demonstrate an understanding of artistic expressions, philosophies and religious/spiritual beliefs found within specific cultures, and of how these expressions relate to various aspects of those cultures. • analyze specific cultural expressions and a range of factors that can affect them. • assess the contributions to and influence on various cultures/societies, including Canada, of a diverse range of ethnocultural groups and individuals from those groups. • demonstrate an understanding of the dynamics of power relations within specific cultural groups and between minority and majority cultures.
Grade 11 Dynamics of Human Relationships	<ul style="list-style-type: none"> • demonstrate an understanding of various social and cultural influences on relationships. • demonstrate an understanding of various dynamics and challenges that can affect relationships. • demonstrate an understanding of the nature of individual rights and responsibilities in human interactions. • demonstrate an understanding of the extent of individual rights and responsibilities within the wider community. • analyze and assess social-action initiatives that support or contribute to healthy relationships and/or healthy communities, and design and implement an initiative of their own.
Grade 11 Introduction to Anthropology, Psychology and Sociology	<ul style="list-style-type: none"> • explore topics related to anthropology, psychology and sociology, and formulate questions appropriate to each discipline to guide their research. • assess, record, analyze, and synthesize information gathered through research and inquiry. • use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture. • use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour. • use a sociological perspective to explain patterns of socialization.
Grade 12 Challenge and Change in Society	<ul style="list-style-type: none"> • explore topics related to the analysis of social change, and formulate questions to guide their research. • assess, record, analyze and synthesize information gathered through research and inquiry. • demonstrate an understanding of the causes and effects of social change. • demonstrate an understanding of how forces influence and shape social patterns and trends. • demonstrate an understanding of how various social structures and conditions support or limit global inequalities. • analyze the impact of unfair or unjust exploitation of people or resources, locally and globally.
Grade 12 Philosophy: Questions and Theories	<ul style="list-style-type: none"> • demonstrate an understanding of connections between ethics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life. • use philosophical reasoning skills to develop, communicate and defend their own responses to philosophical questions in ethics. • demonstrate an understanding of connections between social and political philosophy and other areas of philosophy, other subject areas, and various aspects of society, including everyday life. • use philosophical reasoning skills to develop, communicate and defend their own responses to questions in social and political philosophy.

The Overall Expectations listed above are from *the Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations, can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>