

## **Lesson Three**

### ***What issues have been discussed at previous G8 summits?***

#### **Activity 1**

How have the issues addressed by the G8 Summits changed over time?

#### **Objective**

Students will identify both recurring issues and issues which arise due to changing world events.

#### **Resources**

- Final Communique and Chair's Summary of Previous Summits  
[www.g8usa.gov/c10490.htm](http://www.g8usa.gov/c10490.htm)

#### **Introduction**

Since the G8 Summits first began in 1975, certain topics have been recurring themes on conference agendas. Topics are added and removed from the agenda as world events warrant.

#### **Task**

In this lesson, students will review the Final Communique and Chair's Summary of each of the previous G8 Summits in order to identify recurring issues and those that vary from summit to summit.

#### **Process**

Begin this lesson by directing students to the Sea Island Summit website, [www.g8usa.gov/c10490.htm](http://www.g8usa.gov/c10490.htm) which provides a link to each of the Final Communiques (now Chair's Summary) written at the conclusion of each summit. Assign each student a specific final report to review. The student should make a list of the key topics outlined in the report. After all students have finished, the teacher should begin with 1975 and moving chronologically through the list, ask each student to report the key topics. The teacher will compile and tally these topics on the board or overhead projector. When the reports are complete, lead a discussion around the following questions.

- What are the recurring issues?
- How has the pattern changed over time?
- What issues might be of interest to leaders of other nations?
- If you were President Bush, what would you choose to discuss this year?  
[Before answering this question, students may wish to review the agenda items for the Summits in 1976, 1983, 1990, and 1997 which were also hosted by the United States.]

After reviewing the issues addressed at past Summits, ask students to identify the one topic they feel is most important for the upcoming Sea Island Summit. Have students

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*Middle School Lessons for Teaching About the G8*

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review in detail the ways in which this one topic was addressed in previous Summits. Students should then draw a political cartoon making clear their position on the issue.

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**Activity 2**

Why do some people demonstrate at the G8 Summits?

**Objective**

Students will examine both the rights and responsibilities of demonstrators at G8 Summits.

**Resources**

- Globalization 101 website [[www.globalization101.org](http://www.globalization101.org)]
- G8 Evian Summit [[www.g8.frevian](http://www.g8.frevian)]
- G8 Kananaskis Summit [[www.forums.alternet.org](http://www.forums.alternet.org)]
- G8 Genoa Summit [[www.cnn.com/SPECIALS/2001/g8.summit](http://www.cnn.com/SPECIALS/2001/g8.summit)]

**Introduction**

As with all events of this magnitude, it is likely that individuals and groups exercise their first Amendment rights. At G8 summits, leaders discuss a wide range of social, political and economic issues. Because of the variety of issues addressed, and wide media presence, these events tend to draw demonstrators.

In the United States, the first Amendment of the Constitution guarantees citizens the rights of freedom of speech and the right to peaceably assemble. Along with these rights comes the responsibility to respect the rights and opinions of others. The Sea Island Summit is likely to attract the attention of various groups and individuals with specific agendas to which they would like to draw the leaders' attention.

**Task**

In this lesson, students will examine some issues of international interest which have been the subject of demonstrations at previous G8 Summits.

**Process**

Begin this lesson by dividing the class into nine groups and assigning each group one of the following topics: trade, health, migration, technology, culture, the IMF and the World Bank, investment, the environment, and development. Send each group to a computer to access [www.globalization101.org](http://www.globalization101.org). Each group should click on the icon "Issue Briefs" and then find their assigned issue. After opening their specific issue icon, each group should read through the information provided at that site and related links and then draw up a list of what they feel are the most important aspects of their issue that they might like to bring to the attention of the G8 leaders.

After all groups have completed the research, reassemble the class and let each group report their findings.

- What were the issues discussed?
- What do the issues identified have in common? (e.g., First World vs. Third World)
- How was each side represented?

## Sea Island Summit

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Next, have students return to the Internet and check websites dealing with demonstrators at the 2003 G8 Summit in Evian, France ([www.g8.fr.evian](http://www.g8.fr.evian)), the 2002 G8 Summit in Kananaskis, Canada ([www.forums.alternet.org](http://www.forums.alternet.org)), and the 2001 G8 Summit in Genoa, Italy ([www.cnn.com/SPECIALS/2001/g8.summit](http://www.cnn.com/SPECIALS/2001/g8.summit)). Did demonstrations occur at those Summits? What specific groups were involved and what issues did they promote?